Spelman College®

A Choice to Change the World

When and Where I Enter: Developing Intellectual Community

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Spelman College Bulletin
2020–2022

ATLANTA, GEORGIA

Central Telephone Numbers
College Switchboard: (404) 681-3643 (available 9:00 am – 5:00 pm EST Monday through Friday)

Office of Admissions only: 1-800-982-2411 or 404-270-5193

Mailing Address
350 Spelman Lane, SW
Atlanta, GA 30314-4399

Internet Address
www.spelman.edu

Visitors
Spelman College welcomes visitors, and student guides are available (by appointment) to provide campus tours when classes are in session. Most administrative offices are open from 9:00 am – 5:00 pm Monday through Friday. The Cashier's Office is open from 9:00 am to 4:00 pm Monday through Friday.

Accreditation
Spelman College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Spelman College. The Commission on Colleges should be contacted only if there is evidence to support an institution's significant non-compliance with a requirement or standard.

Spelman College is also an accredited member of the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, the National Association for College Admissions Counseling, and American Chemical Society.

Non-Discrimination Policy
Spelman College does not discriminate on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sexual orientation or disability (as stipulated in the Veterans Readjustment Act and the Americans with Disabilities Act) in its admission and recruitment policies, scholarship and loan programs, and educational programs and activities. An equal opportunity employer, the College makes every effort to adhere to federal, state, and local guidelines.

About this Bulletin
Spelman College has made every effort to present the information in this bulletin with factual accuracy. The College assumes no responsibility for editorial or clerical errors. While the provisions herein ordinarily will be applied as stated, the College reserves the right to change any provision listed, including academic requirements for graduation. Every effort will be made to keep students advised of such changes, including notification by email. Students are responsibile for keeping abreast of the current requirements for graduation and their degree program.

An online version of this catalog can be found at http://www.spelman.edu/academics/catalog. The Web document contains the most up-to-date information about courses and policies as well as any necessary corrections or clarifications.

Statement of Purpose

Mission Statement

Spelman College, a historically Black college and global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and science, and the intellectual, creative, ethical and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

Statement of Purpose

Spelman, a pioneer in leadership education for Black women, promotes academic excellence in the liberal arts. This predominantly residential, private college provides an academic climate that develops students' intellectual and leadership potential. The College is a member of the Atlanta University Center consortium, and Spelman students enjoy the benefits of a small college while having access to the resources of the other four participating institutions.

The educational program at the College is designed to give students a comprehensive liberal arts background through study in the fine arts, humanities, social sciences, and natural sciences. Students are encouraged to think critically and creatively and to improve their communicative, quantitative, and technological skills. The academic program prepares students for graduate and professional study as well as entry into the world of work. Spelman seeks to empower the total person. The College provides an environment that enables self-confidence, cultural enrichment, and spiritual well-being. This environment attempts to instill in students an appreciation for the many cultures of the world, a willingness to serve the community, and a sense of responsibility for bringing about positive social change.

Spelman offers an educational experience characterized by excellence. It reinforces a sense of pride and hope, develops character, and inspires the love of learning. The programs of the College rest on the expectation that the students, the community, and society at large will benefit from a liberal arts education. Spelman has been, and expects to continue to be, a major resource for educating Black women leaders.

The institutional goals of Spelman College are intended to inspire our students to engage in intellectual and personal development that prepares them for graduate and professional school, the world of work, and for lifelong participation as local, regional, national, and global citizens.

