

The background of the cover is a photograph of a large, classical-style building with a portico supported by several columns. The building is constructed of red brick and light-colored stone. The sky is a clear, pale blue. The text 'BSC' is in a gold, serif font at the top left. Below it, 'Birmingham-Southern College' is in a white, sans-serif font. At the bottom, '16 17 CATALOG' is in a large, white, bold, sans-serif font.

BSC

Birmingham-Southern College

16
17 CATALOG

All information in this catalog pertains to the 2016-2017 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

August 2016

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CORRESPONDENCE DIRECTORY

Administrative Affairs and General Matters.....	President
Academic Information	Provost
Academic Records and Transcripts	Registrar
Admission Information	Vice President for Admission and Financial Planning
Financial Aid.....	Director of Financial Planning
Financial Matters	Senior Vice President for Finance
Gifts and Bequests	Senior Vice President for Advancement
Student Life Information.....	Dean of Students

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 / 800-523-5793
 Website: www.bsc.edu

Birmingham-Southern College does not discriminate on the basis of race, color, national origin, ethnic origin, sex, sexual orientation, age, disability, genetic information, 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. Birmingham-Southern College does not discriminate with respect to students on the basis of religion, but consistent with its Methodist heritage and affiliation, may provide additional aid and options to individuals of particular religions. 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. Birmingham-Southern College is exempt from the religious discrimination provisions of Title VII of the Civil Rights Act of 1964 pursuant to 42 U.S.C. Sections 2000e-2(a) and 2000e(j).

Any persons 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 Disability Act of 1990, or other civil rights laws should contact one of the following individuals, whom Birmingham-Southern College 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, Coordinator of Accessibility Services, 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.

COMMUNICATING COMPLAINTS TO THE COLLEGE

Students may at times deem themselves to have been treated by peers inappropriately, or by representatives of the College in a manner that falls outside of appropriate and reasonable standards of fairness, integrity, or appropriate execution of duties, particularly regarding the implementation of College policies, processes, and procedures. When such circumstances occur, students are encouraged to address the matter directly with the individual(s) who gave rise to the concern through personal or electronic contact, when appropriate. Students may wish to consult with the counselors in Counseling and Health Services, other professionals in the Office of Student Development, or faculty advisors for guidance before addressing the issue.

If direct contact is not appropriate or does not lead to a timely resolution of the concern, students are encouraged to seek resolution by contacting appropriate officials of the College. For concerns related to academic issues or academic-related employees of the College, students should contact the Assistant Provost in the Provost's Office in Munger Hall 210. For all other concerns, students should contact the Dean of Students in the Office of Student Development in the Norton Campus Center, 2nd floor. These officials will meet with students as soon as is reasonably possible, and will assist them in working with other College officials as appropriate or may request students to submit a written statement to initiate a formal complaint. Students can also submit a complaint to College officials by completing the online Student Complaint Form available on the Birmingham-Southern College website. After receiving the information, these officials will investigate the matter thoroughly.

If the incidents potentially involve violations of College policies, such as behaviors of discrimination, sexual harassment, or sexual misconduct, students are encouraged to report the situation to Campus Police, Counseling and Health Services, or Student Development, and to follow the processes outlined in the *Student Handbook*.

Students with complaints against the institution generally, which are not resolved by the College, may wish to contact the primary accrediting body of the College, the Southern Association of Colleges and School (SACSCOC) at 404-679-4500. Complaint procedures for SACSCOC may be found on the SACSCOC website

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GENERAL INFORMATION

MISSION OF THE COLLEGE

Birmingham-Southern College prepares men and women for lives of significance. The College fosters intellectual and personal development through excellence in teaching and scholarship and by challenging students to engage their community and the greater world, to examine diverse perspectives, and to live with integrity. A residential, baccalaureate liberal arts institution, Birmingham-Southern honors its Methodist heritage of informed inquiry and meaningful service.

OUR COMMITMENT TO EDUCATION

At Birmingham-Southern College we believe the best educational experiences we can provide students are those that encourage the development of skills and interests that will serve graduates well throughout a lifetime of learning. Toward that end we offer a curriculum founded upon a rich liberal arts tradition.

All of our degree programs include a common foundation of general education requirements designed to support the educational goals of the College. Known as the Explorations curriculum, our general education program has been purposefully designed to foster five learning outcomes that the College expects all of its graduates to exhibit: effective communication, creative problem solving, civic engagement, the ability to connect disparate areas of thought, and self-directed teaching and learning.

In addition to completing general education requirements, students may choose a major offered by the College or, in consultation with a faculty committee, may design their own majors in order to pursue another specific academic interest or goal. 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 work hard to keep our programs flexible, our courses up to date, and our outlook toward education innovative. We value diversity in all of its senses. Experiential learning, to which the College has a strong commitment, complements classroom work. A number of learning experience formats are available to all students, including internships, international study-travel, service learning, and faculty-student research collaborations. We also provide for tutorials and independent study through which students may pursue topics of special interest in close cooperation with a faculty member.

Our obligation as a liberal arts college is to help students develop the capacity to make and communicate responsible decisions based on information accurately gathered and astutely analyzed. Faculty take this responsibility seriously and work to direct students toward developing 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 diversity in spiritual, social, political, and economic institutions and heritage; and in achieving competence in at least one field of knowledge that will help prepare each student for his or her chosen profession or vocation. These skills and dispositions serve students well whether they choose to major in a traditional liberal arts field or one of our pre-professional programs. Our commitment to the assessment of student learning ensures that these goals are met.

Our faculty is composed of 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 well-informed, up-to-date material pertinent to their disciplines and strive to actively 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 individual academic concerns and needs is an essential factor in the effectiveness of our teaching and it allows us to continue to enhance the healthy intellectual environment at the College.

While all faculty are concerned with students' scholastic progress, each student is assigned one faculty member to serve as an academic advisor. Academic advisors help students to define individual interests and academic goals, assist with planning course schedules, evaluate progress toward the degree, and direct students toward other opportunities that complement their academic studies.

Because of its size, Birmingham-Southern College enjoys a small student-faculty ratio. That, combined with a genuine concern on the part of the faculty for the intellectual and personal welfare of our students, creates an atmosphere in which many advisor-advisee relationships become ones of friendly understanding and mutual respect.

The College operates on a four-one-four academic calendar, consisting of a fall term, the January Exploration term, and a spring term. Students typically enroll in four courses in the fall, one in the Exploration term, and four in the spring. A more limited number of courses is also offered over the summer. The Exploration term offers students the opportunity for intense investigation of a particular subject for a period of approximately four weeks. This may be a project proposed by a faculty member or one designed by a student 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 chosen, Exploration term is a time intended to provide students with unique opportunities for creative, experiential, and independent study.

Birmingham-Southern College is committed to making an education that changes lives an affordable reality for all students. The robust Explorations curriculum, caring faculty at the top of their fields, in-depth knowledge of a major subject area, a highly customizable Exploration term, and abundant active learning opportunities culminate in an educational experience that prepares students to meet the world head-on and lead lives of significance.

At Birmingham-Southern College we take pride in our tradition of providing a high-quality liberal arts education; we are proud of 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. The information in this Catalog will help future students to understand our degree requirements, curriculum, and co-curricular activities, and will assist current students in taking full advantage of all that Birmingham-Southern College has to offer.

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 Student Government Association'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 helps to maintain the academic integrity of the entire college community. Through this system of self-governance, students play an integral role in providing a campus atmosphere of profound trust in which each individual 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 also have available to them at all times the online *Student Handbook*, which details the provisions of the Honor Code as well as social regulations and policies.

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 College 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 Beta of Alabama.

The College continues to pursue academic distinction, but not academic distinction alone. The founders insisted that excellent scholarship prepared young people for a life of service. Southern University's first president, William M. Wightman, put it this way to the second graduating class: "The great point to be considered is, not so much what you shall *get*, as much as what you *shall* become—what you shall *do* to bless your generation." Birmingham-Southern College remains committed to that ideal.

ACCREDITATION AND MEMBERSHIPS

Birmingham-Southern College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award bachelor's degrees.

The College is also accredited by the University Senate of the United Methodist Church.

Programs of the College are accredited and/or approved by the following organizations:
Alabama State Department of Education
American Chemical Society
Council for the Accreditation of Educator Preparation
National Association of Schools of Music

The College holds membership in the following organizations:
American Association of Colleges for Teacher Education
American Council on Education
Annapolis Group
Association of Alabama Independent Colleges and Universities

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
 Fulbright Association
 General Board for Higher Education and Ministries
 International Association of Methodist Related Schools, Colleges, and Universities
 National Association of College and University Business Officers
 National Association of Independent Colleges and Universities
 National Association of Schools and Colleges of the United Methodist Church
 National Collegiate Athletic Association

CONSORTIAL ASSOCIATIONS

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

Locally, Birmingham-Southern College 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.

RESOURCES FOR STUDENT SUCCESS

Communication

The email account provided to students by Birmingham-Southern College is the primary tool for official communication. The College will send official messages to students at the electronic email addresses provided to them, and expects students to review their email accounts regularly, responding as is appropriate.

Faculty Advising

Comprehensive advising is an integral part of the academic program at Birmingham-Southern College and of students' broader experiences at the College. Each student is assigned a faculty advisor who assists him or her in setting academic and professional goals, weighing options, and accessing resources that are available to ensure success at the College. The student and the faculty advisor work together and have shared

responsibility in the advising process. Ultimately, however, each student is responsible for understanding and completing the requirements for graduation.

Students are encouraged to remain with the advisor initially assigned to them for at least one year. A student may be reassigned to another advisor at any time, however, at his or her request, at the advisor's request, or at the discretion of the Provost. For student-initiated requests, change-of-advisor forms are available at the Office of Academic Records.

Pre-Professional Programs

The curriculum of the College is designed to permit a student to pursue a program of studies leading to a variety of careers. In addition to more traditional liberal arts curricula, academic programs offered by the College prepare students for advanced work in professional schools, such as seminary, law, dentistry, or medicine. Other programs prepare the student for immediate entry into a profession, such as business or classroom teaching. In consultation with specific faculty advisors, students at the College may develop a career-focused academic program in the areas of accounting, business, church-related vocations, education, health professions, and law.

Academic Resource Center

In addition to academic support from faculty, the College provides support through the Academic Resource Center (ARC). ARC includes the Writing Center, Math Lab, and peer tutoring in most academic subject areas. These services share a common goal of advancing student academic success through collaborative learning and peer teaching. ARC services are offered free of charge to currently enrolled students.

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.

Professional librarians provide a variety of reference and information services. They assist students in learning to locate, evaluate, and use information 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. The Library staff oversees the maintenance and circulation of the collection and ensures the smooth operation of the facility.

The facility houses a collection of more than 275,000 titles selected to support instruction and research at the College. In addition to books and periodicals, the collections include

over 120 online databases, nearly 200,000 e-books and access to over 35,000 e-journal titles, as well as audio and video recordings, government documents, microfilm, and microfiche. The Library is a Congressionally designated partial depository for United States government documents. Special collections house the College archives, Methodist archives, and rare books. Digitized collections include Birmingham-Southern College 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 blended learning classroom 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.

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.

Counseling and Health Services

The College provides a Counseling and Health Services Center staffed and equipped to give assistance in a variety of areas. Any currently enrolled student may utilize the services of the Counseling Center. The counseling staff typically work with short-term counseling needs ranging from adjustment to college, time and stress management, relationship concerns, and loss and grief. More involved concerns requiring a specific expertise may be referred to a mental health professional off campus as needed or requested. The staff is available for consultations and referrals for all members of the campus community, including faculty and staff.

Additionally, if a student is in need of specific academic, residential, or dietary accommodations, documentation from an off-campus professional must be sent to the Coordinator of Accessibility Services for review. The Coordinator will review the documentation and work with the student and appropriate entities of the College in providing needed accommodations as possible.

The Office of Health Services provides personal care and assists individuals in maintaining a healthy lifestyle. Health Services provides on-campus health care by a full-time registered nurse and a part-time physician. Common health concerns include allergy injections, immunizations, and treatment of minor illnesses and injuries. Referrals

to off-campus specialists are available as needed. Services are available for all members of the campus community.

Career Services

The Birmingham-Southern College Career Services Office provides individualized career counseling, testing, and the tools and resources necessary for career exploration, career planning, and professional development. Assistance is provided with job market strategies, networking techniques, professional etiquette, workplace issues, interview preparation, and résumé writing. The Office also aids students in completing the application process for graduate study.

Student Government

The Student Government Association strives to support the academic mission of the College by providing financial support to assist students with travel to academic conferences and seminars, Exploration term travel and projects, and unique academic opportunities during the summer term. It also funds various publications of students' academic work, the extended opening of the Library during exam periods, and numerous speakers who visit campus each year.

ACADEMIC POLICY AND INFORMATION

Academic Calendar

The academic calendar is divided into two terms, a fall term beginning in late August and concluding in December, and a spring term beginning in early February and concluding in 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 on campus, including regular coursework and undergraduate research. The academic calendar, showing pertinent dates for the academic year, is posted on the College website.

Typically, courses in regular terms are scheduled for two or three days per week. 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,” when no classes are held, is built into the schedule on Tuesdays and Thursdays for special programs, speakers, and College community activities.

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 seven units; *sophomores*, if they have completed at least seven but fewer than 15 units; *juniors*, if they have completed at least 15 but fewer than 23 units; and *seniors*, if they have completed at least 23 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 completing course-related assignments. 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 3.000 and obtained the written permission of the student’s academic advisor, 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 tuition charge for any extra units beyond 4.75 units in a regular term. 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.

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. Students are required to attend class meetings and fulfill all course requirements. If the student does not meet these conditions, the course will not be entered on his or her transcript. A fee of \$500 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 applicable 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 15 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. Transfer students may elect to receive evaluations of “S” or “U” at the same rate after earning a total of 15 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 Office of Academic Records 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 add a course or elect the “S”/“U” or “audit” options. A student may drop a course without a grade through the end of the fourth week of classes. 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 during a regular term, 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 withdrawal), 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 Veterans Benefits Administration (VA) considers it unsatisfactory progress for a veteran or a person eligible for veteran’s benefits to withdraw from a course after midterm.

International students in F-1 or J-1 student status must consult with the international student advisor prior to dropping a course to ensure that it will not constitute a violation of their immigration status.

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 all 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 VA 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 Bursar’s Office 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 15 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 accommodations for a learning, physical, or emotional disability by submitting a “Request for Academic Accommodation” form to the

Counseling and Health Services Office, along with appropriate documentation from a certified professional with expertise in the assessment of the disability. The Coordinator of Accessibility Services 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, including those accommodations the student wishes to utilize as well as specific arrangements for each accommodation. Birmingham-Southern College will provide all reasonable accommodations to aid in a student's academic success, but no accommodation can fundamentally alter an academic course. Additionally, 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 courses. 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 course at midterm 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.

GRADING SYSTEM

Definition of Grades

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

A	—	distinctive
A-	—	superior
B+	—	outstanding
B	—	very good

B-	—	good
C+	—	above average
C	—	average
C-	—	below average
D+	—	poor
D	—	lowest passing grade
F	—	failure
S	—	satisfactory (“C” or above)
U	—	unsatisfactory (“C-” or below)

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 reexamination in it.

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

I	—	credit postponed until completion of assignments by end of next regular term
O	—	credit omitted until completion of course extending beyond one term
W	—	withdrawal without grade
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)
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)
Z	—	audit

Other notations:

AP	—	advanced placement
IB	—	international baccalaureate
TR	—	transfer, transient, study abroad

Quality Points

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

A	=	4.000
A-	=	3.670
B+	=	3.330
B	=	3.000
B-	=	2.670
C+	=	2.330
C	=	2.000
C-	=	1.670
D+	=	1.330
D	=	1.000
F	=	0.000

Satisfactory (“S”), unsatisfactory (“U”), advanced placement (“AP”), international baccalaureate (“IB”), and transfer (“TR”) 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

I - Incomplete

If because of illness or exceptional cause (unforeseeable, unavoidable, uncontrollable), a student cannot complete work for a course that he or she is passing, the student may request in writing that the instructor assign an incomplete grade (“I”). If approved, the student must complete the coursework prior to the last day of classes of the subsequent regular term, or a permanent grade of “F” will be recorded. An incomplete grade may not be continued for more than one regular term.

O – Credit omitted until completion of course extending beyond one term

A grade of “O” is an interim course mark indicating a course, internship, or research experience designed to extend beyond one regular term. An “O” grade may not be continued for more than one academic year, after which time a permanent grade of “F” will be recorded.

Academic Fresh Start

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 be exercised only one time.

All requests for waiver of grades exercised under the option described above are supervised by the Provost’s Office, which 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.

Courses Repeated and Redeemed

Any course repeated is undertaken with the understanding that the second grade earned will take precedence over the original grade 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. Courses may not

be redeemed by contract. 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) 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.
- (3) 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.
- (4) 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 calendar 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 contact the appropriate area chair next. If the matter is then still unresolved, the student may file a written appeal with the Provost on a form provided by the Provost’s Office.

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, and the student must provide documentation of his or her attempts to resolve the issue through previous consultations.

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, the appropriate department chair, and the appropriate area chair. The entire grade appeal process is normally finalized by the end of the next regular term after the term of the grade under appeal.

Transcripts

Students or alumni requesting transcripts of their academic record should submit a transcript request to the Office of Academic Records well in advance of the time the transcript is needed. Request forms and instructions for online requests and electronic delivery are available on the College's website. All financial obligations must be satisfactorily discharged before a transcript is issued.

COURSEWORK AT OTHER INSTITUTIONS

Transfer Credit

A student admitted as a transfer to Birmingham-Southern College may receive academic credit for courses completed at another regionally accredited institution if these courses are related in content and rigor to courses offered at Birmingham-Southern College. In the case of international transfer students with courses completed outside the United States, the transfer institution must be recognized as degree-granting by the home country. Transfer students must ensure that an official transcript from the transfer institution is forwarded to the Office of Academic Records at Birmingham-Southern College.

Courses with a grade of "C" or higher may be transferred. Developmental, orientation, and vocational courses are not transferable. All transfer units awarded appear on the Birmingham-Southern College transcript as credit only with the notation "TR" and are not computed in the cumulative grade point average. A Birmingham-Southern College course equivalent designation (or "000" for non-equivalent courses) is listed on the transcript. Credited courses may be reviewed for equivalency to Birmingham-Southern College designated Explorations learning outcomes courses. Transfer courses will be converted from semester or quarter hours into Birmingham-Southern College units.

Semester hours are divided by four and quarter hours by six to equal unit values. For example, a transfer course of three semester hours will be converted to a 0.75-unit of academic credit. Transfer courses do not count toward satisfying the College's residency requirement.

Transient Credit

Regularly enrolled Birmingham-Southern College students may not take courses at other institutions, either in residence or through extension, for academic credit at Birmingham-Southern College without the written consent of the Provost. To obtain consent to take a transient course at a regionally accredited institution, students must complete a transient approval form, obtaining prior approval for the proposed courses from the appropriate department and from the Provost's Office. Transient approval forms are available in the Office of Academic Records.

Study abroad courses are treated as transient courses. Students planning study abroad should see the "Study Abroad Credit" section in this catalog for additional information.

Pre-approved transient courses with a grade of "C" or higher may receive academic credit. All transient units awarded appear on the Birmingham-Southern College transcript as credit only with the notation "TR" and are not computed in the cumulative grade point average. Transient courses may be applied toward graduation requirements, including the academic area requirement, and major and minor requirements, if approved as such. Transient courses may not count as learning outcomes designated courses for Explorations. Transient courses will be converted from semester or quarter hours into Birmingham-Southern College units. Semester hours are divided by four and quarter hours by six to equal unit values. For example, a transient course of three semester hours will be converted to a 0.75-unit of academic credit. Students who have completed more than 15 units may not take courses at a community college for academic credit at Birmingham-Southern College. Birmingham-Southern College courses may not be redeemed by transient courses. Transient courses do not count toward satisfying the College's residency requirement.

Advanced Placement and International Baccalaureate Credit

A student may earn up to 16 units in Advanced Placement (AP) or International Baccalaureate (IB) credit. AP and/or IB scores accepted by the College may be applied toward graduation requirements, including the academic areas requirement, major or minor requirements (at the discretion of the disciplinary faculty), or as free electives, but may not count towards Explorations curriculum requirements. For each AP score accepted, a notation 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 each IB score accepted, a notation of "IB" is entered on a student's transcript along with the Birmingham-Southern College courses for which he or she is given credit. All IB scores are for the higher-level exams unless otherwise noted.

Advanced Placement Equivalences

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Art (General)	1	1	4	AR 111 or AR 112
Art (Drawing)	1	1	4 (submitted portfolio)	AR 150
Art History	1	1	4 (submitted portfolio)	ARH 215 or ARH 216
Biology	1	1	4	BI 115
Chemistry	1	1	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	UES 150
History*	2	1 (Euro) 1 (Amer)	4 4	HI 103 HI 151 or HI 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 and MA 232
Music Literature	1	1	3	MU 121
Music Theory	1	1	4	MU 150

Physics	2	1 1	5 (C-M) 5 (C-E&M)	PH 121 PH 122
Political Science	1	1	4	PS101
Psychology	1	1	4	PY101
Spanish	2	1 (gram) 1 (lit)	4 4	SN 220 SN 280
Statistics	1	1	4	MA207

International Baccalaureate Equivalencies

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course

Art	Credit considered on an individual basis			
Biology	1	1	6	BI 115
Chemistry	1	1	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 HI 151
Mathematics	1	1	6	MA 2321
Music Literature	Credit considered on an individual basis			
Philosophy	1	1	6	PL 201
Physics	2	2	6	PH 121 and PH 122
Spanish	1 1	1 (standard) 1 (higher)	6 6	SN 220 SN 280
Theatre	1	1	5	THA 100

*elective credit only

ACADEMIC PROGRESS

Satisfactory Academic Progress

Satisfactory progress is measured by grade point average. The minimum acceptable grade point average at the end of the first year is 1.500. At the end of the sophomore year it is 1.800. At the end of the junior year and thereafter it is 2.000. Students are also expected to make consistent progress towards a degree.

Academic Probation

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

- (1) Failure to earn above a 1.000 grade point average in any term.
- (2) Failure to meet the academic year grade point requirement for the Birmingham-Southern College average and cumulative average. The minimum acceptable grade point average at the end of the first year is 1.500. At the end of the sophomore year it is 1.800. At the end of the junior year and thereafter it is 2.000.
- (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 VA 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 request withdrawal from the College. Permission to withdraw is granted only by 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 with the Assistant Provost; the student must then complete the withdrawal form and be sure to achieve proper check-out with several offices on campus: Financial Planning, Bursar, Residence Life, and the Office of Academic Records. International students who request to withdraw must complete additional paperwork with the Sklenar Center for International Programs. If the student must withdraw for medical reasons, his or her request must be supported by a physician’s or a counselor’s letter.

The student’s courses for the term of withdrawal are indicated on the student’s transcript with notations according to the following guidelines. A student who withdraws before the last day to receive grades of “W,” as shown in the academic calendar, receives a grade of “W” in all courses that term. A student who withdraws after the last day to receive grades of “W” receives a grade of “F” in all courses that term, unless the student must withdraw for medical reasons. In that case, course grades of “WP” (withdraw passing) or “WF” (withdraw failing) are assigned by the student’s professors. “WP” and “WF” grades do not compute in the student’s grade point average.

A student who withdraws must move out of the residence hall or campus apartment by the date agreed upon with Residence Life. Generally Residence Life allows up to 48 hours for the student to leave campus.

To return to Birmingham-Southern College after a withdrawal, the student must complete the application for readmission available on the College's website. If the withdrawal occurred for medical reasons, the student must obtain and submit documentation from his or her physician or counselor clearing the student to return to the College.

Birmingham-Southern College reserves the right to require at any time the withdrawal of any student whose conduct or academic standing is regarded as undesirable, either for the sake of the student or the College.

See the "Refunds" section of this catalog for information on refund of tuition to which a student may be entitled upon withdrawal. See also the "Financial Aid" section for additional information regarding withdrawals.

Application for Degrees

Formal application for a degree should be filed with the Office of Academic Records 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 and all holds must be cleared prior to graduation.

Commencement

Birmingham-Southern College confers degrees at the end of each academic term. All degree requirements must be completed and all obligations and college duties must be discharged in order to be granted a degree and receive a diploma. The degree conferred date on the student's final transcript will be the date at the end of the term of completion of degree requirements and discharge of all obligations and college duties.

The College holds an annual commencement ceremony at the end of each spring term. In order to participate in the commencement ceremony, be granted a degree, and receive a diploma, all degree requirements must be completed and all obligations and college duties must be discharged prior to the commencement ceremony. Obligations and college duties include clearing financial, library, and other holds; any sanctions imposed through a student conduct/disciplinary process; and any pending student conduct/disciplinary issues.

A student with a financial or other hold at the end of the term of completion is not included in the current year's graduating class rank and statistics. When the hold is cleared, the student must complete a readmit form in order to have the degree conferred. The degree conferred date on the student's final transcript will be date of the College's next degree conferral term.

A student with pending student conduct/disciplinary issues that cannot be resolved prior to the end of the term of completion will not be included in the current year's graduating class rank and statistics. No matter the outcome of the student conduct/disciplinary process, the student must complete a readmit form in order to have the degree conferred. If the student is found not in violation or given sanctions which can be completed prior to the start of the next term, the student may readmit for that next term. If suspended, the student must complete a readmit form after the term of suspension and upon completion of any additional sanctions. In either case, the degree conferred date on the student's final transcript will be the date of the College's next degree conferral term.

Students not completing all requirements and obligations at the time of the spring term commencement will be mailed their diplomas at the time of the next May commencement after their degree conferral date.

ACADEMIC RECORDS

The Right to Privacy

The privacy of student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). The Registrar 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 education records 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, and participation in officially recognized activities and sports. 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 Office of Academic Records in writing. 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 Office of Academic 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 Office of Academic Records using the change of address form located on the Office of Academic Records home page.

Non-directory information makes up the remainder of the student's education record. The education record includes, but is not limited to, academic, disciplinary, financial aid, health, student account, and other information directly related to a student's enrollment at

Birmingham-Southern College. Students may give permission to allow their education record to be disclosed to a designated individual(s) by signing the *FERPA Release Form - Student Consent for Access to Education Records*. The FERPA Release Form is available on the Office of Academic Records home page. FERPA also allows a student's academic record to be shared without the student's direct consent with parents or guardians who certify their student is claimed as a dependent for IRS purposes.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Birmingham-Southern College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Birmingham-Southern College.

The Office of Academic Records provides an online FERPA tutorial that fully explains the policy.

ACADEMIC HONORS

Dean's List of Distinguished Students

The Dean's List of Distinguished Students is compiled 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 3.500 or higher on work attempted during the term. To qualify for the Dean's List, a student must take at least three full-unit courses 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 ("I" or "O") or a grade of "S."

Honors at Graduation

The final cumulative grade point average is calculated to three decimal places without additional rounding. Students who during their academic careers establish a grade point average of 3.500 are graduated *cum laude*; those who establish a grade point average of 3.750 are graduated *magna cum laude*; and those with a grade point average of 3.900 are graduated *summa cum laude*.

Academic Awards

At Honors Day Convocation and in department award ceremonies the College bestows academic awards and other recognitions upon students of distinction. At the Honoring Scholarship Conference held in conjunction with Honors Day, students present their scholarly research and musical and artistic works.

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.

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, the nation's oldest academic honor society, was founded in 1776. The Beta of Alabama Chapter at Birmingham-Southern College was founded 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 3.400 grade point average may not be considered for membership, although the criteria for election are somewhat different for transfer 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.

ACADEMIC PROGRAMS

GRADUATION REQUIREMENTS

Degrees Conferred

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

Requirements for the Bachelor's Degree

To earn a 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, UES 150, UES 160), and humanities (Asian studies, Arabic, Chinese, classics, English, Hebrew, history, Latin, philosophy, religion, 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 2.000 (a "C" average) on all work completed at Birmingham-Southern College and a minimum grade point average of 2.000 on all work completed for a major or minor. Students who pursue an interdisciplinary major must maintain a minimum grade point average of 2.000 in the required courses in each of the disciplines.
- (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. Events which fulfill the graduation requirement of 24 lecture and arts events must contain significant artistic or intellectual content and be open to the entire College community. These are limited to Provost's Forums, campus fine and

performing arts events, and those presentations by invited speakers to the College that have been approved by the Committee on Curriculum and Standards.

(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 the 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 the 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 College 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:

- communicate effectively
- solve problems creatively
- engage their social and political world
- connect their coursework to the wider world
- 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 the knowledge accumulated in and the methodologies employed by multiple disciplines, 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. See the “Coursework at Other Institutions” section of this catalog for more information.

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, along with learning outcomes, described in the requirements and indicated in course registration materials:

CE – Creative Expression. Students will be able to

- identify an appropriate process, form, or technique for expressing a creative idea
- create or perform a creative piece appropriate to the discipline
- contribute to group critiques and discussions about the creative work of self and others
- revise, refine, and finalize one’s creative work on the basis of established criteria of the discipline, process, form, or technique

(The Creative Expression course must be taken in a discipline outside the major and courses required for the major.)

CI – Community Interests. Students will be able to

- examine how community is shaped by multiple contexts
- assess competing interests in community decision making
- analyze a societal problem from multiple angles or methodologies

ES – Explorations in Scholarship First-Year Seminar. Students will be able to

- contribute to ongoing class discussions
- make effective oral presentations
- identify strengths and weaknesses of different points of view and approaches to problems
- position oneself in an ongoing conversation/argument
- engage in library and/or other research appropriate to the content of the seminar

GP – Global Perspectives. Students will be able to

- examine an element of global complexity in relation to aesthetic, cultural, geographic, historical, political, economic, societal, religious, or philosophical perspectives appropriate to the discipline
- identify cultural differences among peoples within a world community

- demonstrate how world views are shaped by fundamental differences in cultural values

IA – Interpretation or Analysis. Students will be able to

- apply appropriate strategies or theoretical frameworks for solving a problem
- develop a plausible understanding/interpretation/analysis in relation to relevant observations, existing knowledge, and recognized theoretical (or conceptual) perspectives
- communicate the understanding/interpretation/analysis in a format appropriate to the discipline

QA – Quantitative Analysis. Students will be able to

- frame a problem quantitatively by transferring information or data into a mathematical or statistical model or formal notation
- solve the problem using mathematical concepts and strategies, with the aid of technology where appropriate
- think critically about results
- interpret the results in the context of the original problem
- communicate the findings

SM – Scientific Methodologies. Students will be able to

- define a problem/question
- state an appropriate rationale for investigation
- develop a testable hypothesis
- test the hypothesis using a suitable design
- analyze the resulting data
- draw appropriate conclusions
- communicate the findings in oral or written form

WR – Writing Reinforcement. Students will be able to

- address specific purposes, contexts, and audiences
- develop ideas to meet the demands of the rhetorical situation
- utilize appropriate genre and disciplinary conventions (i.e., organization, content, presentation, style)
- identify sources suitable to the genre or academic discipline
- employ syntax and mechanics standard to genre or disciplinary practices
- demonstrate the ethics of academic writing

EH 102/208 – First-Year Seminar in Writing and Critical Thinking. Students will be able to

- demonstrate sound logic, awareness of complex issues, and connections between specific details and a paper's overall argument
- produce a clear thesis, unified and coherent paragraphs, appropriate transitions between paragraphs, and an organized structure
- produce paragraphs with clear topic sentences, well-chosen examples, and supporting details

- use appropriate quotations, well-integrated into sentences, and properly cited in MLA style
- revise, edit, and proofread for varied sentence structure, careful diction, standard grammar and punctuation, and authorial voice and audience

Regularly enrolled Birmingham-Southern College students must fulfill learning outcomes designation requirements with scheduled courses taken at the College.

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 units beyond their other general education requirements and outside the disciplines of the major. Partial-unit activity courses in DA, MS, MU, and THA may be grouped to equal one unit of the same experience. Approved independent study (-93) and internship experiences (-97) may count.

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 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 project listed in the *Exploration Term Bulletin*. They may not contract individualized Exploration term projects.

Following the first year of study, students may contract individualized Exploration term projects. Contracted projects meet the same academic standards as projects 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 term projects.

All Exploration term 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 terms 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.

ENGAGED PROGRAMS

Krulak Institute for Leadership, Experiential Learning, and Civic Engagement

The Krulak Institute is the focal point for experiential learning at Birmingham-Southern College. The Institute houses the centers and programs focused on leadership development, experiential learning, and civic engagement, including the rise³ initiative, the Office of Exploration Term and Contract Learning, the Bunting Center, Bonner Leader Program, the Hess Center, the Sklenar Center, and the Norton Board of Advisors. These programs and centers provide opportunities beyond curricular requirements for students to engage their social and political world and to apply and test academic learning outside of the traditional classroom. Students involved in the programs of the Institute are invited to integrate their curricular and co-curricular experiences by engaging in service, taking part in internships, participating in undergraduate research, contracting individualized learning experiences, and studying abroad.

Rise³: Experiential Learning

Jessica D. Pincham King, Director

The College values experiential learning as an integral part of a student’s pathway to graduation. Experience, coupled with critical reflection, can be a crucial component of developing the creative problem solving and critical thinking skills essential for lifelong learning and professional preparation. Thus, the College provides all students the opportunity to complete at least one rise³ designated learning experience.

A rise³ experiential learning project includes the following characteristics:

- (1) a major experience of intensity and depth (e.g., service, collaborative research with a faculty member, an internship, or study abroad)
- (2) critical reflection before, during, and after the experience
- (3) sponsorship of a qualified faculty or staff member who serves as a resource to facilitate student learning and provide feedback

- (4) fulfillment of the rise³ learning outcomes, which include the ability to
- connect relevant experiences with academic content knowledge
 - explore the relationship between relevant experiences and self-knowledge (values, professional aspirations, abilities)
 - analyze the relationship between relevant experiences and public values and interests

Rise³ experiences can be either unit or non-unit bearing activities and, if unit bearing, may be used to fulfill requirements in Explorations or in the major when appropriate.

A student may participate in regularly offered rise³ experiential learning opportunities, or may initiate his or her own project. All rise³ projects must be approved in advance.

A full list of available opportunities and additional information is available from academic advisors and from the rise³ office.

Exploration Term and Contract Learning

Katy E. Leonard, Director

The Office of Exploration Term and Contract Learning provides counseling and assistance for students interested in individualized study. Such study may occur during the Exploration term or during the fall, spring, or summer terms.

Exploration Term Projects

Exploration term refers to a period of four weeks each January that provides an opportunity for academic exploration not possible during the regular term, including opportunities for study-travel or focused creative production. Sophomores, juniors, and seniors may take advantage of the option to develop their own contracted projects. See the “Exploration Term” section in this catalog for more information.

Individualized Study Contracts

During any term, students may design learning experiences that reflect their individual academic and career interests by contracting a project with a faculty member. Contracted learning experiences can range in scope from independent study courses to an entire major; all individual learning experiences for academic credit, including learning outside of the traditional classroom, require the approval of an Academic Contract for Independent Study or an Individualized Major Contract. See the “Individualized Majors” section of this catalog for more information.

Students initiate individualized learning experiences. However, each contract is sponsored by a faculty member who plays an active role in the experience. All contracts

detail the objectives of the project, procedures to be used, timetable for work to be completed, a bibliography, and the means by which the project will be evaluated. For a unit of credit, students should complete at least 150 clock hours of work associated with the contract during the term, including time spent reading, writing, or completing other assignments, as well as time on site for an internship experience. The department chair of the faculty sponsor, the student's academic advisor, and the Exploration Term and Contract Learning Committee review and must approve all proposals. Contract titles and descriptions appear on the academic transcript, and contracts are kept on file in the Office of Academic Records.

Contracts are not an alternative for existing courses in the curriculum. Courses may not be redeemed by contract. Not-candidate-for-degree students are not allowed to design and contract individualized learning experiences. 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 do not fall clearly within a single discipline. Courses with non-disciplinary designations do not satisfy Explorations curriculum requirements. Exploration term contracts are numbered 299 or 499; regular term independent study contracts are numbered 293, 393, or 493; and regular term career orientation practicums or pre-professional internships are numbered 297, 397, or 497. See the "Common Course Numbers" section in this catalog for more information. A maximum of two units counting toward graduation may be earned for independent study and internships. Career orientation practicums or pre-professional internships for academic credit normally carry a satisfactory or unsatisfactory grade ("S"/"U").

Bunting Center for Engaged Study and Community Action

Kristin Harper, Director

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 agencies or organizations. Service-learning combines academic study, community work, and intentional reflection. The essential question posed by Bunting Center experiences is *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 College community to

- engage in the community beyond the gate
- recognize and challenge assumptions
- interact 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. Recent partnerships have included First Light Women's Shelter, Urban Kids, Oak Knoll Health and Rehabilitation Center, NorthStar Youth Ministries, Blueprints College Access Program, Red Mountain Park, Cahaba Valley Health Care, Jones Valley Teaching Farm, Community Food Bank of Central Alabama, 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. During recent spring breaks, teams have worked in Puerto Rico; San Francisco; Boston; Appalachia; the Mississippi Gulf Coast; Washington, DC; as well as 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.

Bonner Leader Program

Since 1990, the Bonner Foundation has offered one of the largest, oldest, and most successful models for service-based scholarships. The Bonner Leader Program at Birmingham-Southern College utilizes institutional aid and the federal work-study program to provide students with an opportunity to engage in community-based work throughout their tenure at the College. Each fall, a cohort of Bonner Leaders is selected from the incoming class through a competitive application process. Bonner Leaders receive a scholarship and a federal work-study position that requires engagement in eight to ten hours of community service per week. Service hours include regularly scheduled Bonner meetings and activities, including in-service workshops, reflective discussion, and training sessions that equip students to assume increasing levels of responsibility and leadership within service activities. As a student progresses, the focus of his or her community work narrows, providing an opportunity to work on specific projects identified by a particular community partner. Bonner Leaders also complete the Distinction in Leadership Studies Program. Jointly sponsored by the Bunting Center for Engaged Study and Community Action and the Hess Center for Leadership and Service, the Bonner Leader program follows the Bonner Developmental Model, which has been used successfully at many colleges and universities for twenty-five years.

Hess Center for Leadership and Service

Kent S. Andersen, Director

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.

The Hess Center poses the following question to those who participate in its programs: *how do we enact and cultivate effective leadership?* This mission is achieved 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 (DLS) program provides the opportunity for students to study and practice leadership. The program includes four elements: an introductory theory course (LS 200), two Leadership Studies designated courses across the curriculum (see recommended courses below), a cooperative project in a junior-year practicum (LS 300), and a senior seminar (LS 400), which provides a summative leadership analysis and application experience. Students also must attain at least a 2.500 grade point average in all coursework at the College.

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 others to address matters of public concern
- apply critical and theoretical conceptions of leadership to new situations

Recommended courses for the Leadership Studies designated units:

AN 323
ARB 170
ARH 311
ARH 312
BA 320
BA 400
CH 418
ED 210
EH/HI 232
HI 205
HI 208
HI 210

HI 244
HI 245
HI 309
HI 345
HRC 200
MFS/HON 250
MU 371
PL 307
PS 240
PS/HON 307
PS 310
PS/HON 325
PS 340
PS 355
PY 308
RE 215
RE 280
RE 353
RE 375
SO 370
THA 104
THA 403
UES/PS 210
UES 380

Upon enrollment in one of these courses, students must indicate to the professor at the beginning of the term 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 a student see a connection to leadership in a particular course, he or she should contact the professor and the director of the Distinction in Leadership Program at the beginning of the term to complete a DLS course contract that formally indicates an intention to use the course to fulfill DLS requirements.

Hess Fellows Advocacy Internships

The Hess Fellows Advocacy Program provides an intensive opportunity connecting students with non-profit advocacy organizations. Students learn about advocacy, community engagement, and non-profit management through an eight-week summer internship. They participate as full members of the agencies, helping to build organizational capacity by conducting research, facilitating coalitions among constituencies, leading community outreach programs, organizing lobbying efforts, coordinating grassroots campaigns, and other means. In addition, students participate in workshops before and after their internships and complete written reflections on their

experiences during the internship. Applications for internships are due in February each year and participants are selected through a competitive process.

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 Birmingham-Southern College and beyond. The Challenge introduces leadership concepts relevant for campus involvement. Students meet weekly to participate in activities and simulations with other first-year students. The Challenge is a joint effort between the Office of Student Development and the Hess Center for Leadership and Service. Participants are nominated by faculty and staff during the fall term.

The Compass Student Publication

Compass publishes academic papers submitted by students, faculty, and alumni that address issues of leadership or service. The *Compass* is a student-run publication issued each academic year. Submissions are welcome from all academic areas.

Sklenar Center for International Programs

Anne Ledvina, Associate Director

The Sklenar Center for International Programs provides leadership for international education at Birmingham-Southern College. Global engagement and awareness is fundamental to a liberal arts education and serves as the primary focus of the Sklenar Center. All students should have the opportunity to travel and study abroad, meet people of other cultures, and develop intercultural competencies. Toward this end, the Sklenar Center operates three major programs: Global Engagement Initiatives, International Student and Scholar Services, and Study Abroad/Exchange Programs.

Global Engagement Initiatives

Global Engagement Initiatives provide opportunities for students and the campus community to explore global issues and to engage with cross-cultural perspectives, including intercultural programs and training and celebrations of diversity and culture. The Center sponsors International Education Week, organizes campus lectures to address global issues, and provides administrative support for student organizations with an intercultural mission. The Sklenar Center also assists faculty and staff with Fulbright applications.

International Students and Scholar Services

The Sklenar Center, in partnership with the Office of Multicultural Affairs, supports international students and visiting scholars. This support includes advice on immigration

compliance and maintaining visa status, providing orientation programming and on-campus advocacy, and offering formal opportunities to connect with other students, faculty, and community members as a way of enhancing professional and personal goals.

Study Abroad/Exchange

All students at the College are strongly encouraged to study abroad. Study abroad can be integrated into any academic major. The Sklenar Center provides advising and orientation services for students interested in study abroad/exchange. The College maintains exchange agreements with institutions in China, England, France, Germany, Japan, and the Netherlands. These programs offer opportunities for Birmingham-Southern College students to apply need and merit aid to term-length study abroad. Additionally, students may study in other selected locations through direct enrollment with foreign university partners or through North American partnering agencies.

Students who participate in study abroad/exchange must meet the following requirements:

- (1) maintain a minimum grade point average of 2.500 or higher if required by the host institution
- (2) comply with Sklenar Center and host institution deadlines for program application and scholarships
- (3) complete a study abroad transient pre-approval form prior to enrollment at the host institution and an enrollment verification form once matriculation begins
- (4) complete Pre-Departure Topics for Study Abroad (IS 101) the term prior to travel
- (5) remain enrolled full-time and in good standing while studying abroad
- (6) complete a re-entry evaluation and provide an official transcript from the host institution

Study Abroad Credit

In order to receive credit at the College, students must have earned a grade of “C” or better in the courses taken abroad and have completed the study abroad transient approval form. Upon completion of a study abroad program, students must have an official transcript from the study abroad institution sent to Birmingham-Southern College. Courses completed at institutions abroad are treated as transient credit, appear on the Birmingham-Southern College transcript as credit only with the notation “TR,” and are not computed in the cumulative grade point average. See the “Transient Credit” section in this catalog for more information. Study abroad courses may not duplicate courses already completed at the College. Participation for at least one full term in study abroad through the Sklenar Center may be used to fulfill some Explorations curriculum

requirements, including one Civic Engagement requirement, or, with approval, the Self-Directed requirement. Study abroad courses may not be used to fulfill other Explorations learning outcomes requirements.

Norton Board of Advisors

Established in 1974 to honor the memory of Edward Lee Norton, the Norton Board provides a forum for mixing the academic and theoretical wisdom of the College with the practical advice of the Birmingham business and professional communities. The Norton Board connects the College to the community, the community to the college, and provides a conduit to prepare and mentor students for engagement, service, and leadership.

Norton Board Internships

Norton Board internships expose students to practicing professionals and experts, challenging students to explore their personal interests, professional aspirations, and roles as productive citizens. These internships are often designated as rise³ projects, and can occur during any academic term.

Panther Partnerships Mentoring Program

The Panther Partnership Mentoring Program is a nine-month mentoring program for students. The program, which is selective, challenges students to clarify personal interests and professional aspirations by connecting with a practicing professional and expert. Each student participates in monthly meetings with a mentor and attends educational seminars focused on networking, résumé preparation, interview skills, and professional and social etiquette.

DONALD C. HARRISON HONORS PROGRAM

Susan K. Hagen, Director

The importance of viewing issues from interdisciplinary perspectives and of integrating, as well as analyzing, fields of knowledge is a special focus of the Harrison Honors Program's courses and requirements. This is achieved by fostering students' intellectual curiosity, their oral and written communication skills, and their ability to think and study independently. 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 Harrison Honors Program.

Harrison 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 Scholar who is registered for courses 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.

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 Harrison Honors Program.

First-year students may enroll in 300-level Honors seminars or above only with the consent of the instructor. Many Harrison Honors courses are offered on an alternate year basis.

For admission requirements or additional information, interested students should contact the office below:

Director of the Harrison Honors Program
Birmingham-Southern College
Box 549030
Birmingham, Alabama 35254
(205) 226-4660
(205) 226-7842
shagen@bsc.edu
bbailey@bsc.edu

CHARLES B. VAIL COLLEGE FELLOWS PROGRAM

The Charles B. Vail College Fellows Program provides a formal structure for joint faculty-student research and teaching. Vail College Fellows projects are crafted to be a true collaboration between a faculty member and a student. Some recent Vail projects include conducting social science research; data collection and analysis for a peer-reviewed academic journal article; designing, constructing, and casting molds for the production of a sculpture installation; redesigning a biology course to increase active learning and improve scientific literacy; and creating a digital repository and archive for the College. Vail projects may lead to scholarly presentations and publications.

The program has a two-tiered design. Students in the first tier, Research Fellows and Teaching Fellows, receive academic credit for their project. Teaching Fellows register for 298, 398, or 498, Teaching Experience; Research Fellows, for 293, 393, 493, Independent Study. An individualized study contract must be completed for 293, 393, 493. Students in the second tier, Distinguished Fellows, receive a \$1,000 tuition scholarship rather than academic credit.

Participation in the Vail College Fellows Program is competitive and noted on the student's transcript.

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. All majors require a capstone experience and presentation.

Majors

Accounting
 Art (Bachelor of Fine Arts, Bachelor of Arts)
 Art History
 Asian Studies
 Biology
 Business Administration
 Chemistry
 Economics
 Education (Bachelor of Science in elementary/collaborative education K-6;
 teacher certifications in secondary education 6-12 and visual art P-12)
 English
 Global and Comparative Studies
 History
 Mathematics
 Media and Film Studies
 Music (Bachelor of Arts, Bachelor of Musical Arts)
 Musical Theatre
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Sociology
 Spanish for the Workplace
 Theatre Arts
 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.

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 will include in the

proposal a brief statement establishing the 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 sophomore 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 initiated 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 areas of the individualized major.

DUAL DEGREE PROGRAMS

Dual degree programs allow students to begin academic work at the College, with a degree from Birmingham-Southern College awarded upon successful completion of further requirements at a partner institution, which also confers a degree.

Dual Degree Programs

Engineering

Environmental Studies

Nursing

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 sophomore year. Students must maintain at least a 2.000 grade point average in the minor, and none of its course requirements may be evaluated "S" or "U." In addition, no course counted toward the major may also be counted toward a minor unless specifically exempted from this exclusion. Exemptions appear in the descriptions of majors found in 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.

Minors

Art
 Art History
 Asian Studies
 Biology
 Business Administration
 Chemistry
 Classics
 Economics
 English (literature and writing)
 Gender and Women Studies
 History
 Human Rights and Conflict Studies
 Latin American Studies
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Sociology
 Spanish
 Spanish for the Workplace
 Theatre Arts
 Urban Environmental Studies

MAJOR AND MINOR REQUIREMENTS

Accounting

Bachelor of Science

George F. Klersey, Tracy Smith

Business enterprises and other social organizations have grown greatly in size and complexity in modern times. These changes have greatly increased the importance of reporting, controlling, and auditing for managers and administrators. In order for management to control its operations effectively, it must have reports on these complex relationships in a systematic, accurate form. Modern accounting compiles pertinent information to help plan future activities and to aid management in control, as well as summarizing and interpreting events already past. Thus, accounting is the vital art of preparing and presenting financial and statistical information for the conduct of affairs in modern society.

Since an accountant is called upon to serve as an advisor to management, it is essential that his or her educational preparation extend far beyond principles and practices of accounting. The student must be familiar with economics, mathematics, computer science, management, and other fields relevant to the conduct of social affairs. The accounting major is, therefore, designed to give the student a broad foundation in the arts and sciences, to provide extensive exposure to general business principles, and to culminate with a set of courses that emphasizes the analytical and theoretical principles underlying current accounting practice. The program serves students in preparation for careers in public accounting, business, non-profit organizations, and government.

Upon completion of the accounting major, the student will be able to

- demonstrate an understanding of the fundamental principles and language of accounting and a breadth of knowledge in the functional areas of business (management, marketing, and finance)
- integrate their knowledge of these functional areas within a liberal arts education
- analyze and synthesize the elements of a situation, formulate alternatives, and recommend an implementable course of action
- recognize differences in domestic and foreign currency transactions and translations
- demonstrate an ethical foundation and practice professional responsibility
- construct convincing arguments in both oral and written form

Major Requirements

The following courses are required (14 units):

AC 221
AC 321
AC 322
AC 324
AC 341
AC 342
AC 361
AC 421
AC 428
AC 499
BA 201
BA 372
EC 202
MA 207

Art**Bachelor of Arts, Bachelor of Fine Arts**

Steven F. Cole, Jim Neel, Kevin Shook, 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 two 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 other leads to the B.A. degree in studio art with emphasis in drawing, painting, photography, printmaking, or sculpture. 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 the sophomore, junior, or senior year by enrolling in AR 298, AR 398, or AR 498. Students with a studio concentration must demonstrate that they are competent to undertake college-level work in the visual arts.

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

Major Requirements

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

AR 111

AR 112

AR 150

AR 250

ARH 215

ARH 216

two additional units in art history (ARH)

five units of studio art at the 300 level or above

AR 372

AR 471

AR 472

AR 499

maintain a 3.000 grade point average in all studio art (AR) and art history (ARH) courses

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

AR 111

AR 112

AR 150

AR 250

ARH 215

ARH 216

two additional units in art history (ARH)

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

Minor Requirements

The following courses are required (5 units):

two units from the following:

AR 101

AR 111

AR 112

AR 131

AR 150

AR 222

AR 250

HON 215

HON 216

ARH 215 or ARH 216

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

Studio art majors with art history 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.

Art History

Bachelor of Arts

Timothy B. Smith, Kathleen Spies

The program in art history aims to develop visual literacy in today's world through courses offered for those pursuing a major or minor in the field, as well as those seeking general education credit. Emphasis is placed on the critical examination of visual culture, from antiquity to the present, with works of art and architecture considered from the standpoint of their original historical contexts. A degree in art history prepares students for graduate study in the discipline and/or for a wide range of careers, including museum and gallery work, teaching, art criticism and journalism, art conservation, and arts management; it also provides a solid liberal arts foundation for further study leading to professional vocations such as law, pharmacy, and ministry.

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

The following courses are required (12 units):

ARH 215

ARH 216

ARH 250

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); HON 216 may count as a studio unit

ARH 473

Minor Requirements

The following courses are required (5 units):

ARH 215

ARH 216

two additional units in art history (ARH)

one unit in studio art (AR); HON 216 may count as a studio unit

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.

Asian Studies

Bachelor of Arts

Daniel Coyle, Program Coordinator

Asia is the world's largest, most populous, and culturally diverse continent. Its area spans from Japan in the Far East to Turkey and Arabia in the West, from Siberia in the North to Indonesia in the South, and encompasses all territories in between. The Asian studies interdisciplinary program provides students with the opportunity to learn broadly about this vital and dynamic region of the world. The program offers a major and a minor, and is synergistic with other academic majors. The curriculum covers classical and contemporary global issues from across the region and from perspectives in humanities and social sciences, including history, religion, philosophy, language, literature, film and cultural studies, economics, and political science. Asian studies majors attain a basic competency in Asian language(s), and develop important analytical and disciplinary skills for independent research. The Asian studies program provides a solid foundation

for graduate study as well as careers in fields such as government service, international business, banking, marketing, travel services, law, education, and journalism.

Upon completion of the Asian studies major, students will be able to

- describe and analyze competently Asian cultures and societies in terms of religious, philosophical, historical, economic, and political perspectives
- demonstrate basic proficiency in an Asian language (or languages)
- design and complete independent research that contributes disciplinary understanding to Asian studies

Major Requirements

The following courses are required (11 units):

AN 101

AN 303 or AN 323

AN 470

four units in Asian languages, either four units in one language or two units each in two languages

four elective units, at least two of which must be at the 300 level or above

Minor Requirements

The following courses are required (5 units):

AN 101

four elective units, at least two of which must be at the 300 level or above

Courses in the Asian Studies Curriculum

AN 150

AN 303

AN 323

ARB 101

ARB 102

ARB 170

ARB 201

ARB 202

CHN 101

CHN 102

CHN 201

CHN 202

CHN 270

CHN 290

CHN 295

EC 310

EC 430

HI 181

HI 182
HI 265
HI/HON 282
HI 283
HI 284
HI/HON 287
HI/HON 288
HI 385
HI 386
HON 204
HON 286
PL 207
PL 246
PL 256
PL 263
PS 361
RE 150
RE 210
RE 222
RE 275

Biology

Bachelor of Science

Kevin M. Drace, R. Scot Duncan, Andrew T. Gannon, Megan Elizabeth Gibbons, V. Katherine Gibbs, Pamela K. Hanson, Jason L. Heaton, Melanie L. Styers, Peter A. 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.

Pre-professional programs in biology/environmental studies and biology/pre-nursing are offered, and courses in biology can be combined with courses in other disciplines for an 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.

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.

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
- develop hypotheses and experiments to test them
- conduct experiments
- analyze data and draw appropriate conclusions
- clearly communicate scientific findings to diverse audiences
- write clearly and concisely in a scientific format
- demonstrate knowledge of the broad fundamental concepts of biology

Major Requirements

The following courses are required (11 units):

BI 115

BI 125 or HON 126

BI 215 or BI 220

BI 225

CH 120 or CH 149

four elective units in BI, one of which must be at the 400 level;

one elective must have a significant field component (BI 206, BI 232, BI 332, or BI 411); for students who fulfill the core genetics requirement with

BI 215, as opposed to BI 220, one elective must have a significant molecular lab technique component (BI 304, BI 402, or BI 405); the field or the molecular lab technique course may satisfy the 400-level requirement

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

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

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 3.000 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

The following courses are required (6 units):

- BI 115
- BI 125 or HON 126
- BI 215 or BI 220
- BI 225
- CH 120 or CH 149
- one additional unit in BI at the 300 level or above

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

Business Administration

Bachelor of Science

Paul A. Cleveland, Carolyn Garrity, Mary Pritchett Harrison, Rick A. Lester, J. L. Morrow, Sara H. Robicheaux, Jack A. 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 will be built on the distinction of teaching organizational leadership and management in a traditional liberal arts setting. The department will be dedicated to fostering a collaborative learning community that nurtures and develops students and which is driven by entrepreneurial thinking, global and cultural awareness and ethical practice.

Upon completion of the business administration major, students 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 within the context of their liberal arts education
- 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):

AC 221
AC 222
BA 201
BA 311
BA 320
BA 350
BA 363
BA 372
BA 400
BA 474
BA 475
BA 499
EC 201
EC 202
MA 231

Minor Requirements

The following courses are required (6 units):

AC 221
BA 201
BA 320
BA 350
BA 372
EC 202

Chemistry

Bachelor of Science

*Scott C. Dorman, Kate Hayden, David J. A. Schedler, Clyde T. Stanton,
Laura Katherine 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
CH 212
CH 220
CH 306
CH 308
CH 411
CH 412
CH 410
CH 418 or CH 428
MA 232
PH 121
PH 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
CH 212
CH 220
CH 306, CH 418, or CH 428

Classics

T. George Hendren

Classics studies Greco-Roman antiquity from prehistory to the end of the Roman Empire in an interdisciplinary manner drawing on a variety of fields, including language and literature, history, art history, philosophy, religion, and anthropology. By studying classical material, one gains an understanding and appreciation of ancient cultures that continue to influence our own, and the ability to synthesize materials, providing students with an intellectual foundation leading to graduate work in a variety of fields.

Minor Requirements

The following courses are required (5 units):

LA 101

LA 102

three elective units from the following:

any additional LA course

ARH 215

ARH 311

CL 150

CL 211

CL 225

CL 301

EH 280

PL 251

Economics

Bachelor of Science

Guangjun Qu, Kathleen Greer Rossmann, Chunbei Wang

Economics is the study of how societies use and allocate scarce resources and create systems for producing, distributing and consuming the goods and services that the members want. The structure and dynamics of these systems are the focus of economics and analysis is conducted at multiple levels from the behavior of individuals through the operation of the global system. Economists employ theoretical and empirical tools to understand decisions made by consumers, producers, workers, employers, investors, governments, and countries. Microeconomics focuses on individual decisions, such as how much time to devote to work, leisure, and school, and how much money to spend, save, and invest. Macroeconomics deals with aggregate outcomes, such as effectiveness of fiscal and monetary policies, growth and development strategies, and the distribution of income across countries.

Students majoring in economics will acquire an understanding of the basic tools of economics: theoretical models and quantitative methods. Students will develop the

capacity to use these tools to answer research questions, to assess the effects of policies, and to critically evaluate research practice and conclusions. An economics major provides 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.

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

- demonstrate logical analysis using empirical economic theories
- engage in observation and inference from data and apply statistical methods
- formulate empirical theses and research questions
- present economic ideas in writing and speech
- explain the usefulness and limitations of theoretical models and quantitative methods of economics

Major Requirements

The following courses are required (13 units):

EC 201

EC 202

EC 204 or MA 207

EC 308

EC 309

EC 460

EC 470

MA 231

five additional units in EC at the 300 level or above; BA 372, and
BA 474 are acceptable in fulfilling this requirement

The core courses in the major are two introductory courses (EC 201 and EC 202), two intermediate courses (EC 308 and EC 309), and introductory courses in calculus and statistics. It is recommended that these six courses be completed prior to taking other economics courses at the 300 and 400 level.

Internships, Exploration term projects, and teaching experiences may not count toward the major.

Minor Requirements

The following courses are required (5 units):

EC 201

EC 202

three elective units in EC at the 300 level or above

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

Education

Bachelor of Science

*Gay F. Barnes, Shelia M. Ingram, Louanne C. Jacobs, 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 Art P-12. The Elementary/Collaborative Education degree program offers students dual certification endorsement in both elementary and special education. Secondary and Art 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 and/or approved by the Council for the Accreditation of Educator Preparation (CAEP) and by the Alabama State Department of Education.

Upon completion of the teacher education program, students will be able to

- articulate a personal philosophy of education that reflects a synthesis of current educational theories
- communicate effectively in writing and in oral communication showing a grasp of discipline-specific language
- plan instruction that activates students' prior knowledge, builds upon that knowledge, and assesses student learning
- complete internships that demonstrate the ability to impact student learning

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 the workplace for grades 6-12. Comprehensive certification is offered for majors in English (English Language Arts), and history (History/General Social Science). All certification candidates are required to meet the requirements for a major in their chosen field as well as courses required by the Alabama State Department of Education to fulfill the distinction of "Highly Qualified Teacher." For example, elementary/collaborative students are required to take three math

courses, three science courses, and three English courses. These courses may coincide with courses taken to meet the Explorations curriculum.

Any transfer coursework used to meet state-approved program requirements must be from regionally accredited institutions. In addition, in order for transfer professional education courses to be used for certification in the state of Alabama, they must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

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.

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 10 units of credit or the equivalent.
- (2) A grade point average of 2.500 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.
- (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 Internship

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, or science. These are completed in the methods courses within a major. The third and most in-depth experience is the Internship (student teaching), a series of placements in two or more schools for a minimum of a full semester. The Internship measures a student's synthesis of all previous coursework. For secondary teacher candidates who are seeking certification in two or more distinct teaching fields (i.e., mathematics and biology) an additional student teaching semester is required.

Application for Internship

Teacher candidates must make formal application for Internship. The student's application is not complete until the student successfully demonstrates readiness in an interview with 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 2.500 or higher.
- (2) Grades of "C" or higher in all courses in professional education studies. A grade of "C-" is not acceptable.
- (3) A satisfactory interview and ePortfolio review, with two or more members of the education faculty, to assess performance.
- (4) A minimum passing score set by the Alabama State Department of Education on all PRAXIS tests required by the Alabama State Department of Education.

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

Each program has four components: general studies, professional studies, Internship, 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) Complete the College's graduation requirements.
- (2) Achieve a minimum 2.500 cumulative grade point average 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

Gay F. Barnes, Louanne C. Jacobs, Kelly A. Russell, and Amelia G. Spencer, Advisors

The elementary/collaborative education program leads to recommendation to the Alabama State Department of Education for Class B teaching certificates in Collaborative Teacher (Special Education) and in Elementary Education K-6.

The following courses are required (19 units):

ED 201
ED 210
ED 219
ED 299
ED 315
ED 316
ED 317
ED 318
ED 320
ED 324
ED 360
ED 410
ED 411
ED 472
ED 499
EPY 223
EPY 260
EPY 320

Additional courses beyond the Explorations general education curriculum are also required to meet state certification requirements.

Secondary Education

Shelia M. Ingram, Louanne C. Jacobs, 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. Current Alabama Department of Education course requirements for these certifications are available in the education office.

The following courses and program are required (10 units and program units):

ED 201

ED 299

ED 319

ED 323

ED 340, ED 341, ED 342, ED 343, ED 344, or ED 345

ED 412

ED 413

EPY 223

EPY 260

EPY 320

one program in the major from the following:

single major certification (students complete major requirements in biology, chemistry, history, mathematics, physics, or Spanish for the workplace)

or

comprehensive certification in English Language Arts (grades 6-12; students complete major requirements in English) or General Social Science (grades 6-12; students complete major requirements in history with courses also in political science, sociology, and economics)

Visual Arts Teaching Certification

Steven F. Cole, Kelly A. Russell, Advisors

Students who wish to teach visual arts in the public schools may add teaching certification requirements to a degree in art. Upon completion of the program outlined below, candidates will be eligible for a Class B, Preschool-12 Teaching Certificate.

The following courses and major are required (11 units and major units):

ED 201

ED 219

ED 299

ED 319

ED 323

ED 344

ED 414
 ED 415
 EPY 223
 EPY 260
 EPY 320

studio art major requirements for the B.A. or B.F.A.

English

Bachelor of Arts

Kent S. Andersen, Jane Archer, Frederick Ashe, William Tynes Cowan, Susan K. Hagen, Lucas J. Johnson, Michael L. McInturff, Sandra L. Sprayberry, Joseph Stitt, John D. Tatter, Melinda Rainey Thompson, David W. Ulrich

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 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 (12 units):

EH 205

EH 250

EH 260

EH 300

one unit, emphasizing a breadth of literary study (category 1), from the following:

EH 349

EH 375

EH 381

EH 389

EH 390

one unit, emphasizing a depth of literary study (category 2), from the following:

EH 330

EH 360

EH 380

one unit, emphasizing literature of a different time, place, or culture (category 3), from the following:

EH 350

EH 351

EH 361

EH 384

EH 385

one unit, emphasizing contemporary literature (category 4), from the following:

EH 392

EH 394

EH 395

EH 396

one unit, emphasizing literary theory (category 5), from the following:

EH 400

EH 410

EH 420

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

one unit of EH 470, EH 471, or EH 472

Two units used to fulfill major requirements must be taken from the following courses that concentrate on literature written before 1900:

EH 349

EH 350

EH 351

EH 360

EH 361

EH 380

EH 381

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

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-level literature courses

Minor in Writing

The following courses are required (5 units):

EH 204 or EH 205

four units from MFS 222, EH 301, EH 302, EH 303, or EH 493 when a contracted advanced writing course

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

Gender and Women Studies

Victoria Ott, Program Coordinator

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.

Minor Requirements

The following courses are required (5 units):

GWS 200 or Exploration term equivalent
four additional units from the following:

ARH 299
ARH 400
EH 220
EH 226
EH 394
EH 420
HI 210
HI 309
HON 315
PS 300
PY 208
RE 375
SO 215

One course in an independent study and up to one Exploration term course in topics related to gender and women studies can be used to satisfy the minor requirements.

Global and Comparative Studies

Bachelor of Arts

Natalie M. Davis and Robert J. Slagter, Program Coordinators

In global and comparative studies, students gain fundamental knowledge of the emerging field of globalization studies and examine the ongoing worldwide processes and effects of rapid integration and interdependence across political, economic and social dimensions. Students also learn the major theories and models derived from the tradition of comparative research in the social sciences, and the tools necessary to develop the skills of comparative research and the capacity to apply these methods to contemporary topics. Throughout the global and comparative studies major, comparative analysis allows for the identification of meaningful similarities and differences among regions, nation-states, social groups and organizations across the globe; theory and research provide explanations for similarity and difference and for assessments of global trends. The organizing themes of the major are social and economic change, power dynamics, and the interactions within and between the elements of global society. Core global concerns such as sustainability and human and international security are assessed in terms of transnational social movements and nongovernmental organizations, transnational corporations and multinational governing bodies, and the impact of economic and technological developments in the global arena.

The major enables students to analyze problems of global and/or comparative scope, generalize from that analysis, identify potential outcomes consistent with the theoretical

models, and apply these theoretical models to different levels of global and comparative analysis. Students in the major are strongly encouraged to achieve fluency in a foreign language. The global and comparative studies major prepares students for graduate study in the social sciences or law, to enter public service, and/or to join the private for-profit or not-for-profit sectors.

Upon completion of the global and comparative studies major, students will be able to

- describe foundational concepts in global and comparative studies, such as interdependence, development, sustainability, and human and international security, and apply these concepts in comparative analysis
- use comparative research methods to conduct comparative analysis engaging significant topics in global and comparative studies from the perspectives of economics, political science, and sociology
- deploy interdisciplinary empirical analytic resources and comparative modes of study to frame research questions and test hypotheses
- understand global systems and/or a component of those systems
- develop critical insights about globalization in terms of institutions, processes, and trends
- articulate critical insights about globalization and comparative studies and communicate the results of research
- engage in meaningful dialogue regarding topics in global and comparative studies

Major Requirements

The following courses are required (14 units):

EC 201
 GCS 100
 GCS 204
 GCS 304
 GCS 397
 GCS 470
 GCS 472

seven units from the following; at least 4 units must be at the 300 or 400 level; and at least one unit must come from Economics, one unit from Political Science, and one unit from Sociology, listed below

Economics
 EC 308
 EC 310
 EC 340
 EC 410
 EC 430

Global and Comparative Studies

GCS 273
 GCS 373
 GCS 393
 GCS 473
 GCS 493

Political Science

PS 235
 PS 238
 PS 240
 PS 338
 PS 340
 PS 342
 PS 361
 PS 366
 PS 368
 PS 400
 PS 434
 PS 445

Sociology

SO 305
 SO 308
 SO 335
 SO 373
 SO 376

Urban Environmental Studies

UES 210

EC 305, EC 308, EC 410, and EC 430 have prerequisites not included in major requirements.

Courses in the global and comparative 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.

History

Bachelor of Arts

*William Hustwit, Randall David 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):

two units from the following:

HI 102, and either HI 103 or HI 110

or

HI 181 and HI 182

HI 151 or HI 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;

at least one must be in United States history, one in European history, and one in Latin American, Asian, or Middle Eastern history

History courses at the 100 level deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. History courses at the 200 level examine a single cultural or national entity, or a clearly related group of such entities (usually a century or more). History courses at the 300 level are focused temporally or topically.

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 additional unit in HI (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 3.500 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.

Human Rights and Conflict Studies

Sandra L. Sprayberry, Program Coordinator

The minor in human rights and conflict studies provides students with critical skills and perspectives necessary for creating a more just and peaceful society. Students learn about social movements and their contemporary legacies through literature, historical accounts, and political policy by taking courses across four areas: representation, historical and social context, consequences and effects, and social change. The skills and perspectives acquired after completing the minor will benefit students who plan to pursue graduate study or a career in business, government, education, public service or advocacy and development work.

Minor Requirements

The following courses are required (5¼ units):
 HRC 300
 five units, one from each of the following areas and an additional unit chosen from any of the areas:

Representation

EH/HI/HON 230

EH/HI/HON 231

EH 329

EH 384

EH 395

HON 224

RE 299

RE 390

Historical and Social Context

HI 210

HI 244

HI 345

HRC 200

HRC/PS 434

PL 253

PL 300

PS 330

PS 368

PS/PY 369

Consequences and Effects

AN 323

EH 228

PY 205

RE 325

RE 345

Bunting Center service learning project or Exploration term experience

Hess Center/Leadership Studies internships

other Exploration term project approved by Human Rights faculty

Social Change

EH 229

HI 155

HI 206

HI 326

PL 200

PS 235

PS 250

PS 307

RE 353

SO 335

UES 360

Only one of the five area-of-study courses may be taken during the Exploration term.

Latin American Studies

Vincent T. Gawronski, Program Coordinator

The minor in Latin American studies provides a multifaceted 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 Latin American studies 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 a major may be counted toward the Latin American studies minor unless specifically exempted from this exclusion.

Minor Requirements

The following courses are required (6 units):

SN 270 or equivalent (this requirement may be waived through a proficiency exam)
two units in interdisciplinary core courses:

HI 261 (historical component)

PS 240 (political component)

three elective units from the following:

ARH 405

EH 395

HRC 200

LAS 200

MU 126 (Latin America: spring of odd-numbered years)

PS 366

PS 393 (when taught on a Latin American topic)

SN 365

SN 370 (when taught on a Latin American topic)

SN 402

SN 495 (when taught on a Latin American topic)

Mathematics

Bachelor of Science

Jeffrey Barton, Bernadette Mullins, Douglas A. Riley, Maria Stadnik, Joshua B. Zelinsky

Students often encounter mathematics as a finished product laid out neatly in a

textbook. At Birmingham-Southern College students experience mathematics 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, all abilities 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

- use mathematical methods to solve quantitative problems
- write a valid proof of a mathematical statement
- present a coherent explanation of mathematical work 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 MA 455
MA 458 or MA 461
MA 470
MA 499

four additional units from the following, at least three of which must be in MA, at least one of which must be at the 300 level or above:

CS 170
MA 207
MA 240
MA 250
MA 317
MA 320
MA 321
MA 422
MA 441
MA 451
MA 452

MA 454
 MA 455
 MA 458
 MA 461
 MA 462
 PH 121 or PH 122

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, MA 451, MA 455, MA 458, and MA 461. Those planning graduate work in applied mathematics are encouraged to take MA 305, MA 317, MA 321, MA 441, MA 451, MA 454, MA 461, PH 121, and PH 122.

Mathematics majors planning on seeking employment immediately upon graduation are encouraged to take MA 207, MA 305, MA 317, MA 321, and MA 441 as mathematics electives. Those intending on an actuarial career should also plan on taking relevant courses in related disciplines, particularly AC 221, BA 372, BA 414, BA 415, BA 416, EC 201, EC 202, and EC 309.

Students planning to attain secondary teaching certification must take MA 207, MA 240, and MA 317.

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

Minor Requirements

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

Teaching experience courses may not count toward the minor.

Media and Film Studies

Bachelor of Arts

Teddy Champion

The media and film studies major considers the processes by which film and media are produced and consumed. 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.

The media and film studies major incorporates historical, analytical, and theoretical approaches to understanding the form and function of human communication. The major also includes the production of media, with courses in film production, journalism, photojournalism, photography, and computer science, and 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 film and media. Following this core, students individualize their major by choosing electives in one of two concentrations: media, history, and society; 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.

The media, history, 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 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 210 as early as possible, and prior to determining their concentration area.

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.

Upon completion of the media and film studies major, students will be able to

- analyze stylistic and structural features of film/media
- formulate a thesis
- support a thesis with evidence
- communicate ideas in a clear, coherent, well-organized manner

Major Requirements

The following courses are required (11 units):

MFS 100

MFS 210

MFS 220

MFS 250

MFS 310

MFS 470

MFS 490

four units from the following (three units from one concentration and one unit from the other concentration):

Media, History, and Society

AR 324

EH 204

EH 248

EH 349

EH 384

EH 420

HON 215

HON 284

MFS 201

MFS 300

MU 122

PL 263

PS 111

PS 195

PS 345

PS 369

PS 473

PY 369

PY 417

RE 230

Media Production

AR 222

AR 324

CS 170

EH 204

HON 215

HON 216

MFS 221

MFS 222

MU 158

Music

Bachelor of Arts, Bachelor of Musical Arts

Leon W. Couch III, Jeremy N. Grall, Jeff Kensmoe, Jacqueline Leary-Warsaw, Lester Charles Seigel

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; 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 two distinctive degrees, both of which provide music majors with a program of strength and rigor: the Bachelor of Arts and the Bachelor of Musical Arts, a music-intensive degree that integrates individualized study in another academic area.

Students who anticipate majoring in music must audition in their principal instrument no later than the end of their first term at the College and demonstrate sufficient competency to undertake college-level work. Following two years of study, a committee of music faculty will interview and audition students and advise them concerning their degree plans and expectations. Prior to graduation, students must achieve a minimum proficiency level in the principal instrument and in piano appropriate for their degree (see the *Music Student's Handbook* for an explanation of specific proficiency levels) and must advance toward that degree at a rate acceptable to the music faculty.

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

- hear, identify, and work with musical elements including rhythm, pitch, harmony, structure, timbre, and texture
- demonstrate the ability to 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 and defend judgments and write about music

Bachelor of Arts (B.A.), Major 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 or the results of an independent research topic (a correlative paper is required).

Major Requirements

The following courses are required (12 units):

MU 151
 MU 152
 MU 158
 MU 221
 MU 222
 MU 251
 MU 252

three units in applied study (may be repeated for credit) over six regular terms from the following:

MS 310
 MS 320
 MS 330
 MS 340
 MS 350
 MS 360
 MS 410
 MS 420
 MS 430
 MS 440
 MS 450
 MS 460

one unit in ensemble (may be repeated for credit) appropriate for the principal concentration from the following:

MU 112
 MU 113
 MU 211
 MU 215
 MU 217
 MU 242
 MU 341
 MU 343

MU 499

a senior capstone presentation of at least thirty minutes
 complete the piano proficiency requirement

Minor Requirements

The following courses are required (6 units):

MU 121

two units in music theory numbered MU 151 or above

two units in performance numbered MS 300 or above; achieve proficiency level two

one unit from the following:

MU 112

MU 113
MU 142
MU 215
MU 217
MU 242
MU 341
MU 343

Graduation with Disciplinary Honors in Music Performance

Music majors may graduate with honors in performance by fulfilling the following requirements:

- (1) Qualify for honors designation study at the end of the sophomore year.
- (2) Complete the requirements for a B.A. in music.
- (3) Attain a 3.000 or better grade point average in all courses taken at Birmingham-Southern College.
- (4) Attain a 3.250 or better grade point average in all courses in music.
- (5) Take an additional 2 units of MS 400 in applied study.
- (6) Take an additional $\frac{1}{2}$ unit in a course designated MU or MED at the 300 level or above.
- (7) Perform a 30-minute recital in the junior year.
- (8) Perform a 60-minute recital in the senior year.

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 faculty advisors and formalized in the second term of the sophomore year. For further information, refer to the *Music Student's Handbook*. At the end of the sophomore year, students submit their degree plan for approval by the music faculty at the time of their interview.

Major Requirements

The following courses are required (20 units):

MU 151

MU 152

MU 158

MU 221

MU 222

MU 251

MU 252

MU 499

two units in applied study (may be repeated for credit) over four regular terms from the following:

MS 310

MS 320

MS 330

MS 340

MS 350

MS 360

one unit in ensemble (may be repeated for credit) appropriate for the principal concentration over four regular terms from the following:

MU 112

MU 113

MU 211

MU 215

MU 217

MU 242

four additional units comprised of courses numbered MU, MS, MED 300 and above; courses should relate to the objective of the student's B.M.A. major

five units outside music 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 senior capstone public presentation of at least thirty minutes
complete the piano proficiency requirement

Musical Theatre

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 faculty members will offer students guidance at the end of the sophomore year on whether the musical theatre degree or theatre degree is the most appropriate program.

Upon completion of the musical theatre major, students will be able to

- integrate musical analysis and performance

- perform acting goals and tactics
- function as a member of an ensemble
- execute theatre designs using appropriate technology

Major Requirements

The following courses are required (15 units):

one unit of DA

one-half unit in MS 110 and/or MS 310

two units in MS 320

two units from the following:

MU 150 and MU 151

or

MU 151 and MU 152

THA 120

two and one-half units (5 projects) in THA 201, including one dramatic performance, one musical performance, and one experience as a technician

THA 210

THA 230

THA 320

THA 323

THA 324

THA 472 or THA 499

Philosophy

Bachelor of Arts

Daniel Coyle, Steven S. Hendley, William T. Myers

Western philosophers from Plato to Whitehead have attempted systematically and consistently to do what every reflective person does fragmentarily and haphazardly: 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. 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 undergraduates to participate in this intellectual heritage and to develop analytical techniques essential to the discipline.

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 one's own 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 250

PL 251

PL 252

PL 253

one 300-level Writing Reinforcement (WR) course, taken in the junior year

two courses in PL numbered 300 and above (except PL 398 and PL 498)

PL 470

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 3.500 or better grade point average in all courses taken at Birmingham-Southern College.
- (3) Attain a 3.500 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 25-page paper that earns a grade of “A-” or better.

Physics

Bachelor of Science

Tyler T. Dart, Duane H. Pontius Jr., Mark E. Rupright

Physics majors fall into two categories: 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 those who intend that the bachelor’s degree will be their terminal degree, or who plan to do graduate work in physics.

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

- develop mature intuitions regarding the motions and interactions of physical bodies, including macroscopic objects, particles, and fields
- apply fundamental physical principles that accurately describe and predict the outcome of experiments and other observed phenomena
- demonstrate competency using mathematical methods commonly used to solve physics problems
- engage in an extended research project and present results to an appropriate audience

Major Requirements

The following courses are required (13½ units):

CH 120 or CH 149

MA 231

MA 232

PH 121

PH 122

PH 201

PH 301

PH 303

PH 304

PH 305

PH 402

PH 404

PH 410

one-half unit of PH 298, PH 398, or PH 498

Prospective majors are advised to begin physics in their first year and to complete MA 231 and MA 232 as soon as possible.

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

PH 122

PH 201

PH 301 or PH 303

PH 304, PH 402, or PH 404

Political Science

Bachelor of Arts

Natalie M. Davis, Vincent T. Gawronski, 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

- articulate the fields of American politics and comparative politics
- apply the basic methods of empirical social science analysis
- employ critical thinking, research and analysis skills
- formulate theses and research questions
- synthesize information about politics

- demonstrate competency in the oral communication of research results in a professional and engaging manner

Major Requirements

The following courses are required (11 units):

PS 101

PS 204

PS 304

PS 238

PS 470

PS 472

five elective units in PS with at least three at the 300 level or above

Minor Requirements

The following courses are required (5 units):

PS 101

PS 238

three elective units in PS, two of which must be at the 300 level or above (PS 204 and PS 304 are strongly recommended)

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 PS 304 should be taken during the sophomore year.

Teaching experience courses may not count toward the minor.

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, PS 304, PS 470, and PS 472 are eligible for disciplinary honors.

Candidates for Disciplinary Honors in Political Science must fulfill the following requirements:

- (1) Attain a minimum 3.000 grade point average in courses taken at Birmingham-Southern College.
- (2) Attain a minimum 3.700 average for courses in political science.

(3) Earn at least one unit of credit in a teaching experience in political science (PS 398 or PS 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 PS 472), as evaluated and determined by the political science faculty.

Psychology

Bachelor of Science

*Jessica Y. Allen, Joseph F. Chandler, G. Shane Pitts, Richard Rector,
Lynne S. Trench, Greta Valenti*

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

- articulate 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

PY 304

PY 312 or PY 314

two units from the following:

PY 211

PY 213

PY 224

one unit with a laboratory component from the following:

PY 370

PY 372

PY 374

three elective units in PY

one unit in the senior capstone experience, either PY 450; or PY 470/PY 499 immediately followed by PY 472, with PY 470/PY 499 counting as an elective in the major

Majors should take PY 204 and PY 304 consecutively and as early as possible, preferably by the end of the sophomore year.

All majors will complete the E. T. S. Major Field 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, one of which must be at the 300 level

Religion

Bachelor of Arts

Amy C. Cottrill, Keely Sutton, Joseph Wiinikka-Lydon

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 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, regarding individuals, communities, and religious traditions, from the following:

RE 100
 RE 201
 RE 221
 RE 222
 RE 231
 RE 235
 RE 275
 RE 276

one unit, regarding sacred texts and interpretive practices, from the following:

HB 101
 HB 102
 RE 205
 RE 215
 RE 230
 SK 101
 SK 102

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 (spring of senior year)

Minor Requirements

The following courses are required (5 units):

five units in RE, HB, SK, or HON 315

Sociology

Bachelor of Arts

Jessica Eckhardt, Meghan L. Mills

A major in sociology provides students with the theoretical and analytic tools to scientifically examine the relationship between human behavior and society. It emphasizes traits essential to a multifaceted liberal arts education including critical thinking, social awareness, multicultural and global understandings, and effective written and oral communication skills. Majors are encouraged to choose from diverse elective courses based on their interests and educational and career goals. Upon graduation, sociology majors will be prepared for an array of career opportunities in the fields of social service, law enforcement, healthcare, social justice and advocacy, conflict resolution, management and advocacy, and education with government, non-profit, or private organizations. Students interested in pursuing graduate or professional school after graduation will be prepared for graduate work in sociology, public health, social work, or law school.

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

- apply diverse theoretical approaches to understanding the relationship between human behavior and society
- demonstrate critical thinking and understanding of our increasingly diverse and global society through the use of the sociological imagination
- demonstrate effective social science research methods in conducting quantitative and qualitative research
- employ effective oral and written communication skills

Major Requirements

The following courses are required (11 units):

SO 101

SO 204

SO 304

SO 215, SO 235, or SO 339

SO 450

SO 470

five elective units in SO

Methods courses (SO 204 and SO 304) should be taken during the sophomore or junior year.

Minor Requirements

The following courses are required (5 units):

SO 101

SO 215, SO 235, or SO 339

SO 450

two elective units in SO

Spanish for the Workplace

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 for the workplace 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 College 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 six on the IB examination may be used towards graduation requirements, but not towards Explorations curriculum requirements. See the “Advanced Placement and International Baccalaureate” section of this catalog for a full description of the policy.

Upon completion of the Spanish for the workplace major, students will be able to

- function successfully in Spanish in a variety of real-life situations including the workplace
- 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

Major Requirements

The following courses are required (10 units):

- SN 270
- SN 280
- SN 300
- SN 315
- SN 320
- SN 390 or SN 391
- SN 397
- one unit in culture at the 300 level
- one unit in literature at the 400 level
- SN 471

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 SN 280, plus three electives at the 320 level or above
 - or
 - SN 270 or SN 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

Minor in Spanish for the Workplace

The following courses are required (6 units):

- SN 270
- SN 280
- SN 300
- SN 315
- SN 320
- SN 390 or SN 391

More than half of the courses counting toward either minor must be taken at Birmingham-Southern College.

Theatre Arts

Bachelor of Arts

Michael Flowers, Alan Litsey, Matthew S. 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.

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

three units (6 projects) in THA 201 to include at least one in performance
and one in technical theatre

THA 210

THA 223

THA 230

THA 320

THA 211 or THA 310

THA 403

THA 472 or THA 499

Minor Requirements

The following courses are required (5½ units):

THA 104

THA 110, THA 211, or THA 310

THA 120

THA 201

THA 223

THA 403

Urban Environmental Studies

Bachelor of Arts

William G. Holt III, Program Coordinator

The mission of the urban environmental studies 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 UES major blends courses from the natural sciences, social sciences, and humanities to prepare our students to examine urbanism and solutions to urban environmental issues.

Upon completion of the urban environmental studies major, students will be able to

- understand principles from the physical and biological sciences governing the causes of and our responses to urban environmental issues
- understand concepts from the social sciences and humanities revealing the causes of and our responses to urban environmental issues
- integrate interdisciplinary approaches to understand and solve urban environmental issues
- develop analytic skills that can be applied to research on urban environmental issues
- design and conduct independent research contributing to advancing urban environmental sustainability
- communicate integrated concepts regarding urban environmental sustainability

Major Requirements

The following courses are required (10-12 units):

BI 225

EC 202

EH 325, PL 307, or RE 320

UES 150

UES 160

UES 210

UES 470

three units from the following:

BI 314

BI 411

EC 340

PH 103

SO 373

SO 376

UES 110

UES 206

UES 360

UES 380

UES 397

BI 314, BI 411, EC 340, EH 325, PL 307, SO 373, and UES 360 have prerequisites not included in major requirements.

Minor Requirements

The following courses are required (5 units):

UES 150

UES 160

UES 210

two units from the following:

BI 225

BI 314 or BI 411

EC 340

EH 325

PH 103

PL 307

RE 320

SO 373

SO 376

UES 110

UES 206

UES 360

UES 380

UES 397

BI 225, BI 411, EC 340, PL 307, SO 373, and UES 360 have prerequisites not included in minor requirements. No more than one unit of UES 206 may count toward the minor.

Dual Degree Requirements

Dual Degree in Engineering

Duane Pontius and Douglas Riley, Advisors

Students who participate in the pre-engineering dual degree program attend Birmingham-Southern College for a portion of their degree and then continue their education at one of the College's partnering institutions. After completing the academic requirements at both schools, the student is awarded a bachelor's degree from Birmingham-Southern College 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, upon a favorable recommendation by the College's faculty liaison, and sundry additional requirements specific to either the partner

or the engineering discipline. The partnering institutions include Auburn University, Columbia University, the University of Alabama at Birmingham, Vanderbilt University, and Washington University in St. Louis. 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):

- CH 120 or CH 149
- CS 170
- MA 231
- MA 232
- MA 310
- MA 311
- MA 317
- PH 121
- PH 122
- PH 201

Pre-engineering students must also meet Birmingham-Southern College's general education graduation requirements, with the exception of the Connections in Scholarship requirement. They should work closely with the program advisors in selecting specific courses required by cooperating institutions.

Pre-engineering students must complete 24 units while at the College, at most two of which can be Exploration terms. Students must also complete their engineering degree at the cooperating institution in order to receive their degree from Birmingham-Southern College. Students who do not complete the degree requirements elsewhere will not receive a degree from the College unless they return and complete the requirements for another major as well as the remaining graduation requirements.

Dual Degree in Environmental Studies

William G. Holt III, Advisor

Students who participate in this dual degree program attend Birmingham-Southern College for a portion of their degree with completion achieved at Duke University. After successfully completing the first year of study at Duke University, students are awarded a bachelor's degree from Birmingham-Southern College. 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 College, students in the dual degree program major in either biology/environmental studies or chemistry/environmental studies.

Biology/Environmental Studies (11 units):

- BI 115
- BI 125

BI 215

BI 225

BI 411

BI 499

CH 120 or CH 149

four biology electives (excluding BI 298, BI 398, or BI 498), two of which must be at the 400 level

Additional courses (with a grade of “B+” or better) are required for admission to Duke University:

EC 202

MA 207

MA 231

Chemistry/Environmental Studies (10 units):

CH 120 or CH 149

CH 211

CH 212

CH 304

CH 404

CH 408

CH 401

CH 402

CH 499

MA 232

Additional courses (with a grade of “B+” or better) are required for admission to Duke University:

EC 202

MA 207

MA 231

Environmental studies students must also meet Birmingham Southern College’s general education requirements and the entry requirements of Duke University. They should work closely with the program’s advisor in developing class schedules. Environmental study students must successfully complete their first year requirements at Duke University in order to receive the degree from Birmingham-Southern College. Students who do not complete their first year at Duke University will not receive a degree from the College unless they return and complete the requirements for another major as well as any remaining graduation requirements.

Dual Degree in Nursing

Susan Buckingham, Advisor

Students who participate in this dual degree program attend Birmingham-Southern

College, completing general education requirements for the baccalaureate degree, prerequisite courses for admission to the School of Nursing at Vanderbilt University, and course requirements for the biology/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 College, students in the program major in biology/pre-nursing.

Biology/Pre-Nursing (9 units):

BI 115

BI 125 or HON 126

BI 215

BI 225

BI 303

BI 304

CH 120 or CH 149

human anatomy (taken off campus)

one BI elective

Biology/pre-nursing students are strongly encouraged to choose their elective from the following: BI 301, BI 402, or BI 442.

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.

COURSES

The discipline abbreviations in courses below are those used by Birmingham-Southern College for permanent records and class schedules. The number in parentheses after each course indicates the amount of credit given for the course. 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 their descriptions; if no such designation appears after a description, that course has no prerequisites.

AC - Accounting

AC 221 Financial Accounting (1)

An introductory study of financial statements and accounting principles and techniques.

AC 222 Managerial Accounting (1)

An introduction to managerial accounting. Special attention to accounting for manufacturing and to the preparation and analysis of financial statements. Prerequisite: AC 221.

AC 321 Intermediate Accounting I (1)

The study of accounting theory as it pertains to general-purpose external reporting by business enterprises. Techniques for assets and current liabilities are examined. Prerequisite: AC 221.

AC 322 Intermediate Accounting II (1)

Financial statement analysis and full disclosure requirements are addressed, along with techniques in accounting for debt, capital transactions, adjustments, income taxes, pensions and leases. Prerequisites: AC 321 and a "C" or better in all previous AC courses.

AC 324 Cost Accounting (1)

Analysis and techniques of recording, measuring, and reporting cost information to reflect inventory valuation and income or loss of business entities for internal and external reporting and decision-making purposes. Prerequisite: AC 221.

AC 341 Income Tax I (1)

A study of Federal income tax laws, research procedures, tax return preparation, and tax planning relating to individuals. Prerequisite: AC 221.

AC 342 Income Tax II (1)

A study of Federal income tax laws, research procedures, tax return preparation, and tax planning relevant to corporations, partnerships, and tax-exempt entities, with an overview of taxation of international transactions. Prerequisites: AC 341 and a "C" or better in all previous AC courses.

AC 361 Business Law (1)

An explanation of the workings of the law in business, scope and classification of business law, legal relations of people in business, the law of contracts; damages, guaranty and suretyship, negotiable instruments, partnership and corporate forms of business organization. Prerequisite: accounting major.

AC 421 Auditing I (1)

A study of the theory of financial compliance and operational audits. Performance of a simulated audit and case presentation provides students with practice in applying professional auditing procedures for evidence gathering, evaluation, reporting, ethics,

legal liability, and teamwork. Prerequisites: AC 322 and a “C” or better in all previous AC courses.

AC 422 Auditing II (1)

A study of advanced concepts in auditing. Students acquire further academic preparation in understanding and applying auditing in the computer environment, information systems control concepts, special audit risk considerations, and consultation in a computer systems context. Prerequisites: AC 421 and senior standing.

AC 428 Advanced Accounting (1)

A study that deals primarily with corporate consolidation problems, foreign currency transactions and translations. Prerequisite: senior standing. Prerequisites: AC 322 and senior standing.

AC 443 Governments and Not-for-Profit Accounting (1)

A study and critique of the conceptual and procedural issues pertaining to the accounting, reporting, and auditing of not-for-profit organizations, including state and local governments, hospitals, universities, and health and welfare organizations. Prerequisites: AC 221 and senior standing.

AC 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 and databases. Prerequisite: AC 221.

AC 499 Senior Internship in Accounting (1)

An experience designed to solidify and enhance students’ knowledge in the accounting field. The experience may include a ten-week internship or an in-class project. Topics may include recent accounting developments, extensions of accounting concepts, and exploring basic business systems. Students electing an internship for their senior project should consult with the disciplinary faculty about the variety of internship options. Prerequisites: AC 324, AC 341, and AC 421. Exploration term.

AN - Asian Studies

AN 101 Introduction to Asian Studies (1)

An introduction to Asian studies at the survey level. Students learn interdisciplinary approaches to the various regions of Asia while examining geography, religion, history, literature, philosophy, visual art, politics, and economics.

AN 150 Introduction to Chinese Culture (1)

A survey of Chinese culture, taught in English, that provides students with a better understanding of the peoples and cultures of China. Topics include geography, business, politics, philosophy, religion, art, music, film, medicine, food, family, and history.

AN 303 Comparative Mysticism (1)

An interdisciplinary genealogy of mysticism. Using primary texts and contemporary scholarship, students examine critically the major theories, practices, experiences, and literature deemed “mystical.” Topics include “the Oriental mystery religions,” Vedanta, Pythagoreanism (and the uncanny power of music), Neoplatonic Christianity, Gnosticism, Kabbalah, Sufism, and Daoism. Prerequisite: at least junior standing or instructor consent.

AN 323 Chinese Philosophies of Leadership and Strategy (1)

An investigation of major Chinese philosophies of leadership and strategy, including Confucian exemplarism, Daoist notions of spontaneous emergence, and Sunzi’s praxiological cultivation of efficacious situations. Considerable attention is given to comparing Chinese thinking with the classical Western philosophies of Plato, Aristotle, Machiavelli, and Clausewitz to articulate uncommon assumptions and contrasting notions of efficacy. A Leadership Studies designated course. Prerequisite: sophomore standing or one previous course in PL (except PL 241).

AN 470 Senior Project in Asian Studies (1)

A research project that demonstrates a student’s ability to investigate a problem in Asian studies. 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.

AR - Art**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 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 131 Printmaking: The Revolution of Media and the Matrix (1)

An exploration of print media as a catalyst in social transformation and its evolution from a visual object disseminating information to one that is shared and liked digitally in a global network. Particular emphasis will be placed on printmaking’s historical and contemporary impact on media and the art world.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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 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. Prerequisite: AR 111 or AR 150.

AR 322 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. Prerequisite: AR 111 or AR 150.

AR 324 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. Prerequisite: AR 111 or AR 150; or two introductory courses in MFS.

AR 330 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, Imago, soft-ground, hard-ground and aquatint etching. Prerequisite: AR 111 or AR 150. Fall, Spring.

AR 331 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. Prerequisite: AR 111 or AR 150. Fall, Spring.

AR 332 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. Prerequisite: AR 111 or AR 150. Fall, Spring.

AR 333 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. Prerequisite: AR 111 or AR 150. Fall, Spring.

AR 334 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. Prerequisite: AR 111 or AR 150. Fall, Spring.

AR 353 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 Giacometti, Twombly, Rembrandt, Oldenburg, Van Gogh, Christo, Diebenkorn, Hockney, Meyer, Sontag, Michals. Figure laboratory required. Prerequisite: AR 250.

AR 354 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 portraiture. Old masters' and contemporary artists' work will be studied. Figure laboratory required. Prerequisite: AR 250.

AR 355 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. Prerequisite: AR 150.

AR 356 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. Prerequisite: AR 250.

AR 372 Research Methodologies in Studio Art (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. All studio art majors are required to take this course in the spring of their third year of study. Prerequisites: AR 111, 112, 150, 250, and three 300-level courses in studio concentration or permission of the art faculty.

AR 435 Advanced Printmaking (1)

A studio experience focusing on print processes in order to develop the student's understanding of the relationship between techniques and concepts. Prerequisite: AR 330, AR 331, AR 332, AR 333, or AR 334.

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, AR 472, and AR 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. Instructor consent required. Prerequisites: completion of three 300-level or above courses in studio concentration and senior standing. 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.

ARB - Arabic**ARB 101 Elementary Arabic I (1)**

An introduction to the sounds and structure of Arabic language and its varieties (formal and colloquial), as well as to the culture of Arabic-speaking peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Instructor consent required.

ARB 102 Elementary Arabic II (1)

A continuation of ARB 101 with special focus on mastering basic communication skills as well as addressing the different cultural aspects of the Arabic-speaking world.

Prerequisite: ARB 101.

ARB 170 Special Topics in Arabic Studies (1)

An introduction to the cultures of the Arabic-speaking world. Concentration on a geographic region or topic common to one or several areas of the Arabic world. The course may be repeated for credit when the area of focus is different. A Leadership Studies designated course.

ARB 201 Intermediate Arabic I (1)

A course that reviews basic grammar and pronunciation concepts from Elementary Arabic, builds more vocabulary, and further develops language skills, with focus on additional exposure to Arabic culture and traditions. Prerequisite: ARB 102.

ARB 202 Intermediate Arabic II (1)

An introduction to more complex grammatical structures and solidification of vocabulary to perfect the use of formal or Modern Standard Arabic (MSA). Extensive exposure to subjects relevant to Arabic culture and traditions, including famous Arab writers, their biographies, and their contributions to the field of literature. Prerequisite: ARB 201.

ARH - Art History**ARH 175 Leonardo da Vinci: Art, Science, and Myth (1)**

An exploration of the works of Leonardo da Vinci, with emphasis on his interdisciplinary approach to creative and scientific endeavors, and his place in the broader “myth” of artistic genius. Spring.

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

A digital-slide 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 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 250 The Art of Art History (1)

A discussion course designed for beginning 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. This course fulfills the Writing Reinforcement (WR) requirement for art history majors.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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. May not count towards major requirements in art history. 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. A Leadership Studies designated course. Prerequisite: ARH 215, or classics minor.

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. A Leadership Studies designated course. 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 Later Renaissance 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 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: ARH 215 or ARH 216.

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, ARH 216, or Latin American studies minor.

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 Post-Impressionism 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 and senior standing. Fall.

AS - Astronomy**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.

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: MA 232 and PH 122.

BA - Business Administration

BA 120 Marketing: Maximizing Social and Economic Opportunities (1)

An introduction to the strategic decisions that businesses and individuals make in order to create and maintain a brand. The primary objective of the course is to develop tools for competitive brands at the individual and corporate level.

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.”

BA 251 Navigating Negotiation in the Marketplace (1)

Introduces fundamental skills of advocacy, negotiating skills, conflict resolution, needs identification and customer care. The course will provide practice in delivering effective public presentations, one-on-one customer sales scenarios, and writing effective business emails, letters, reports, and sales-related documents.

BA 273 Special Topics in Business Administration (1)

A study of a faculty-selected topic on some aspect of business. Topic can vary from accounting, economics, finance, marketing, and management. Coursework may include reading, field work, oral and written reports, and analysis of theoretical and practical problems.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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.

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 231. 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. A Leadership Studies designated course. Prerequisites: BA 201 and completion of at least 12 regular term units. 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. Prerequisites: BA 201 and completion of at least 12 regular term units. Fall, Spring.

BA 351 Arts and Nonprofit Marketing (1)

A focus on practical applications in the marketing of the arts in today's increasingly competitive economic environment. Designed to appeal to both artists and others who endeavor to work in marketing in nonprofit organizations, a particular emphasis will be placed on understanding audiences/markets and building participation in organizational programs and services.

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 sophomore standing. 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: AC 222, EC 202, MA 231, and completion of at least 12 regular term units. 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, BA 350, and BA 372. Fall.

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. Prerequisite: BA 372.

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, management, marketing, and/or finance 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.

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: BA 400, and BA 474 or BA 475; business administration major and senior standing, including completion of 26 regular term units. Exploration term.

BI - 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. Two lectures and one three-hour laboratory per week. This course may not be counted towards the biology 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.

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 and 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 150 Paleoanthropology (1)

An overview of human evolution, highlighting how ideas on human evolution are tested using the fossil record, comparative studies of living primates, and ethnographies of modern human populations. An emphasis on hands-on experiences and working with actual data to improve critical thinking and reasoning skills. This course may not be counted towards 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. Students may not earn credit

for both BI 215 and BI 220. Three one-hour lectures per week. Prerequisites: BI 115 and BI 125. Fall, Spring.

BI 220 Principles of Genomics (1)

A thorough introduction to the molecular structure, function, recombination, and transmission of the genetic material with an emphasis on bioinformatics. Techniques for acquiring and analyzing data at the genome-wide level will be addressed. Students may not earn credit for both BI 215 and BI 220. Two lectures and one three-hour laboratory per week. Prerequisites: BI 115 and BI 125. Fall of odd-numbered years.

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: BI 215, BI 220, 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 242 Essentials of Human Anatomy (1)

A study of human gross and microscopic anatomy. Includes introductions to anatomical terminology, basic cellular processes, embryology, and genetics, as well as a detailed study of the major human organ systems in a studio format (lecture/lab combined). Intended for students interested in pre-nursing, pre-pharmacy, allied health or related fields. Not intended for pre-medical students. Prerequisite: BI 115.

BI 293, 393, 493 Independent Study in Biology (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the “Exploration Term and Contract Learning” section of this catalog.

BI 298, 398, 498 Teaching Experience in Biology (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

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 TBA laboratory per week. Prerequisites: BI 125, and CH 120 or CH 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 TBA laboratory per week. Prerequisite: BI 125. Spring.

BI 308 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Areas of emphasis include enzyme catalysis, kinetics and inhibition, protein structure and function, and detailed analysis of metabolic pathways. Three lectures per week. (Also listed as CH 308, this course may be counted for credit in either biology or chemistry.) Prerequisites: BI 125 and CH 211, or CH 212; and at least junior standing. Fall, 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. Prerequisite: BI 225. Fall of even-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 of odd-numbered years.

BI 316 Experimental Research Design and Methods in Animal Behavior (1)

An intensive investigation into the development and execution of scientific research, using the context of animal behavior. Students are given guidance on the process of research, from identifying gaps in knowledge to developing hypotheses, conducting experiments, and interpreting results. One three-hour meeting per week. Prerequisite: BI 225. Spring of even-numbered years.

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 BI 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 BI 225.

BI 363 Current Topics in Biology (1)

An in-depth study of the current literature on a topic or topics selected by the instructor. 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 and one three-hour laboratory per week. Prerequisites: BI 125 and at least junior standing. BI 215 or BI 220 is strongly recommended. Spring.

BI 405 Genetic Engineering and Biotechnology (1)

A molecular lab techniques course investigating the impact of genetic engineering in the biological sciences. Emphasis is placed on the techniques of gene cloning, editing, and analysis, and how these techniques are used as tools in basic research in cell biology, development, and evolution; and in applied research in agriculture, medicine, and industry. The social impact of genetic engineering is also discussed. Prerequisites: BI 125; BI 225; BI 215 or BI 220; and CH 120 or CH 149. Fall of even-numbered years.

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 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 TBA laboratory per week. Prerequisites: BI 115 and at least junior standing. Fall.

BI 463 Current Topics in Biology (1)

An in-depth study of the current literature on a topic or topics selected by the instructor. Prerequisites: biology major and at least junior standing.

BI 470 Directed Research I (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. This course is the first of two required units of senior capstone research. Instructor consent required. Fall, Spring, Summer.

BI 472, 499 Directed Research II (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. Either of these courses may be completed as the second of two required units of senior capstone research. Prerequisite: BI 470. BI 472: Fall, Spring, Summer; BI 499: Exploration term.

CH - 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 CH 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 CH 149. Fall, 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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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 CH 220. Spring.

CH 308 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Areas of emphasis include enzyme catalysis, kinetics and inhibition; protein structure and function; and detailed analysis of metabolic pathways. Three lectures per week. (Also listed as BI 308, this course may be counted for credit in either biology or chemistry.) Prerequisites: BI 125 and CH 211, or CH 212; and junior standing. Fall, Spring.

CH 397 Internship in Science and Technology (1)

Study and application of research methods in scientific-related industry. A companion course for those actively engaged in summer internship experiences within science and technology-based companies that guides them through the application of the scientific method within an industry-related working environment. Prerequisites: acceptance into a chemistry-related summer internship. Summer (Full Term).

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. Instructor consent required. Prerequisite: CH 212. Fall, Spring.

CH 411 Physical Chemistry I (1)

Principles of chemical kinetics, elementary quantum theory, and spectroscopy. Three lecture periods, one three-hour laboratory, and one TBA laboratory per week. 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 TBA laboratory per week. Prerequisite: CH 411. Spring.

CH 418 Medicinal Chemistry (1)

Applications of organic chemistry and cellular biology to modern medicine. Students will utilize a variety of resources from peer reviewed literature, texts, and guest speakers to explore and discuss topics related to medicinal chemistry. Topics to be covered include drug discovery and design, drug delivery, drug targets, and the mechanisms of drug reactions in the cell. Two lectures per week. A Leadership Studies designated course. Prerequisites: CH 212 and BI 125. Spring.

CH 420 Senior Seminar in Chemistry (1)

A weekly seminar on current research topics in chemistry. Each student presents one seminar to the class about previously conducted research. Students also prepare a poster presentation about their research, write a review paper in the area of their research, and give an oral presentation to the campus community during senior conference. Spring.

CH 428 Advanced Biochemistry (1)

Study and application of advanced topics and current research methods in biochemistry. This course allows students to explore the physiology of the human body at the molecular level and the theory behind current biochemical methodologies and instrumentation through the development or modification of bio-analytical methods to test a hypothesis. Two lectures and one laboratory per week. Prerequisites: CH 212; BI 125; and CH 308 or BI 308. Fall.

CH 499 Advanced Laboratory Techniques in Biochemistry (1)

A research-based biochemical laboratory techniques course. Laboratory work will include cloning, overexpression, and purification of enzymes, production and testing of enzyme inhibitors, and enzymatic production and characterization of iron-binding siderophores. Lecture will focus on theory and application of advanced biochemical techniques. Students will work on independent research projects assigned by instructor. Prerequisite: BI 308 or CH 308. Exploration term.

CHN - 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 201 Intermediate Chinese I (1)

A course, building on Elementary Chinese, that reviews basic grammar and pronunciation concepts, increases vocabulary, and further develops language skills. Prerequisites: CHN 101 and CHN 102. Fall.

CHN 202 Intermediate Chinese II (1)

A continuation of CHN 201. Prerequisite: CHN 201. 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 201. Fall.

CHN 290 Chinese for the Workplace (1)

A course focusing on vocabulary and content specific to a particular profession (such as business or health care). Prerequisites: CHN 201 and CHN 202. Spring.

CHN 295 Directed Reading (1)

A course designed to help students make the transition from intermediate to advanced level Chinese courses. It aims to advance students' literacy skills and to prepare them for reading advanced literary works. Prerequisites: CHN 201 and CHN 202.

CHN 298, 398, 498 Teaching Experience in Chinese (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog.

CHN 310 Reading Chinese Media (1)

A Chinese reading course that further develops students' language skills for reading newspapers, magazines, and internet content about the latest headlines, trending topics, and stories from the Chinese-speaking countries. Prerequisites: CHN 201 and 202.

CL - 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 the city 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 225 Introduction to Roman Culture (1)

A survey of the history, literature, and art of the Romans from their beginning to the fall of the Empire.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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.

CS - 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.

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.

DA - 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.

EC - 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, GCS 304, PS 304, or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as GCS 204, PS 204, and SO 204, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) Fall.

EC 293, 393, 493 Independent Study in Economics (½ 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 “Exploration Term and Contract Learning” section of this catalog.

EC 298, 398, 498 Teaching Experience in Economics (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” 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 GCS 304, PS 304, and SO 304, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) Prerequisite: EC 204, GCS 204, PS 204, or SO 204. Spring.

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, EC 202, and MA 231. 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, EC 202, and MA 231. Spring.

EC 310 Asian Economies (1)

An introduction to the history of Asian economies, their current macroeconomic policies and micro business environment. Topics to be studied include the “economic miracles” of Japan and four Asian Tigers, developmental strategies of China, India, and Southeast Asian economies, and United States-Asia relations on the basis of a geographical, cultural, and historical approach. Prerequisite: EC 201.

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 MA 231. Fall, Spring.

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 201 or 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 EC 202.

EC 404 Econometrics (1)

An application of statistical methods to the estimation of relationships among variables using statistical software. This course introduces extensions of the ordinary least squares regression method in theories and applications, including topics such as model specifications, functional forms, problems associated with the estimation process, and estimation techniques dealing with different types of datasets. Prerequisite: EC 204 or MA 207. Spring.

EC 410 International Economics (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 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 EC 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 spring 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 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.

EC 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.

ED - Education**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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” section of this catalog.

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 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 ED 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, Spring.

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 (¾)

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 - ED 345) and admission to Teacher Education Program. Fall, Spring.

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 (¼)

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, Spring.

ED 341 Methods for Teaching Modern Foreign Languages in Secondary Schools (¼)

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, Spring.

ED 342 Methods for Teaching Mathematics in Secondary Schools (¼)

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, Spring.

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, Spring.

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, Spring.

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, Spring.

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 junior standing 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. 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. Fall, 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 junior standing and approval for student teaching internship. Exploration term.

EH - 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 160 America in the 1960s (1)

An exploration of American culture in the 1960s, focusing on literary texts but supplemented by the music, films, and political documents of the decade. Throughout the term, students evaluate the legacy of the 1960s by identifying ways in which it is still with us today.

EH 165 American Inequality (1)

An examination of socioeconomic class and the American Dream, through the lens of fiction, nonfiction, and service work. Consideration will be given to the American ideology that anyone can succeed through hard work; the complexities of social class in America; the history of economic inequality and the question of how this impacts opportunities for success and upward mobility; and the reality and consequences of poverty. Students will participate in service activities with Birmingham City schools.

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 EH 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 EH 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. Instructor consent required.

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 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 EH 208.

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 The Story of Freedom: The Writers Who Helped End Slavery (1)

An interdisciplinary investigation of the history and literature of America's antislavery movement from the colonial period to 1865. At its core, the course examines the transformation of attitudes toward the legitimacy of un-free labor. (Also listed as HI 227.)

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 socioeconomic 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 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 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. (Also listed as HI 230 and HON 230.) Prerequisite: EH 102 or EH 208.

EH 231 Plural America II (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 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 II focuses on African-American and Asian-American history and literature, and on the 1960s as a catalyst for multi-culturalism. (Also listed as HI 231 and HON 231.) Prerequisite: EH 102 or EH 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 trademark mysteries. Considerable attention is also given to technology in teaching and learning. (Also listed as HON 248.) Prerequisite: EH 102 or EH 208. Spring.

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 EH 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 EH 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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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. 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: EH 204 or EH 205.

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 EH 208.

EH 329 Slavery and the Literary Imagination (1)

An exploration of American slavery through literary representations of the “peculiar institution.” The first half of the course focuses on pre-1900 works, including slave narratives, abolitionist fiction, and post-bellum recasting of the institution by southern apologists. In the second half, students will read a variety of modern writers trying to come to terms with the legacy of slavery and employing literary forms unimaginable to their nineteenth-century counterparts. Prerequisite: any 200-level literature course. (Category 1)

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. Fulfills the pre-1900 requirement for the major. (Also listed as HON 350.) 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 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 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 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 470 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.

EH 471 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.

EH 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.

EPY - 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.

GCS - Global and Comparative Studies

GCS 100 Introduction to Global and Comparative Studies (1)

An examination of social and economic change models that provide frameworks for analyzing globalization through the themes of interdependence and integration. Basic comparative social science research methods are introduced and applied to a range of topics significant in contemporary globalization and comparative studies.

GCS 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, GCS 304, PS 304, or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as EC 204, PS 204, and SO 204, this course may be counted for credit in economics, political science, or sociology.) Fall.

GCS 273 Selected Topics in Global and Comparative Studies (1)

Selected topics in global and comparative studies, varying according to instructor's interests.

GCS 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, PS 304, and SO 304, this course may be counted for credit in economics, political science, or sociology.) Prerequisite: EC 204, GCS 204, PS 204, or SO 204. Spring.

GCS 373 Selected Topics in Global and Comparative Studies (1)

Selected topics in global and comparative studies, varying according to instructor's interests.

GCS 393, 493 Independent Study in Global and Comparative Studies (1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the "Exploration Term and Contract Learning" section of this catalog.

GCS 397 Internship in Global and Comparative Studies (1)

An internship related to global and comparative studies and under faculty direction.

GCS 470 Seminar for Majors (1)

An exploration of issues in global and comparative studies.

GCS 472 Senior Research Project in Global and Comparative Studies (1)

Extension of GCS 470 Seminar for Majors. This course functions as a capstone experience where students conduct independent research under the supervision of the global and comparative studies faculty and where they come together to discuss key issues for the discipline.

GCS 473 Selected Topics in Global and Comparative Studies (1)

Selected topics in global and comparative studies, varying according to instructor's interests.

GWS - 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.

HB - 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. 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.

HI - History

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 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 thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a mostly rural,

agricultural, and traditional society into a powerful and culturally diverse urban, industrial, and modern nation. Topics will include political challenges to the status quo, the formation of a national economy, labor strife, urbanization, immigration, the rise of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as the civil rights movement and the late twentieth-century conservative political movement.

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.

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. A Leadership Studies designated course.

HI 206 The New South (1)

A study of the American South from the end of the Civil War to the present. The course will chart the ending of slavery for four million people, the social and political transformations that followed in Reconstruction, the upheavals of the New South, the world of segregation, the overthrow of that system, cultural and religious expressions, and the emergence of the complicated and sometimes conflicted South we know today.

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 221 Up From Slavery: Contemporary Black History (1)

An introductory lecture and discussion course on the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the civil rights and black power movements.

HI 222 Why We Should Care About the Puritans (1)

A reconsideration of the founding and development of Puritan New England with close attention to its first century, from 1630 to 1730. The course explores particularly the dilemmas of Puritan theology, social ethics, the construction of gender, the Salem witchcraft trials, the contested and often violent relationship between the Puritans and Native Peoples, and the endurance of elements of the Puritan ethic in the nineteenth and twentieth centuries.

HI 227 The Story of Freedom: The Writers Who Helped End Slavery (1)

An interdisciplinary investigation of the history and literature of America's antislavery movement from the colonial period to 1865. At its core, the course examines the

transformation of attitudes toward the legitimacy of un-free labor. (Also listed as EH 227.)

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 EH 230 and HON 230.) Prerequisite: EH 102 or HI 208.

HI 231 Plural America II (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 II focuses on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism. (Also listed as EH 231 and HON 231.) Prerequisite: EH 102 or HI 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.

HI 244 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 is 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. Topics include tyrannicide and terror

in the ancient and medieval world; revolutionary terrorism and state terror in Europe and Russia since the eighteenth century; anarchist terrorism in Europe and the United States; white supremacist terrorism in the United States; ethno-nationalist terrorism in Europe, the Middle East, and North Africa in the twentieth century; anti-imperialist and international terrorism in the 1960s and 1970s; and the recent upsurge in religiously inspired terrorism. Students who have taken HI 120 or HON 120 cannot take this course. 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 261 Modern Latin America and the Revolutionary Tradition (1)

An analysis of the role of revolutionary change in modern Latin American history, including examination of Iberian colonial authority (contrasting Brazil's evolution to that of the Spanish-American republics), the church-state conflicts of the nineteenth century, and the major revolutions of the twentieth century. Social and economic inequality, political and military authoritarianism, and revolutionary and cultural change will be discussed from a historical perspective.

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. Prerequisite: at least sophomore standing.

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. Prerequisite: at least sophomore standing.

HI 288 Remembering World War II: 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.

HI 289 Remembering World War II: 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.

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 "Exploration Term and Contract Learning" 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 “Teaching Experiences” section of this catalog.

HI 300 Practice of History Seminar (1)

A study of what history is and what the historian does. This course focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it; it prepares students of history to be independent researchers, curious thinkers, and effective writers. Required for history majors and minors and should be completed before the senior year. Prerequisite: at least sophomore standing.

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.

HI 302 Colonial America (1)

An examination of the encounters between Europeans, Native Peoples, and Africans in North America between approximately 1500 and 1750. The course explores the colonial experience from multiple perspectives and concludes by tackling the question of whether a colonial identity had emerged in the American colonies by the middle of the eighteenth century. Prerequisite: HI 300.

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.

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.

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.

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.

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.

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.

HI 345 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: HI 300.

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.

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.

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.

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 of the nature, means, and goals of Marxist-Leninist Revolution. Prerequisite: HI 300.

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.

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. Instructor consent required.

HI 401 Senior Research Project in History (1)

Qualified students may register for this course to meet graduation requirements for Disciplinary Honors in History. Prerequisite: HI 400.

HM - Humanities**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.

HM 125 Cross-Cultural Communication Strategies: East vs. West (1)

A cross-cultural study of communication strategies that equips students with the basic skills and knowledge needed for successful interpersonal and cross-cultural communication. The course investigates the similarities and differences between Chinese and English speakers’ communication strategies in personal and professional conversational settings.

HON - Honors**HON 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. Prerequisite: Harrison Honors Program. Spring.

HON 123 Uncommon Sense (1)

How perspectives and tools from physical science can be used by average citizens to assess subjects of relevance in ordinary life. Given the constant deluge of information in modern life, it is critical to be able to assess claims without depending on authority, even

when available information is inadequate. Students will learn a relatively small set of quantitative analytic skills and apply them to evaluate contemporary questions of interest. 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. The course investigates the dialectical tension between the Eurocentric tradition and the search for a unique form of musical expression in America. Complementary readings in literature, philosophy, and art, with an emphasis on primary sources. 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; BI 115; and CH 120 or CH 149. Spring.

HON 190 Economics of Decision Making (1)

An introduction to behavioral economics, integrating insights from psychology with economic analysis of decision making in order to better explain human behavior. The course reviews evidence of irrational behaviors, identifies irrational behaviors via observations and experiments, presents theories that can explain such behavior, and investigates practical implications. Prerequisite: Harrison Honors Program.

HON 204 Human Destiny (1)

An investigation into differing philosophical accounts of human existence and the ideas of fate and destiny. The aim of the course 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, *ming* and *karma*, science and religion, freedom and prediction. Emphasis is placed on integrating interdisciplinary materials to appreciate diversity in human values. May count as PL 204 toward fulfillment of Asian studies course requirements. 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: Harrison Honors Program.

HON 222 Frankenstein Meets Snow White: Crosscultural 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 224 Crucible Steel: Creative Expression and Human Rights (1)

A course in artistic responses to human rights events. The focus may be one of any topic of inquiry into issues of human rights and related creative responses, such as “Birmingham 1963 and Now” and creative writing. Harrison Scholars may enroll in the course a second time if the subject matter and creative discipline are different.

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 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. Prerequisite: Harrison Honors Program.

HON 231 Plural America II (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 II focuses on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism. 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 241 Flappers, Philosophers, and All that Jazz: The Fiction and Culture of F. Scott Fitzgerald (1)

A seminar focusing on the fiction of F. Scott Fitzgerald with emphasis on the social and cultural issues of the era. Cultural issues that Fitzgerald's texts investigate include class conflict, material culture, female idealization/female resistance, immigration, race and ethnicity, The Great War, homoeroticism, youth culture, and more. 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 246 Holy 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 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 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 nonfiction 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 also how the psychology of the audience shapes media. Prerequisite: Harrison Honors Program.

HON 285 Why People Believe Weird Things (1)

An interdisciplinary examination of how we come to believe a range of extraordinary (“weird”) and rather ordinary claims about human behavior. Students will learn how to use the philosophy and methods of science to address the question of how we know what is and is not so, tackling a host of odd, paranormal, and popular (but erroneous) claims along the way. The aim is to show why these principles are so powerful, how anyone can put them to use, and why they are good “whys” to begin with. We will examine how a variety of cognitive, social, emotional, and motivational biases and heuristics often are at work as we form and maintain beliefs about human behavior. Students may not earn credit for both PY 250 and HON 285. An hour and a half per week laboratory is required. Prerequisite: Harrison Honors Program.

HON 286 The Vietnam War (1)

An exploration of the Vietnam War from the American and Vietnamese perspectives, focusing on the era 1945-1975. Topics include Vietnamese culture and history, French and Japanese occupation, Ho Chi Minh’s revolutionary movement, national liberation, the American war, and the experiences of soldiers and civilians on both sides. Memoirs, novels, scholarly literature, and films will help facilitate our understanding of the war. 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: 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: 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 “Teaching Experiences” 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 the cultural identity of Jesus.

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 303 The History of Death in America (1)

An interdisciplinary investigation of the history of death in America from the colonial period to the present. The course examines and evaluates particularly the claim that America is a “death-denying” culture. 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 that reflect the continuing struggle to achieve full civil rights and justice, including housing, education, and employment. A Leadership Studies designated course. 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 course 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. A Leadership Studies designated course. 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 (½ 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.

HRC - Human Rights and Conflict Studies**HRC 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.

HRC 300 Colloquium on Human Rights (¼)

A capstone experience for the minor in human rights and conflict studies. For this project, students in the minor come together, under the guidance of a faculty member (or members) to share their various perspectives on human rights and create (individually or communally) a final product, which can take several possible forms, such as an integrative essay, performance, or community action plan. Prerequisite: completion of the area requirements for the minor; the fifth class may be taken concurrently.

HRC 434 Introduction to International Human Rights Law (1)

A seminar 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. 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.

IDS - Interdisciplinary Studies**IDS 111 A User's Guide to the Liberal Arts (1)**

A seminar introducing the idea of a liberal arts education through examining its historical development and constituent disciplines. Particular emphasis is placed on each discipline's fundamental assumptions, approaches, and interdependent methods.

IDS 115 History and Film (1)

An investigation of films on historical topics that explores the differences between how history is presented on film and how it is presented in more traditional, written sources.

IS - International Studies**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 is required for students to be approved and to earn credit for study abroad. Fall, Spring.

LA - 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. Instructor consent required. 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.

LAS - 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 sophomore standing.

LS - 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 sophomore standing. Fall, Spring.

LS 300 Leadership Practicum (½)

A real-world application of leadership principles. Distinction in Leadership Studies 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 or LS 300 under the supervision of a member of the faculty. This course does not count toward the completion of the Distinction in Leadership Studies. Instructor consent required. Prerequisite: LS 200.

MA - 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.

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.

MA 208 Statistics for Education (1)

A statistics, measurement, and assessment course for education; provides students with the assessment literacy that is required for teachers to be effective. Research skills will be developed through addressing authentic educational problems requiring statistical understanding and solutions, and utilizing research applicable in the K-12 classroom. The course will also provide a framework to strengthen participants' capacity to make data-informed assessment and measurement choices and defend those choices to education stakeholders.

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.

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.

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 293, 393, 493 Independent Study in Mathematics (½ 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 “Exploration Term and Contract Learning” section of this catalog.

MA 298, 398, 498 Teaching Experience in Mathematics (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

MA 305 Introduction to Computational Science (1)

An introduction to the use of computers to solve scientific and mathematical problems. Focus will be split between programming basic numerical algorithms and the use of more advanced, pre-programmed methods. (Also listed as PH 305.) Prerequisites: MA 232 and PH 121.

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.

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 320 Geometry (1)

An investigation of Euclidean and Non-Euclidean geometry through an axiomatic approach. Topics include axiomatic systems, formal Euclidean geometry, geometric transformations, non-Euclidean geometries. 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 441 Mathematical Finance (1)

An introduction to the mathematical theory of finance, aimed at mathematics students and quantitatively oriented business and economics students. Topics may include arbitrage, binomial trees, futures, interest rates, and options. Prerequisite: MA 310.

MA 451 Abstract Algebra (1)

Topics include binary operations, groups, subgroups, group homomorphisms, factor groups, and a brief introduction to rings and fields. Prerequisite: MA 335.

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 MA 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 MA 335.

MA 461 Real Analysis (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 MA 335.

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. Toward the end of the term, each student will write, revise and defend a proposal for independent research. Instructor consent required. Prerequisites: MA 335 and senior standing. 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.

MED - Music Education**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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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, recordings, characteristics of high school students, scheduling, equipment, and teacher qualifications. Prerequisite: MU 152. Spring.

MED 337 Vocal Pedagogy (½)

Various methods of teaching singing, vocal anatomy, acoustical analysis, vocal dysphonias, and vocal health issues.

MED 341 Teaching Strings (¼)

Elementary class instruction in techniques and teaching methods for stringed instruments. Emphasis is given to performance on a single instrument in the group. Prerequisite: MU 152.

MED 343 Teaching Woodwinds (¼)

Elementary class instruction in techniques and teaching methods for woodwind instruments. Emphasis is given to performance on a single instrument in the group. Prerequisite: MU 152.

MED 345 Teaching Brass Instruments (¼)

Elementary class instruction in techniques and teaching methods for brass instruments. Emphasis is given to performance on a single instrument in the group. Prerequisite: MU 152.

MED 347 Teaching Percussion Instruments (¼)

Elementary class instruction in techniques and teaching methods for percussion instruments. Emphasis is given to performance on a single instrument in the group. Prerequisite: MU 152.

MED 349 Teaching Fretted Instruments (¼)

Elementary class instruction in techniques and teaching methods for fretted instruments. Emphasis is given to performance on a single instrument in the group. Prerequisite: MU 152. Fall.

MED 414 Teaching Internship VI (1½)

Full-time teaching internship in music in grades K-6 for six weeks under the supervision of a certified music teacher and an approved college supervisor in music education. Instructor consent required. Prerequisite: admission to the Teacher Education Program. Fall, Spring.

MED 415 Teaching Internship VII (1½)

Full-time teaching internship in music in grades 7-12 for six weeks under the supervision of a certified music teacher and an approved college supervisor in music education. Instructor consent required. Prerequisite: admission to the 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. Exploration term.

MFS - 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. Fall.

MFS 110 James Bond Across Media (1)

An exploration of the evolution of James Bond from the Ian Fleming novels to a variety of art forms, such as Hollywood and international cinema, television, comics, music, and games. Includes analysis of James Bond as a character in the context of post-war spy literature, and examines the influence of factors like storytelling conventions, special effects, and stardom on the franchise.

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.)

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 240 Motion Picture Marketing (1)

An exploration of motion picture studio and independent film marketing. The course explores market research, advertising strategies, image development, and creative execution while focusing on the importance of understanding the interplay of markets, industry, audience, consumers, and costs.

MFS 245 Producing Motion Pictures and Television (1)

An exploration of the role of the producer as the creative force behind motion picture and television production. The course will guide a student from development to the screen.

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 nonfiction 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 270 Special Topics in Media and Film Studies (1)

An in-depth and interdisciplinary exploration of selected media and film-related issues. Topics, disciplinary perspectives, and instructors may vary. This course may be repeated once for credit providing that the focus of the course is different.

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 "Exploration Term and Contract Learning" 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 "Teaching Experiences" 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; may be taken only once.)

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 or MFS 201.

MFS 470 Seminar and Senior Conference (1)

An interdisciplinary seminar in a special topic designed to engage the major's areas of concentration.

MFS 490 Independent Project or Internship (1)

A directed study that involves either an independently designed project or a media-related internship. Students design, plan, and implement their project or internship in consultation with the instructor.

MS - Music Studio**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.

MS 110 Piano (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 120 Voice (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 130 Organ (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 140 Strings (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 150 Woodwind, Brass, or Percussion (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 160 Classical Guitar (¼)

One-half hour weekly of private instruction. Requirements include a minimum of five hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 310 Piano (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 320 Voice (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 330 Organ (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 340 Strings (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 350 Woodwind, Brass, or Percussion (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 360 Classical Guitar (½)

One hour weekly of private instruction. Requirements include a minimum of ten hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Fall, Spring.

MS 410 Piano (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MS 420 Voice (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MS 430 Organ (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MS 440 Strings (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MS 450 Woodwind, Brass, or Percussion (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MS 460 Classical Guitar (1)

One hour weekly of private instruction. Requirements include a minimum of twenty hours of practice a week and attendance at performance and repertoire courses. Additional fee. May be repeated for credit. Instructor consent required. Fall, Spring.

MU - Music**MU 112 Southern Chorale (¼)**

A mixed-voice chorus that performs publicly near the end of each term. May be repeated for credit. Fall, Spring.

MU 113 Chamber Orchestra (¼)

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.

MU 121 Introduction to Music (1)

An introductory-level survey of music literature intended for non-majors. 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 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 149 Class Guitar (½)

An introductory course to playing guitar in which students learn to read standard notation, chord charts, and tablature in a variety of styles. The course is taught in a group setting in which students learn how to play solo as well as within an ensemble.

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. Spring.

MU 151 Theory and Musicianship I (1)

Harmonic and contrapuntal structures in diatonic tonal music, analysis of these structures, and musical composition in four-voice chorale style. Topics include harmonic progression, triads and their inversions, cadences, and two-voice first-, second-, and fourth-species counterpoint. Three 50-minute lecture classes and two 80-minute lab sessions per week focusing on appropriate elementary aural, keyboard-harmony, and rhythmic skills. Fall.

MU 152 Theory and Musicianship II (1)

Continuation of harmonic and contrapuntal principles in basic chromatic music, musical analysis of these structures, and musical composition in a variety of simple textures. Topics include seventh chords, secondary functions, common-chord modulation, embellishment, reduction, two-voice imitative counterpoint, and two-voice third- and fifth-species counterpoint. Three 50-minute lecture classes and two 80-minute lab sessions per week focusing on intermediate aural, keyboard-harmony, and rhythmic skills. Prerequisite: MU 151. Spring.

MU 154 Introduction to Electronic Music (1)

A survey of electronic music in the academy and beyond. Topics include the history, aesthetics, basic techniques, and composition of electronic music. Intended for non-majors.

MU 158 Music Technology (1)

An introduction to music technology for students intending to major in music that includes a variety of basic competencies utilizing contemporary technology. Fall.

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. Instructor consent required. 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 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: EH 102 and MU 152. Fall.

MU 222 Baroque, Classic, Romantic and Twentieth-Century Music History (1)

A continuation of MU 221, beginning with the seventeenth century and extending through major composers of the twentieth century. Prerequisites: EH 102 and MU 152. Spring.

MU 242 Opera Workshop (¼)

The study and performance of operas and excerpts from operatic literature. May be repeated for credit.

MU 251 Theory and Musicianship III (1)

Continued study of harmonic and contrapuntal principles, composition, and analysis of “advanced” chromatic tonal music in a variety of textures. Topics will include mode mixture, Neapolitans, augmented-sixths, “tall” chords, substitute chords, passing harmonies, enharmonicism, extended chromaticism, and other phenomena found in nineteenth-century literature. Three 50-minute lecture classes and two 80-minute lab sessions per week focusing on appropriate advanced aural, keyboard-harmony, and rhythmic skills. Prerequisite: MU 152. Fall.

MU 252 Theory and Musicianship IV (1)

An introduction to techniques, styles, and literature of the twentieth and twenty-first centuries, including modes, artificial scales, impressionism, pandiatonicism, atonality, serialism, aleatory, sound mass, minimalism, neo-romanticism, electronic music, and popular music. Three 50-minute lecture classes and two 80-minute lab sessions per week focusing on appropriate advanced aural, keyboard-harmony, and rhythmic skills. Prerequisite: MU 251. 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. Prerequisite: MU 152.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” section of this catalog. Teaching experience courses may not count toward requirements for any music degree.

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.

MU 343 Accompanying (¼)

A course in accompanying vocal or instrumental performers at the piano.

MU 351 Counterpoint (½)

A study of the art of writing counterpoint, with special emphasis on eighteenth-century techniques. Prerequisite: MU 251.

MU 355 Composition (½)

Elementary principles of composition with an emphasis on small forms and logical organization of musical ideas.

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. A Leadership Studies designated course. Prerequisite: MU 271.

MU 373 Diction for Singers (½)

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.

MU 421 Piano Literature (½)

Music for the piano with emphasis on the standard recital repertoire. Prerequisite: MU 151.

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.

MU 425 Vocal Literature (½)

A study of a selected repertoire for the solo voice. Prerequisite: MU 222.

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.

MU 499 Senior Project in Music (1)

An extensive paper, composition, or performance preparation. Prerequisite: senior standing. Exploration term.

PH - 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 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 tutorial and laboratory period per week. Prerequisite: completion of 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 tutorial and 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 (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the “Exploration Term and Contract Learning” section of this catalog.

PH 298, 398, 498 Teaching Experience in Physics (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” 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: completion of 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: completion of 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: completion of or current enrollment in PH 201. Spring.

PH 305 Introduction to Computational Science (1)

An introduction to the use of computers to solve scientific and mathematical problems. Focus will be split between programming basic numerical algorithms and the use of more advanced, pre-programmed methods. (Also listed as MA 305.) Prerequisites: MA 232 and PH 121.

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.

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. Exploration term.

PL - 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 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.)

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 208 Philosophy of Religion: In Search of Deity (1)

A philosophical examination of the human search for the transcendent/divine, primarily in the Western tradition. The course considers topics such as the early roots of the search for deity by looking at the origins of the Hebrew and Christian religions, the concept of God in the Middle Ages, the atheistic reaction after the Enlightenment, existentialism and religion, and neo-classical theology.

PL 241 Logic (1)

A study of semantics, traditional deductive logic, and an introductory approach to symbolic logic.

PL 246 Asian Philosophies: From Atman to Zen (1)

An introduction to Asian philosophies, focusing on different notions of the self. Using contemporary scholarship and critical translations of primary philosophical texts of India, China, and Japan, students explore traditional problems of the self, from the early Vedic *atman* through developments and transformations in Japanese Zen.

PL 250 Contemporary Philosophy (1)

An examination of the major themes of philosophy in the twentieth century. Particular emphasis is placed on how skeptical doubts concerning the idea and attainability of truth have issued in an increasingly dominant form of cultural relativism in diverse arenas, such as law and literature, anthropology, the history of science, and moral and political theory.

PL 251 Ancient Philosophy (1)

Ancient philosophy from Thales to Plotinus.

PL 252 Modern Philosophy (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. Prerequisite: 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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” 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 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 neurophysiological 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 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 course in philosophy), and senior standing.

PS - 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 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, GCS 304, PS 304, or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as EC 204, GCS 204, and SO 204, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) 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 trans-boundary 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 introductory course focusing on the essential principles, concepts, and theories used in the political science subfield of international relations. Geopolitics is the guiding perspective but with an emphasis on the causes of war and conflict. Several other topics are introduced, including international political economy, international organizations, human rights, terrorism, migration, social movements, demographics, and the environment.

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 "Exploration Term and Contract Learning" 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 "Teaching Experiences" 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; may be taken only once.)

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, GCS 304, and SO 304, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) Prerequisite: EC 204, GCS 204, PS 204, or SO 204. 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 that reflect the continuing struggle to achieve full civil rights and justice. A Leadership Studies designated course. (Also listed as HON 307.) Instructor consent required.

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. A Leadership Studies designated course.

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. A Leadership Studies designated course. (Also listed as HON 325.)

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 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: GCS 100 or 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: GCS 100 or 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 355 American Presidency and Congress (1)

An examination of the executive and legislative branches, including the relationship between the President and Congress, as well as how both interact with the Bureaucracy, the news media, and the public. A Leadership Studies designated course.

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.) Prerequisite: GCS 100 or PS 238.

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: GCS 100, PS 238, or PS 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: GCS 100 or PS 238; and at least junior standing.

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. Typically, 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: GCS 100, PS 235, or PS 238; and at least junior 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: GCS 100 or 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 and RE 450.)

PS 470 Seminar for Majors (1)

An exploration of issues in political science. Prerequisite: senior standing.

PS 472 Senior Research Project in Political Science (1)

Extension of PS 470 Seminar for Majors. 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, which will 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 Selected Topics (1)

Selected topics in political science, varying according to individual needs. Open only to junior and senior majors in political science. Fall.

PY - Psychology

PY 101 Introduction to Psychology (1)

An introduction to the research, theory, and methods of psychological science. Fall, Spring.

PY 108 Developmental Disabilities (1)

An introduction to developmental disabilities and mental retardation in children. Topics will include history, causes, treatment/education, behavioral interventions, and family issues related to specific disabilities. Spring.

PY 202 Sleep and Dreams (1)

An investigation of the fundamental human need for sleep, including exploration of proposed purposes for dreams. Topics to be considered include how sleep is scientifically defined and measured, what happens when we do not sleep, current theories regarding the need for sleep, common sleep disruptions and disorders, and the structure and utility of dreams. All topics are examined on the individual, group, and societal levels.

Prerequisite: PY 101.

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 psychology majors.

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 211 Social Psychology (1)

An introduction to concepts, theories, and methods of social psychology. Topics include the self, person perception, persuasion, conformity, obedience, stereotypes and prejudice, aggression, prosocial behavior, group processes, and attraction and relationships. (Also listed as SO 211, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101, SO 101, or SO 102.

PY 213 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 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, 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.

Prerequisite: PY 101.

PY 224 Developmental Psychology (1)

Explores the science of human development across the lifespan, from conception through death. The course examines theories and research of physical development, sexual development, cognition, personality, language, intelligence, and social development.

Prerequisite: PY 101.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” section of this catalog. (“S”/“U” only.)

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 PY 204. Open only to psychology majors.

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. Instructor consent required. Prerequisite: PY 101.

PY 308 Judgment and Decision Making (1)

An exploration of classic and contemporary scientific theory and research in the psychology of judgment and decision making. Topics may include heuristics used and biases shown when making estimations, evaluations, predictions, and choices; automatic vs. deliberate processing; and personal and situational factors that influence judgments,

choices, and choice satisfaction. The course will also examine how research findings in judgment and decision making apply to human history, current events, and daily human experience. A Leadership Studies designated course. Prerequisites: PY 101 and at least sophomore standing.

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 PY 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 314 Cognitive Neuroscience (1)

An investigation of the biology of the human mind at the systems level. Broad topics include the structure and function of the nervous system, hemispheric specialization, sensation and perception, attention, action, memory, emotion, and language. Special topics include current theories of human consciousness, social cognition, and morality. Prerequisites: PY 101 and at least junior standing.

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 and 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 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 345 Stereotyping, Prejudice, and Minority Experience (1)

Consideration of psychological factors underlying prejudice toward racial, ethnic, and other minorities, and the impact of prejudice and discrimination on members of minority groups. Prerequisites: PY 101 and at least sophomore standing. PY 304 is recommended.

PY 370 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 and at least junior standing; PY 204 highly recommended.

PY 372 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. Prerequisites: PY 101 and at least junior standing.

PY 374 Sensation and Perception (1)

Survey of the processes by which the information available in the physical world is encoded and transformed to produce our perception of the world. Mechanisms that mediate perceptual phenomena and their interaction will be highlighted. Topics may include sensory physiology and perceptual phenomena in major sensory systems: vision, hearing, touch, taste, and smell. Laboratory required. Prerequisites: PY 101 and at least junior standing.

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. Instructor consent required. Prerequisites: PY 101, PY 204, PY 304, and psychology major.

PY 470 Senior Seminar: Research in Psychology I (1)

Involvement of the student (alone or with other students) in the literature review for and development of a research project. Topics of research vary according to the interests of the student and the professor. The project requires the student to write a research proposal in APA style. Prerequisites: PY 304 and psychology major.

PY 472 Senior Seminar: Research in Psychology II (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. Prerequisite: PY 470.

RE - Religion**RE 150 Religious Conflict and Peace (1)**

An inquiry into the phenomena of religious conflict and peace and the social, historical, and cultural conditions that foster each phenomenon. Topics include the symbolism of religious violence; religious conflict, politics, and peace in South Asia; Gandhi; and the value of religious pluralism.

RE 201 Christianity (1)

An historical-theological introduction to Christianity with special attention to the development of Protestantism. Fall.

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 210 Islamic Traditions and Culture (1)

An examination of the multiplicities of Islamic understandings, beliefs, and practices that exist throughout the world. The course explores the doctrines and practices of Islamic traditions in historical and geographical contexts, with emphasis on the ways in which Islam has been interpreted and practiced differently in locations such as the Middle East, South and Southeast Asia, and the United States.

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 220 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 sophomore standing.

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, including beliefs and practices that exist among the people, apart from and alongside the theological and liturgical forms of mainline religion.

RE 235 Abrahamic Religions: Judaism, Christianity, and Islam (1)

A study of Judaism, Christianity, and Islam, the three major religious traditions that trace their historical and theological roots to one figure: Abraham. The objective of the course is to explore the interconnection of these traditions, a historical and theological entwinement that is vital for understanding the modern world situation.

RE 275 Buddhism (1)

A study of the Buddhist traditions from the life of the 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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” section of this catalog.

RE 300 Explorations in Religious Identity (1)

An examination of the way that religious identity (of individuals, communities, and institutions) is created and sustained by and through religious practices, traditions, and beliefs. Possible topics include the role of food in the construction of religious identity, the tension between religious identity and modernity, and comparative religious identities. Prerequisite: at least one unit in RE. Fall.

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 325 Social Justice and Biblical Traditions (1)

An exploration of the Bible and assumptions (ancient and modern) about social justice, human rights, wealth and poverty, and concepts of otherness. This service-learning course includes student engagement with a Birmingham community partner working on social justice issues.

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 from 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 and 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 second semester of their senior year. Students will present their final projects in a senior conference. Instructor consent required.

SN - 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. Instructor consent required. 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. Instructor consent required.

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 SN 201.

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. Instructor consent required.

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 SN 221.

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. Prerequisite: SN 220 and consent, or SN 270.

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 “Exploration Term and Contract Learning” 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 “Teaching Experiences” section of this catalog.

SN 300 Advanced Conversation (1)

Intensive audiolingual practice in the classroom and language laboratory, phonetics, oral reports, discussion groups. Prerequisite: SN 270 or SN 280.

SN 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: SN 280 or SN 300.

SN 320 Advanced Communication (1)

Intensive practice of speaking, listening comprehension, writing, and reading at the advanced level. Prerequisites: SN 300 and SN 315.

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. Instructor consent required. Prerequisite: SN 220.

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.

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.

SN 390 Spanish for Health Care (1)

Development of vocabulary for and examination of content specific to the health care professions. Prerequisites: SN 300 and SN 315.

SN 391 Spanish for Business (1)

Development of vocabulary for and examination of content specific to business uses. Prerequisites: SN 300 and SN 315.

SN 397 Internship in Spanish (1)

A pre-professional internship course. Specific guidelines concerning internships appear in the “Common Course Numbers” section of this catalog. Department consent required.

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 SN 400.

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 SN 400.

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.

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, SN 401, or SN 402.

SO - 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 190 Drugs and Society (1)

An exploration of drug using behavior as viewed from a sociological perspective. Emphasis is on understanding historical and current U.S. drug use trends and theoretical approaches regarding drug use; social correlates of drug use; societal responses to drugs use, including treatment, prevention, and policy. Fall.

SO 202 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. Prerequisite: SO 101.

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, GCS 304, PS 304, or SO 304, this course can help any student develop analytical skills. Laboratory required. (Also listed as EC 204, GCS 204, and PS 204, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) Fall.

SO 205 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.

SO 208 Criminology (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.

SO 211 Social Psychology (1)

An introduction to concepts, theories, and methods of social psychology. Topics include the self, person perception, persuasion, conformity, obedience, stereotypes and prejudice, aggression, prosocial behavior, group processes, and attraction and relationships. (Also listed as PY 211, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101 or SO 101.

SO 215 Sociology of Gender and Sexuality (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: PY 101 or SO 101. Spring.

SO 235 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: GCS 100 or SO 101. Fall.

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 "Exploration Term and Contract Learning" 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 "Teaching Experiences" section of this catalog.

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, GCS 304, PS 304, this course may be counted for credit in economics, global and comparative studies, political science, or sociology.) Prerequisite: EC 204, GCS 204, PS 204, or SO 204. Spring.

SO 339 Social Stratification (1)

A study of economic class, prestige, lifestyle, and power hierarchies. Causes and consequences of structural social inequality are emphasized. Prerequisite: SO 101.

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.

SO 370 Medical Sociology (1)

Examination of the importance of applying a sociological perspective in examining health and illness. Emphasis is placed upon understanding the unequal social distribution of health, different social and cultural meanings and experiences of health, the “medicalization of society,” and the changing nature of the profession of medicine and the social organization of health care. A Leadership Studies designated course. Prerequisite: SO 101. Fall.

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: GCS 100 or SO 101. Spring.

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, UES 110, or UES 150. Spring.

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.

SO 450 Sociological Theory (1)

An exploration of concepts and issues associated with various classical and contemporary theoretical perspectives including those relative to the foundation of social thought. Prerequisite: SO 101. Fall.

SO 470 Senior Capstone Seminar (1)

A capstone project that requires an independent sociological research project and a substantial research paper that demonstrates knowledge of sociological concepts and research methodology. Seminar topics will vary according to interests and needs. The course stresses the ability to communicate ideas orally and in writing. Prerequisites: SO 304, SO 450, and senior sociology major standing. Spring.

THA - Theatre Arts

THA 104 Theatre's Call to Action (1)

An introduction to post-modern theatre as an engagement of artists, technicians, audiences, and playwrights. This project-based course examines theatre as a collaborative art form that engages community critically, emotionally, and behaviorally. A Leadership Studies designated course.

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. 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. Instructor consent required. 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. Instructor consent required. Fall.

THA 223 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 "Exploration Term and Contract Learning" 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 “Teaching Experiences” section of this catalog.

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. Instructor consent required. Fall.

THA 324 Musical Theatre II (1)

Advanced scene study work in the techniques of musical theatre. Prerequisite: THA 323. Spring.

THA 370 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, and playwriting. Instructor consent required.

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. Instructor consent required.

THA 470 Seminar in Theatre Art (1)

Continued selected studies in theatre arts offered at the discretion of the faculty or by student request. Topics include audition techniques, advanced acting, and playwriting. Instructor consent required.

THA 472 Senior Project in Theatre (1)

A theatre capstone experience. Students engage in a significant production responsibility in a theatre project. Each student writes a substantial reflection paper examining learning over the course of the project. This paper may include other senior theatre experiences.

THA 499 Senior Project in Theatre (1)

A theatre capstone experience. Students engage in a significant production responsibility in a theatre project. Each student writes a substantial reflection paper examining learning over the course of the project. This paper may include other senior theatre experiences.

UES - Urban Environmental Studies

UES 110 Sustainability: The American South and the World (1)

An introduction to sustainability issues from a global perspective. This course offers a social science approach to sustainability drawing from comparisons among urban areas in the American South with those in the Global North and South. The course examines concepts within urban sustainability including land use and urban design, transportation, urban ecology, energy, environmental justice, economic development, and green building. Fall.

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 and disciplinary perspectives may vary. May be repeated when focus differs and with approval of the UES faculty committee.

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.) Prerequisite: sophomore standing. Spring.

UES 293, 393, 493 Independent Study in Urban Environmental Studies (½ or 1)

Directed study for advanced students in the major. Specific guidelines concerning independent study projects appear in the "Exploration Term and Contract Learning" section of this catalog.

UES 298, 398, 498 Teaching Experience in Urban Environmental Studies (½ or 1)

A teaching experience course. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

UES 360 Environmental Justice (1)

An introduction to the environmental justice movement with a cross-national focus. The course provides insights into environmental justice issues through service learning opportunities in Birmingham as well as through field trips and engagement with class speakers. Also provides experience in environmental problem-solving, public policy issues, and research design. Prerequisite: UES 210. Fall.

UES 380 Urban Planning, Development, and Design (1)

Exploration of the historical development of cities as well as what makes them livable today; plans and strategies to redevelop cities in the era of globalization; and contemporary urban issues including housing, race, gender, immigration, underdevelopment, and suburbanization. Students will be involved in engaged learning through meetings with local planners, developers, and urban designers and preservationists. A Leadership Studies designated course. Fall.

UES 397 Urban Environmental Studies Internship (1)

Internship with approved community partner. Students are required to work a minimum of 150 hours per term as well as complete course assignments. “S”/“U” only. Prerequisite: UES 210. Fall, Spring, Summer.

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. Spring.

Common Course Numbers

299 or 499 Exploration Term Project (1)

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) receive “S”/ “U” or a letter grade as determined by the faculty sponsor.

293, 393, 493 Independent Study (½ or 1)

To register an individualized learning contract for independent study, students 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 15 units of college

credit; otherwise, independent study projects receive letter grades. A maximum of two units counting toward graduation may be earned for independent study.

297, 397, 497 Career Orientation Practicum or Pre-Professional Internship (½ or 1)

Off-campus internship projects are directed by Birmingham-Southern College faculty members who share supervision with a field supervisor in the partnering agency. Internships may not be used to fulfill general education requirements. Unless a discipline specifies otherwise, all off-campus projects are evaluated “S” or “U.” Career orientation practicums (297, ½ unit) provide students with 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. Pre-professional internship courses (397, 497; 1 unit) may carry a “GEN” designation or a disciplinary designation. 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. A maximum of two units counting toward graduation may be earned for internship credit.

298, 398, 498 Teaching Experience (½ or 1)

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 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 counting toward graduation may be earned for teaching experience. See also the “Teaching Experiences” section of this catalog.

ADDITIONAL ACADEMIC OPPORTUNITIES

Teaching Experiences

Students may earn credit for a teaching experience by engaging in activities under the supervision of a faculty sponsor which may include some combination of 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. Teaching experiences are numbered 298, 398, or 498. A maximum of two units counting toward graduation may be earned for teaching experience. The following policies apply to teaching experiences:

- (1) A brief written statement shall be prepared by the instructor and the student, outlining expectations for the student and instructor, the learning outcomes, and the amount of academic credit ($\frac{1}{2}$ or 1 unit) to be earned by the student.
- (2) The statement shall be signed by both student and instructor no later than the confirmation of registration for the term in question, and shall be held on file by the instructor, with a copy given to the student, and a copy given to the Office of Academic Records.
- (3) Teaching experiences may be evaluated with a letter grade or as “S”/“U” at the discretion of the instructor.
- (4) Students earning teaching experience credit shall be designated “Teaching Fellows.”

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 (FLAC) 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.

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 College, 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.

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 Office of Academic Records. 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 Office of Academic Records and online.

Approval—A student must have the approval of his or her advisor, the department chair in the discipline of the course, and the Provost. (A student must be taking at least three units at Birmingham-Southern College during a regular term or two units in a summer 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 College; however, courses taken through BACHE may not count as learning outcomes designated courses for Explorations.

The course will be included in the Birmingham-Southern College credit for that term and will not be treated as transfer credit. BACHE courses will be converted from semester or quarter hours into Birmingham-Southern College units. For example, a BACHE course of three semester hours will be converted to 0.75 units. Usually, only one course per term is permitted. BACHE courses may not be used to redeem Birmingham-Southern College 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 College at the time of enrollment at a BACHE institution. If the BACHE course places the student in academic overload, an overload fee is charged.

Academic Regulations—All academic regulations at Birmingham-Southern College 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 College's procedures if they wish to withdraw from a course. The withdrawal must be done through the Birmingham-Southern College Office of Academic Records 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's membership in this Consortium provides students with the opportunity to take a variety of marine science courses at the marine science station on Dauphin Island, Alabama. Students interested in receiving MESC credit must complete a contract for an individualized learning experience.

Oak Ridge Science Semester

Upper-class 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. Students interested in receiving credit must complete a contract for an individualized learning experience.

Air Force ROTC

Air Force Reserve Officer Training Corps is available to Birmingham-Southern College 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 Office of Academic Records 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 ($\frac{1}{4}$ unit) 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 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.

For further information, see the Samford University website.

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 see the UAB Army ROTC program website.

ADMISSION

Birmingham-Southern College admits students at the beginning of any academic term. Students interested in enrolling at the College should contact the Office of Admission for application procedures and requirements. All application information and related forms are available on the Birmingham-Southern College website.

ENTRANCE REQUIREMENTS

First-Year Students

The College admits students whose ability, training, motivation, and interests indicate that they are able to complete college work. The course of study and quality of work done in high school is taken into consideration when a student applies for admission.

Materials required to complete the application for admission:

- official high school transcript
- official Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores
- 250-500 word essay
- school recommendation form
- letter of recommendation

To be admitted to Birmingham-Southern College as a 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)

Applicants who did not graduate from high school may submit GED scores. They must also submit all other required credentials for beginning students. The ACT or SAT requirement may be waived for students who have been out of high school for more than two years.

Transfer, Transient, and Special Students

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 accredited institution in which last enrolled and, in addition, must have at least a “C”

average (2.000 on a 4.000 scale) on a full schedule of courses attempted and acceptable to the College.

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 College. These requirements are outlined in the “Academic Progress” section in this catalog.

No more than 96 quarter hours or 64 semester hours (16 units) of credit are accepted for transfer from a community college or other accredited institution. See also the “Coursework at Other Institutions” section of this catalog.

To be admitted to Birmingham-Southern College as a transient or special student, an applicant must have been a student in good standing with a clear academic and social record at the last accredited institution of record. Transient and special students will be classified as “not candidate for degree” and must follow the application procedure below.

APPLICATION PROCEDURES

First-Year Students

An applicant who has never attended a college or university should do the following, and submit all credentials to the Office of Admission.

- (1) Submit an application for admission along with a non-refundable application fee of \$50. Application materials may be obtained and submitted as early as August prior to the senior year in high school. The College welcomes either the Common Application or the College’s online application.
- (2) Request that the high school guidance counselor complete and submit the school recommendation form.
- (3) Request that the high school send an official transcript that indicates the courses expected to be completed before graduation if the applicant has not already received a diploma.
- (4) Request that official results of the SAT or the ACT be sent no later than April of the senior year.
- (5) Write and submit a 250-500 word essay.
- (6) Request a letter of recommendation from someone with the ability to speak to the student’s character and readiness for college.

Transfer Students

An applicant who has been enrolled in a college or university should do the following, and submit all credentials to the Office of Admission.

- (1) Submit an application for admission along with a non-refundable application fee of \$50.
- (2) Request that the Registrar of the institution in which the student is currently or formerly enrolled send an official copy of the student's academic record. This official transcript should indicate the courses presently being taken if the student is currently enrolled. If the student has attended more than one college or university, an official transcript from *each* institution must be provided.
- (3) Request that the Dean of Students at the institution currently being attended complete the school recommendation form. If the applicant is not presently enrolled, this form should be completed by an official at the last college attended.
- (4) Request that the student's high school send a final official transcript, including SAT or ACT scores.
- (5) Write and submit a 250-500 word essay.

Transient and Special (Not-Candidate-For-Degree) Students

Transient students must complete the transient student application and the credit certification form. Special students must complete the special student application.

International Students

Applicants who are not citizens or permanent residents of the United States should follow the application and admission guidelines for international students provided on the College's website. Applicants whose native language is not English must demonstrate satisfactory English language proficiency through the Test of English as a Foreign Language (TOEFL) or other acceptable examination. A complete set of educational credentials with certified English translations, if necessary, is required before eligibility for admission can be determined. Additionally, international students must provide an affidavit of financial responsibility and proof of sufficient finances in order to be admitted to the College.

Dual Enrollment

Birmingham-Southern College offers dual enrollment to gifted Birmingham area high school seniors who would like to take college courses for credit while still attending high school.

A student who is accepted for dual enrollment may take only one course per term. A one-unit course equals 4 semester hours or 6 quarter hours. A dual enrollee must meet all the course requirements expected of regular college students. Students will receive regular college credit on their permanent record for successfully completed courses. These credits may not be substituted for high school courses, however.

Dual enrollees must submit the transient student application no later than two weeks before the opening of a term.

Medical Certificates

All first-year, transfer, transient, and special students must file medical certificates with the Office of Health Services prior to their enrollment. The medical examination and record of required immunizations must be completed by a physician. Proof of health insurance is also required of all students.

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. If the student has attended other institutions in the meantime, an official transcript from *each* institution must be filed. Applicants for readmission must be approved by the Provost, Bursar, and Dean of Students. 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 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 been suspended from the College for disciplinary reasons, in addition to following the procedure above, must make a written request for readmission to the Office of Student Development.

A student who has withdrawn from the College for medical reasons must obtain documentation from his or her physician or counselor clearing the student to the return to the College. This documentation must be submitted along with the application for readmission.

FINANCES 2016-2017

Tuition

The tuition charge for students is \$16,600 per term. A combination of courses equaling three units is considered a regular term schedule.

Students who enroll in more than 4.75 units in any regular term are charged additional tuition at the rate of \$3,000 per additional unit. Students who enroll in fewer than three units in any regular term are charged at a rate of \$5,333 per unit.

The Exploration term is an integral part of the academic year. 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 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 2016 summer session was \$1,350 per unit. Students who receive permission to complete an Exploration term project 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

Payments 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 Office of Academic Records. 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.

Estimated Cost Summary for Academic Year 2016-2017

Tuition.....	\$33,200.00
Residence Hall	\$6,732.00-13,223.00
Books and Supplies (approximate)	\$1,300.00
Meals.....	\$3,912.00-5,002.00
Student Activity Fee	\$448.00

Automobile Registration	\$80.00
Information Technology Fee.....	\$800.00

Mandatory Fees

Tuition (per term).....	\$16,600.00
Information Technology Fee (per term)	\$400.00
Student Activity Fee (per term)	\$224.00

Other Fees

Audit Fee.....	\$500.00
Course Change	\$30.00
Graduation.....	\$200.00
Greek Fee (per term, active members only).....	\$33.00
Late Registration	\$75.00
Lost Room Key	\$60.00
Orientation	\$220.00
Parking Decal (annual)	\$80.00
Printing (per page)	\$0.10-0.35
Readmit Application Fee	\$50.00
Replacement Campus Card.....	\$30.00
Returned Check.....	\$50.00
Room Change.....	\$35.00
Tuition Confirmation (new students only).....	\$200.00

Laboratory and Studio Fees

Applied Music (MS) Courses	\$350.00-650.00
MS 100-level.....	\$350.00
MS 300- and 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

Housing

Housing Deposit (new students only).....	\$100.00
Residence Hall (per term, shared room)	\$3,366.00-4,962.00
Greek Housing (per term, shared room)	\$3,945-4,076.00
Hilltop Apartments (per term, two bedroom, private)	\$5,843.00
(per term, one bedroom, private)	\$6,612.00

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 Plan plus 100 panther bucks (per term)	\$2,501.00
Five Day All Access Plan plus 400 panther bucks (per term)	\$2,444.00
Apartment Plan, 150 meals plus 750 panther bucks	\$1,956.00
Commuter Plan plus 300 panther bucks	\$300.00
Exploration term (optional).....	\$300.00

In case of a lost campus card, the student is responsible for notifying the Bursar’s Office immediately to stop any unauthorized use of the card. If the Bursar’s 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 Bursar’s Office.

Refunds

A student dropping all courses should refer to the policies for withdrawal in the “Withdrawal from the College” section and the “Implications of Withdrawal” section of this catalog. No adjustment of charges is made after the third week of a fall or spring term or after the first week of a summer term.

Students who withdraw or who are expelled from the College within the first three weeks of a regular term or the first week of a summer term may be entitled to a partial refund of tuition and fees. Tuition and fee refunds are made only upon the receipt of a completed official withdrawal form. Tuition and fees include tuition, student government fee, information technology fee, course fees, and campus housing and meal plan fees.

Refunds are granted for any withdrawal during a fall or spring term, including withdrawals for medical reasons, according to the following schedule: for withdrawals completed by the end of week one, 80% of the student’s charges are refunded; end of week two, 60%; end of week three, 40%, and 0% thereafter. For summer term, withdrawals completed by the end of week one, 50% of the student’s charges are refunded; 0% thereafter. A week is calculated from the first day of the term, as shown in the Academic Calendar.

In case of a call for active military duty, the student’s charges are prorated through the week of withdrawal.

Credit Balance Refunds

Credit balances created by federal financial aid are automatically refunded to the student. All other credit balances are refunded upon request.

FINANCIAL AID

Student Financial Aid at Birmingham-Southern College

Financial aid at Birmingham-Southern College is administered through the Office of Financial Planning. The College embraces the philosophy that worthy, qualified students should have an opportunity for a college education regardless of their economic circumstances. Birmingham-Southern College is willing to join with the student and his or her 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. Any eligible student admitted to Birmingham-Southern College who applies for need-based financial aid through the Free Application for Federal Student Aid (FAFSA) is considered for assistance.

Based on the statement of philosophy above, and with an understanding that aid resources at the College are limited, the Office of Financial Planning 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.
- A student's family is expected to make a maximum effort to assist the student with college expenses. The Office of Financial Planning views financial assistance as a supplement to the student and family contribution.
- Financial aid consists of grants, scholarships, loans, and employment that may be offered to students singularly or in various combinations.
- Students must maintain satisfactory academic progress, as defined by the College.
- 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 the event that outside scholarships are awarded to individual students, the College reserves the right to use merit-based awards to fund educational costs other than tuition and mandatory fees not to exceed the cost of attendance.
- 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.

Types of Financial Aid

The College offers a comprehensive financial aid program, including Title IV Financial Aid, other governmental programs, and institutional scholarships. Further information can be found under “Financial Planning” on the College’s website.

Title IV Financial Aid

The College offers Title IV financial aid, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Work Study, Federal Perkins Loans, Federal Direct Student Loans, and Federal Direct Parent Loans.

Other Government Financial Aid Programs

The College also participates in other government financial aid programs, including the Alabama Student Grant Program, Alabama Student Assistance Program, and Veterans Educational Benefits. For further information on Veterans Educational Benefits, contact the Department of Veterans Affairs at 1-800-827-1000. The Veterans Affairs School Certifying Official (SCO) is located in the Office of Academic Records.

Institutional Scholarships

Birmingham-Southern College provides a range of institutional scholarships, details about which can be found under “Admission” on the College’s website.

Academic merit scholarships are awarded through consideration of students’ academic records, standardized test scores, extracurricular activities, and admission essays. There is no separate scholarship application for merit-based awards; students need only apply for admission by the designated application deadlines to be considered for these scholarships.

Academic merit scholarships are renewable annually assuming achievement of the following:

2.000 cumulative grade point average

- Achievement Grant
- Cornerstone Scholarship
- Foundation Scholarship
- Greensboro Scholarship
- Trustee Scholarship

2.500 cumulative grade point average

- Presidential Scholarship

The College also awards a number of other scholarships through specific competitions, such as the Fine and Performing Arts Scholarship Competition and the Distinguished Scholars Competition.

Application Procedure

In addition to applying for federal financial assistance as outlined below, students and parents are encouraged to explore other sources of aid, such as parents' employer benefits, community civic organizations, and state and national programs.

All students seeking need-based financial aid must submit the FAFSA. Important steps in completing the FAFSA and applying for financial aid at the College are outlined below.

- (1) Establish and use a Federal Student Aid Login/Password to electronically sign the FAFSA application.
- (2) Include Birmingham-Southern College's Title IV school code: 001012.
- (3) Complete tax forms and file the FAFSA as soon as possible.

Since the FAFSA must be resubmitted annually, financial aid packages may vary in content and in total amounts from year to year, and the College reserves the right to change packaging policies annually.

Enrollment Requirements for Financial Aid

- To receive a Birmingham-Southern College scholarship or grant, the recipient 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 altered due to enrollment changes; the College highly recommends speaking to a financial aid counselor prior to making a decision to drop courses.

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 monitor academic progress annually. The College's policy is based, in part, on the following definitions.

Regular semester denotes fall term or spring term.

Full-time students are enrolled in at least three units per regular term.

Part-time students are enrolled in fewer than three units per regular term.

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 Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Work Study, Federal Perkins Loans, Federal Direct Student Loans, and Federal Direct Parent Loans, as well as any other program defined as Title IV by the federal government.

To be eligible for Title IV aid, the student must be making satisfactory academic progress by meeting all of the following requirements:

- 1.500 minimum cumulative GPA = 1 - 6.75 attempted units
1.800 minimum cumulative GPA = 7 - 14.75 attempted units
2.000 minimum cumulative GPA = 15 or more attempted units
- Successful completion of at least 67 percent of all units attempted.
- Completion of all required coursework within 12 regular semesters by full-time students; within 24 regular semesters by part-time students.

The College evaluates satisfactory academic progress at the end of each spring semester. The Office of Financial Planning suspends Title IV aid and sends a written notice to a student if the student does not meet the requirements for academic progress for the purpose of receiving Title IV financial aid.

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 Office of Financial Planning provides an appeal form that may be submitted by the student and an academic plan form that must be approved by the Provost's Office. An appeal is reviewed promptly and the student is notified in writing of the decision. The decision may include a probationary period or a specific plan to assist the student to reinstate Title IV eligibility. The decision of the Provost's Office is final.

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.

Implications of Withdrawal

Withdrawal from the College impacts the student's financial aid eligibility during the withdrawn semester and possibly for future semesters and years. See the "Withdrawal from the College" section of this catalog for more information.

The *withdrawal date* is determined by the Provost, and the withdrawal process begins with the Provost's Office.

An *official withdrawal* occurs when a student notifies the College of his or her intention to cease attendance in all registered courses and completes the formal withdrawal process.

An *unofficial withdrawal* occurs when a student ceases attendance in all registered courses and does not notify the College. Financial awards of unofficially withdrawn students are subject to proration, regardless of when the College determines that the student has unofficially withdrawn.

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 to determine the portion of aid earned by the student up until the date of withdrawal and to refund or repay the amount of unearned aid.

For the purposes of Title IV refund policy, the 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 utilizes the last date of academic activity that can be documented in the College's records. Where no official date is determined, students will earn no more than 50 percent of eligible funds.

The United States Federal Government determines the amount of Title IV funds a student has earned as of the withdrawal date. The amount of assistance earned is based on the time the student spent in academic attendance. Earned financial aid is determined by dividing the number of days the student attended during a specific period of enrollment by the total number of days in the term.

Unearned Title IV aid is the total of Title IV funds credited to the student account to cover the period of a term after the withdrawal date. The College is required to calculate and return all unearned Title IV aid.

If a student withdraws and has Title IV funds subject to return, 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.

If a refund of Title IV funds is required, monies are returned in the following order:

- Federal Unsubsidized Direct Loan Program
- Federal Subsidized Direct Loan Program
- Federal Perkins Loan Program
- Federal Direct PLUS Program
- Federal Pell Grant Program
- Federal SEOG Program
- Other Title IV Programs

THE COLLEGE REGISTER

FACULTY

Jessica Y. Allen, Assistant Professor of Psychology (2016)

B.A. (2007), University of Alabama; Ph.D. (2012), University of South Florida.

Kent S. Andersen, Instructor of English (2000)

B.A. (1995), Iowa State University; M.A. (1998), American University; Ed.D. (2014), Vanderbilt University.

Jane Archer, Professor of English (1982)

B.A. (1975), University of Wisconsin; Ph.D. (1984), State University of New York at Buffalo.

Gina K. Armstrong, Assistant Professor of Library Science (2016)

B.A. (1992), Birmingham-Southern College; M.L.I.S. (2013), University of Alabama.

Frederick Ashe, Professor of English (1992)

B.A. (1983), Michigan State University; M.A. (1986), Ph.D. (1991), Vanderbilt University.

Gay F. Barnes, Assistant Professor of Education (2016)

B.A. (1987), University of Alabama at Huntsville; M.A. (1993), Ed.S. (1995), University of Alabama at Birmingham; Ph.D. (2007), Alabama A&M University.

Jeffrey Barton, Professor of Mathematics (1999)

B.S. (1992), Louisiana State University; Ph.D. (1999), University of Texas at Austin.

Michelle Behr, Professor of Geography (2014)

A.B. (1975), University of California, Santa Cruz; M.A. (1979), Ph.D. (1985), Arizona State University.

Lamia Benyoussef, Assistant Professor of Arabic (2015)

B.A. (1989), Université du Centre; M.A. (1992), Ph.D. (2002), Michigan State University.

Teddy Champion, Visiting Assistant Professor of Media and Film Studies (2016)

B.A. (1996), Vanderbilt University; M.F.A (2003), Columbia University; Ph.D. (2016), University of Alabama.

Joseph F. Chandler, Assistant Professor of Psychology (2013)

B.S. (2003), Birmingham-Southern College; M.A. (2006), Ph.D. (2009), University of Alabama.

Paul A. Cleveland, Professor of Finance (1990)

B.S. (1977), M.S. (1981), Auburn University; Ph.D. (1985), Texas A&M University.

Steven F. Cole, Professor of Art (1988)

B.S. (1977), M.A. (1980), Ball State University; M.F.A. (1983), Florida State University.

Amy C. Cottrill, Denson N. Franklin Professor of Religion (2007)

A.B. (1993), Earlham College; M.Div. (1997), Methodist Theological School in Ohio; Ph.D. (2006), Emory University.

Leon W. Couch III, Assistant Professor of Music (2013)

B.A. (1992), B.S. (1992), B.M. (1992), University of Florida; M.M. (1995), D.M.A. (2002), Ph.D. (2003), University of Cincinnati.

William Tynes Cowan, Associate Professor of English (2002)

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.

Daniel Coyle, Visiting Assistant Professor of Philosophy (2011)

B.S. (1987), Birmingham-Southern College; M.A. (1992), Ph.D. (1999), University of Hawaii at Manoa.

Tyler T. Dart, Instructor of Physics (2013)

B.S. (2006), M.Ed. (2007), Auburn University.

Natalie M. Davis, Howell T. Heflin Professor of Political Science (1972)

B.A. (1968), Stetson University; Ph.D. (1976), University of North Carolina at Chapel Hill; L.H.D. (1991), Stetson University.

Barbara Domcekova, Professor of Spanish (1999)

B.A. (1992), Comenius University; M.A. (1995), Ph.D. (1999), University of Florida.

Scott C. Dorman, Professor of Chemistry (2001)

B.S. (1985), Florida State University; Ph.D. (1991), North Carolina State University.

Kevin M. Drace, Assistant Professor of Biology (2016)

B.S. (2002), Athens State University; Ph.D. (2008), University of Alabama at Birmingham.

R. Scot Duncan, Professor of Biology (2002)

B.S. (1993), Eckerd College; M.S. (1997), Ph.D. (2001), University of Florida.

Jessica Eckhardt, Assistant Professor of Sociology (2016)

B.S. (2007), Northland College; M.A. (2009), University of Nevada, Reno.

Michael Flowers, Professor of Theatre Arts (1984)

B.F.A. (1979), Arkansas State University; M.F.A. (1982), University of Mississippi.

Andrew Gannon, Professor of Biology (1995)

B.A. (1980), University of South Florida; M.S. (1986), Ph.D. (1990), University of Florida.

Carolyn Garrity, Assistant Professor of Marketing (2012)

B.B.A. (1993), University of Cincinnati; M.B.A. (1997), American University; Ph.D. (2012), Louisiana State University.

Vincent T. Gawronski, Professor of Political Science (2001)

B.A. (1987), University of Texas at Austin; M.A. (1993), Ph.D. (1998), Arizona State University.

Megan Elizabeth Gibbons, Professor of Biology (2001)

B.A. (1993), Emory University; M.S. (1999), Ph.D. (2001), University of Louisiana at Lafayette.

Victoria Katherine Gibbs, Assistant Professor of Biology (2016)

B.S. (2003), M.S. (2005), Ph.D. (2011), University of Alabama at Birmingham.

Jeremy N. Grall, Assistant Professor of Music (2014)

B.M. (1996), University of Memphis; M.M. (1999), Yale University; D.M.A. (2009), University of Memphis.

Susan K. Hagen, Mary Collett Munger Professor of English (1976)

A.B. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia.

Pamela K. Hanson, Professor of Biology (2001)

B.S. (1996), Rhodes College; Ph.D. (2001), Emory University.

Mary Pritchett Harrison, Assistant Professor of Marketing (2011)

B.S.B.A. (2002), Mississippi College; M.B.A. (2004), Ph.D. (2011), University of Alabama.

Kate Hayden, Assistant Professor of Chemistry (2014)

B.S. (2006), University of Montevallo; M.S. (2013), Ph.D. (2014), University of Alabama at Birmingham.

Jason L. Heaton, Associate Professor of Biology (2010)

B.A. (1998), B.S. (1998), University of South Alabama; M.A. (2003), Ph.D. (2006), Indiana University, Bloomington.

Steven S. Hendley, Professor of Philosophy (1988)

B.A. (1978), Rhodes College; M.A. (1980), Vanderbilt University; M.A. (1981), Ph.D. (1987), Duquesne University.

T. George Hendren, Visiting Instructor of Classics (2016)

B.A. (2007), Virginia Polytechnic Institute and State University; M.A. (2009), Ph.D. (2013), University of Florida.

William Grady Holt III, Assistant Professor of Urban Environmental Studies (2012)

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, Assistant Professor of Chinese (2012)

B.A. (1995), Chinese Cultural University; M.A. (2002), Eastern Michigan University; Ph.D. (2010), University of Texas at Austin.

William Hustwit, Assistant Professor of History (2013)

B.A. (2002), Kenyon College; M.A. (2004), Ph.D. (2008), University of Mississippi.

Shelia M. Ingram, Assistant Professor of Education (2014)

B.S. (1991), M.A.E. (2001), University of Alabama at Birmingham; Ph.D. (2013), University of Alabama.

Louanne C. Jacobs, Associate Professor of Education (2008)

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.

Lucas J. Johnson, Assistant Professor of English and Director of Writing Center (2015)

B.A. (2005), M.A. (2008), University of Northern Colorado.

Jeff Kensmoe, Associate Professor of Music (2010)

B.M. (1998), University of Wisconsin at Eau Claire; M.M. (2004), D.A. (2012), University of Northern Colorado.

George F. Klersey, Associate Professor of Accounting (2013)

B.S.B.A. (1968), M.B.A. (1969), University of Florida; Ph.D. (1990), University of Southern California.

Randall David Law, Professor of History (2003)

B.A. (1991), Amherst College; M.A. (1993), Yale University; Ph.D. (2001), Georgetown University.

Jacqueline Leary-Warsaw, Associate Professor of Music (2000)

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.

Rick A. Lester, Associate Professor of Management (2012)

B.S. (1977), University of North Alabama; M.A. (1978), University of Alabama; Ph.D. (1985), University of Mississippi.

V. Markham Lester, W. Michael Atchison Professor of History and Legal Education (1991)

B.A. (1973), Rhodes College; M.A. (1975), Harvard University; J.D. (1979), University of Virginia; D.Phil. (1991), Oxford University.

Matthew A. Levey, Professor of History (1993)

B.A. (1978), Clark University; M.A. (1980), University of Michigan; M.A. (1984), Ph.D. (1991), University of Chicago.

Kim Lewis, Instructor of Spanish (2001)

B.A. (1986), M.A. (1988), Auburn University.

Alan Litsey, Professor of Theatre Arts (1991)

B.A. (1981), University of LaVerne; M.F.A. (1984), Michigan State University; Ph.D. (1991), Wayne State University.

Michael L. McInturff, Professor of English (1980)

B.A. (1968), Reed College; Ph.D. (1975), Indiana University.

Matthew S. Mielke, Professor of Theatre Arts (1990)

B.A. (1982), Gustavus Adolphus College; M.F.A. (1986), University of Minnesota.

Meghan L. Mills, Assistant Professor of Sociology (2014)

B.A. (2008), Salisbury University; M.A. (2010), Ph.D. (2013), University of New Hampshire.

J. L. Morrow, Associate Professor of Business Administration (2001)

B.S. (1981), M.Acc. (1990), University of Alabama; Ph.D. (1996), Texas A&M University.

Bernadette Mullins, Professor of Mathematics (2000)

B.S. (1989), Western Illinois University; Ph.D. (1995), University of Iowa.

William T. Myers, Professor of Philosophy (1996)

B.A. (1986), University of Central Arkansas; M.A. (1990), Ph.D. (1996), University of Texas at Austin.

Jim Neel, Professor of Art (2002)

B.F.A. (1971), Birmingham-Southern College; M.F.A. (1973), University of Alabama.

Victoria Ott, James A. Wood Professor of History (2004)

B.A. (1994), M.A. (1998), University of Central Florida; Ph.D. (2003), University of Tennessee.

G. Shane Pitts, Jack G. Paden Professor of Psychology (1998)

B.S. (1992), Athens State College; M.A. (1995), Ph.D. (1997), University of Alabama.

Duane H. Pontius Jr., T. Morris Hackney Professor of Physics (1999)

B.S. (1981), Birmingham-Southern College; Ph.D. (1988), Rice University.

Janice Joy Poplau, Associate Professor of Library Science (1971)

B.A. (1970), Gustavus Adolphus College; M.A. (1971), University of Minnesota.

Guangjun Qu, Assistant Professor of Economics (2012)

B.A. (2001), Chongqing Technology and Business University; M.A. (2005), Chongqing University; Ph.D. (2010), Southern Illinois University, Carbondale.

Richard Rector, Assistant Professor of Psychology (2009)

B.A. (1995), University of Virginia; M.A. (2003), Ph.D. (2007), University of Alabama at Birmingham.

Douglas A. Riley, Professor of Mathematics (1999)

B.A. (1991), DePauw University; M.A. (1995), Ph.D. (1999), University of Kentucky.

Sara H. Robicheaux, B. A. Monaghan Professor of Business (2002)

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Mark E. Rupright, Associate Professor of Physics (2007)

B.S. (1992), University of Tennessee, Knoxville; Ph.D. (1998), University of North Carolina at Chapel Hill.

Kelly A. Russell, Associate Professor of Education (2007)

B.S. (1990), M.A.Ed. (2004), Ph.D. (2008), University of Alabama at Birmingham.

Pamela P. Sawallis, Assistant Professor of Library Science (2005)

B.A. (1980), Stetson University; M.L.S. (1982), Simmons College.

Mark S. Schantz, Professor of History (2009)

A.B. (1977), The George Washington University; M.Div. (1981), Yale University; Ph.D. (1991), Emory University.

David J. A. Schedler, Professor of Chemistry (1994)
B.S. (1987), Rhodes College; Ph.D. (1992), University of Alabama.

Lester Charles Seigel, Joseph Hugh Thomas Professor of Music (1993)
B.M. (1980), Birmingham-Southern College; M.M. (1983), D.M.A. (1991), University of Colorado, Boulder.

Kevin Shook, Associate Professor of Art (2005)
B.F.A. (2002), University of Akron; M.F.A. (2004), University of Delaware.

Robert J. Slagter, Professor of Political Science (1985)
B.A. (1974), M.A. (1977), Ph.D. (1990), Southern Illinois University.

Timothy B. Smith, Associate Professor of Art History (2006)
B.A. (1992), M.A. (1994), University of South Carolina; Ph.D. (2002), Florida State University.

Tracy Smith, Assistant Professor of Accounting (2015)
B.S. (1993), Auburn University; M.Acc. (1994), Ph.D. (2001), University of Alabama.

Amelia G. Spencer, Associate Professor of Education (2008)
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.

Janie Spencer, Professor of Spanish (1986)
B.A. (1974), Samford University; M.A. (1977), Ph.D. (1982), University of Alabama.

Kathleen Spies, Professor of Art History (1999)
B.A. (1992), St. Olaf College; M.A. (1994), Ph.D. (1999), Indiana University.

Sandra L. Sprayberry, Robert E. Luckie Jr. Professor of English (1988)
B.A. (1979), M.F.A. (1983), University of Alabama; Ph.D. (1988), Florida State University.

Maria Stadnik, Assistant Professor of Mathematics (2012)
B.S. (2005), B.A. (2005), Youngstown State University; M.S. (2007), Purdue University; Ph.D. (2012), Northwestern University.

Clyde T. Stanton, Professor of Chemistry (1993)
B.A. (1977), Clemson University; M.S. (1981), West Virginia University; Ph.D. (1988), Boston College.

Joseph Stitt, Instructor of English (2011)
B.A. (1993), M.A. (1995), University of Alabama.

Laura Katherine Stultz, Professor of Chemistry (1997)

B.A. (1986), Oberlin College; Ph.D. (1995), University of North Carolina at Chapel Hill.

Melanie L. Styers, Associate Professor of Biology (2010)

B.S. (1999), Birmingham-Southern College; Ph.D. (2005), Emory University.

M. Keely Sutton, Assistant Professor of Religion (2015)

B.A. (2004), Appalachian State University; M.A. (2006), Wake Forest University; Ph.D. (2015), University of Texas at Austin.

John D. Tatter, Professor of English (1985)

B.A. (1976), Houghton College; M.A. (1979), Ph.D. (1984), Ohio University.

Jack A. Taylor, Joseph S. Bruno Professor of Retailing (1988)

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.

Melinda Rainey Thompson, Instructor of English (2015)

B.A. (1985), Tulane University; M.A. (1988), University of Alabama at Birmingham.

Lynne S. Trench, Professor of Psychology (1997)

B.S. (1990), University of Wisconsin-Eau Claire; M.A. (1994), Ph.D. (1998), University of Kentucky.

David W. Ullrich, Professor of English (1986)

B.A. (1975), Marquette University; M.A. (1976), Ph.D. (1986), University of Wisconsin-Madison.

Greta Valenti, Assistant Professor of Psychology (2013)

B.A. (2001), Georgetown University; M.A. (2007), Ph.D. (2012), Ohio State University.

Peter A. Van Zandt, Associate Professor of Biology (2006)

B.S. (1993), Michigan State University; M.S. (1996), Utah State University; Ph.D. (2001), University of Louisiana at Lafayette.

Pamela Venz, Professor of Art (1998)

B.A. (1983), University of Alabama at Birmingham; M.F.A. (1985), Ohio State University.

Chunbei Wang, Associate Professor of Economics (2013)

B.A. (2001), Jinan University; M.S. (2003), Ph.D. (2008), University of Texas at Dallas.

Joseph Wiinikka-Lydon, Assistant Professor of Religion (2016)

B.A. (1998), Georgetown University; M.Div. (2003), Harvard University; Ph.D. (2015), Emory University.

Joshua B. Zelinsky, Visiting Instructor of Mathematics (2016)
B.A. (2004), Yale University; Ph.D. (2014), Boston University.

PROFESSORS EMERITI

Mildred Allen, Professor Emerita of Music (1986-2009)
B.M. (1956), University of Mississippi; M.M. (1958), New England Conservatory of Music.

Cammie Atkins, Professor Emerita of Education (1986-1996)
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, President Emeritus (1976-2006)
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, Professor Emeritus of Physics and Mathematics (1968-1999)
A.B. (1961); M.S. (1963), Miami University; Ph.D. (1968), University of Colorado.

Shirley M. Branan, Professor Emerita of Mathematics (1986-1999)
B.S. (1959), Eastern Kentucky University; M.A. (1970), Samford University; Ph.D. (1978), University of Alabama.

J. Lawrence Brasher, Denson Franklin Professor Emeritus of Religion (1999-2014)
A.B. (1969), Duke University; M.Div. (1973), Yale University; Ph.D. (1986), Duke University.

Clint E. Bruess, Professor Emeritus of Education (2001-2011)
B.S. (1963), Macalester College; M.A. (1965), University of Maryland; Ed.D. (1968), Temple University.

Ernest Byron Chew, Professor Emeritus of Management (1980-2012)
B.S. (1966), Carnegie Mellon University; Ph.D. (1971), University of Alabama.

James H. Cook, Professor Emeritus of Music (1977-2010)
B.M. (1968), Birmingham-Southern College; M.M. (1969), Ph.D. (1978), University of Texas.

Judith H. Cox, Professor Emerita of German (1988-2011)
B.A. (1972), University of Kansas; M.A. (1977), Ph.D. (1986), University of Texas at Austin.

Guy C. Dalto, Professor Emeritus of Sociology (1982-2015)

B.A. (1971), Rutgers University; M.A. (1973), Ph.D. (1975), University of Chicago.

William L. DeVan Jr., Professor Emeritus of Music (1980-2011)

B.M. (1971), M.M. (1972), The Juilliard School of Music; Konzertexamen Diploma (1979), Hochschule für Musik und Theater, Hannover, Germany.

James L. DuBard, Professor Emeritus of Physics (1988-1999)

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., Professor Emeritus of History (1967-2003)

A.B. (1963), University of North Carolina; M.A. (1965), Ph.D. (1971), Duke University.

Thomas Jordan Gibbs, Professor Emeritus of Music (1970-2007)

B.A. (1964), Birmingham-Southern College; M.M. (1967), Ph.D. (1972), University of Texas.

Earl Fowler Gossett Jr., Canterbury Professor Emeritus of Religion and Philosophy (1965-1999)

A.B. (1954), Birmingham-Southern College; B.D. (1957), Ph.D. (1961), Vanderbilt University.

Marjorie M. Gunter, Donald C. Brabston Professor Emerita of Accounting (1978-1998)

B.S. (1970), M.B.A. (1971), Samford University; C.P.A. (1974), State of Florida.

Ruth S. Henry, Professor Emerita of Dance (1980-2010)

B.A. (1976), M.A. (1980), Butler University.

Ronald D. Hooten, Professor Emeritus of Music (1980-2010)

B.M.E. (1966), University of Southern Mississippi; M.M. (1971), D.M.A. (1980), University of Mississippi.

Guy Ward Hubbs, Professor Emeritus of Library Science (1999-2015)

B.A. (1973), Baylor University; M.A. (1978), Queen's University at Kingston; M.L.S. (1991), Ph.D. (1999), University of Alabama.

Katherine G. Kirkpatrick, Professor Emerita of Education (1989-2006)

B.A. (1964), Birmingham-Southern College; M.A. (1979), Ph.D. (1989), University of Alabama at Birmingham.

Lola Frances Kiser, Professor Emerita of Mathematics (1955-1996)

B.S. (1952), Memphis State University; M.A. (1954), University of Georgia; Ph.D. (1971), University of Alabama.

Edward Shannon LaMonte, Howell Heflin Professor Emeritus of Political Science (1987-2009)

B.A. (1965), Harvard College; M.A. (1968), Ph.D. (1976), University of Chicago.

Eileen E. Moore, Professor Emerita of Education (1975-2009)

B.A. (1964), University of North Alabama; M.Ed. (1970), Ed.D. (1977), Auburn University.

William E. Nicholas, James A. Wood Professor Emeritus of American History (1972-2010)

B.A. (1964), M.A. (1966), Trinity University; Ph.D. (1970), Tulane University.

Renée Norrell, Professor Emerita of French (1988-2011)

B.M.E. (1972), University of Montevallo; M.A. (1975), Ph.D. (1981), University of Alabama.

Lewis I. Patterson, Associate Professor Emeritus of Computer Science (1996-2011)

B.S. (1968), Birmingham-Southern College; Ph.D. (1992), University of Alabama at Birmingham.

Walter William (Billy) Pennington, Library Director Emeritus (1987-2008)

B.A. (1965), M.S. (1968), Florida State University.

Leo Pezzementi, Professor Emeritus of Biology (1985-2015)

B.A. (1975), LaSalle College; Ph.D. (1982), State University of New York at Stony Brook.

Mira Popovich, Professor Emerita of Dance (1976-2010)

State Ballet School, Belgrade, Yugoslavia, 1953; prima ballerina Serbian National Theatre, Novi Sad.

Robert Lee Shelton, Professor Emeritus of Art (1968-2005)

B.F.A. (1961), Memphis State University; M.A. (1963), University of Alabama.

H. Wayne Shew, Ada Rittenhouse Snavely Professor Emeritus of Biology (1978-2016)

B.A. (1971), University of North Carolina at Wilmington; M.A. (1974), Ph.D. (1977), University of North Carolina at Chapel Hill.

David J. Smith, Professor Emeritus of Music (1983-2014)

B.M. (1969), Westminster Choir College; M.M. (1976), Peabody Conservatory of Music; D.M.A. (1986), University of Texas at Austin.

Samuel N. Stayer, Dr. James A. Wood Professor Emeritus of American History (1972-2004)

B.A. (1964), Ursinus College; M.A. (1967), Ph.D. (1970), Duke University.

Robert Jacob Tucker III, Professor Emeritus of Art (1965-2002)
B.F.A. (1964), M.A. (1965), University of Alabama.

Richard S. Turner, James T. Stephens Professor Emeritus of Computer Science (1985-2011)
B.A. (1975), M.S. (1984), University of Alabama; Ph.D. (1992), University of Alabama at Birmingham.

Roy Draydon Wells Jr., Professor Emeritus of Religion (1967-2007)
B.A. (1957), Birmingham-Southern College; B.D. (1960), Ph.D. (1968), Vanderbilt University.

Bobby Don Whetstone, Professor Emeritus of Education (1963-2001)
B.A. (1955), M.Ed. (1959), Birmingham-Southern College; Ph.D. (1963), University of Alabama.

ADMINISTRATION

PRESIDENTS OF THE COLLEGE

Cullen C. Daniel, 1918-1921
Guy E. Snavely, 1921-1937
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Guy E. Snavely, 1955-1957
Henry K. Stanford, 1957-1962
Howard M. Phillips, 1963-1968
Robert F. Henry, 1968-1969
Charles D. Hounshell, 1969-1972
Ralph M. Tanner, 1972-1975
Neal R. Berte, 1976-2004
G. David Pollick, 2004-2010
Mark S. Schantz, 2010-2011
Charles C. Krulak, 2011-2015
Edward F. Leonard III, 2015-2016
Linda Flaherty-Goldsmith, 2016-present

SENIOR STAFF

Linda Flaherty-Goldsmith, President (2016)
B.S. (1979), University of Alabama; M.B.A. (1985), University of Alabama at Birmingham.

Michelle Behr, Senior Vice President and Provost (2014)

A.B. (1975), University of California, Santa Cruz; M.A. (1979), Ph.D. (1985), Arizona State University.

Joe Dean Jr., Senior Vice President for Advancement (1999)

B.S. (1976), M.Ed. (1977), Mississippi State University.

David Eberhardt, Vice President for Student Development (2008)

B.A. (1994), Vanderbilt University; M.S. (2000), University of Memphis; Ed.D. (2010), Florida State University.

Lane Estes, Vice President for Administration and Government Relations, Chief of Staff (1998)

B.S. (1989), M.S. (1992), University of Tennessee.

Susan K. Hagen, Vice President and Associate Provost (1976)

A.B. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia.

Anthony Hambey, Vice President for Information Technology (1987)

B.S. (1986), Jacksonville State University.

Sara H. Newhouse, Vice President for Admission and Financial Planning (2013)

B.A. (2000), Trinity University.

Eli Phillips, Senior Vice President for Finance, Chief Financial Officer (2011)

B.B.A. (1977), Howard University; CPA.

Sara H. Robicheaux, Vice President for Advancement, B.A. Monaghan Professor of Business (2002)

B.S. (1997), Birmingham-Southern College; M.A. (1997), Ph.D. (2000), University of Alabama.

Hannah K. Wolfson, Director of Communications (2012)

B.A. (1993), Dartmouth College.

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The United Methodist Church
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Trinity United Methodist Church
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Managing Principal
Bridgeworth Financial
Birmingham, Alabama

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Bishop, Alabama-West Florida
Conference
The United Methodist Church
Montgomery, Alabama

Bishop Debra Wallace-Padgett

(ex officio)

Bishop, North Alabama Conference

The United Methodist Church

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