Spelman College educates women of African descent to

1. Explore their lives, development and potential for leadership through intercultural knowledge and civic engagement—local and global—in the context of social, intellectual, and political cultures. (Intercultural and Leadership Development)
2. Develop intellectual and practical skills for critical, creative thinking and analysis, including written and oral communication, communication in emerging technologies, quantitative literacy, information literacy, teamwork and problem solving. (Intellectual and Practical Literacies)
3. Demonstrate in-depth knowledge of disciplinary or interdisciplinary fields through intellectual and creative contributions to an environment of academic excellence. (Intellectual Specialization and Knowledge Generation)
4. Develop mental and physical well-being, including self-confidence, compassion, pride, hope, strength of character, ethical action, and love of learning. (Holistic Health and Well-being)

Admission

Spelman College Policy Statement

As a historically Black college for women, Spelman seeks to admit academically talented students with a demonstrated commitment to academic excellence, leadership, and community service. Spelman enrolls students from diverse social, cultural, ethnic, economic, geographic, religious and experiential backgrounds. Admission decisions at Spelman are driven by the institution's recognition of the value of a diverse student body. Spelman admits students whose academic and personal profiles indicate they will be productive members of the Spelman community and will be enriched by the Spelman environment. Additionally, these students are well prepared to meet the challenges of a rigorous curriculum. The College enrolls women without regard to race, color, religion, sexual orientation, national or ethnic origin, or physical challenges.

Criteria for Admission

Admission to Spelman is selective and competitive. Most applicants exceed minimum eligibility requirements. Minimally, a candidate for admission must have 16 units in the college preparatory curriculum at the high school level. The following units are recommended:

English	4 units
Mathematics	3–4 units
Science (including 2 labs)	3–4 units
Foreign Language	3–4 units
History/Government	3–4 units

Most students admitted to Spelman have a "B" or better average in advanced, honors, advanced placement, and/or international baccalaureate courses.

Additional requirements include a minimum average of "C" or better with significant work in academic subjects. Specific minimum course requirements include 4 units of English, 2 units of science (1 lab), 2 units of foreign language, and 2 units of mathematics. Students admitted to Spelman will present credentials that exceed the minimum requirements. All applicants must take either the Scholastic Aptitude Test I (SAT) or Scholastic Aptitude Test R (SAT R) or the American College Test (ACT). Spelman will waive test requirements for transfer students who have completed at least one year (30 semester hours) of full-time study at an accredited college or university.

First-Year Admission

First-year applicants are considered for the fall semester. First-year applicants may be considered for the spring semester contingent upon space availability. Students may enter Spelman under one of the plans outlined below.

Joint Enrollment

The Joint Enrollment Program offers qualified high school seniors the opportunity to take first-year level courses at Spelman while enrolled in a metropolitan Atlanta high school. All credits earned in this program may be used to fulfill degree requirements at Spelman. Upon written request and payment of the required fee, the College will issue transcripts to high schools, colleges, universities and other designated agencies.

Students may apply for the Joint Enrollment Program after completing the junior year. Interested students should contact the Spelman College Office of Admissions, as well as the high school guidance counselor during the junior year of high school. Students must submit written approval from the high school guidance counselor.

Applicants for Joint Enrollment must submit SAT or ACT scores, an updated, official high school transcript, two letters of reference from teachers, and a recommendation from the high school guidance counselor by the application deadline.

Early Decision

The Early Decision plan is binding and best suited for the students who have decided early in the college search process that Spelman College is clearly their first choice. Applicants agree not to be an Early Decision candidate at any other college, and if accepted by Spelman College, will withdraw applications from all other colleges or universities. Students interested in applying Early Decision must follow all of the application guidelines for first-year students. This includes taking the SAT or the ACT and having the scores forwarded to Spelman College no later than the November 1 Early Decision deadline. Decision notification for Early Decision applicants are mailed no later than December 15.

Early Action

The Early Action plan is non-binding but allows students to be evaluated in advance of the Regular Decision process. Students are not required to withdraw applications from other colleges or universities under this decision plan. All required application materials must be submitted by November 15, and decision notifications are mailed no later than December 31. Early Action applicants not admitted under this plan may be considered under the Regular Decision plan.

Regular Decision

Regular admission decisions are made by the Spelman College Admissions Committee, using academic, personal, and reference information as provided by the applicant. Applications submitted by February 1 will have a decision response mailed no later than April 1. On occasion, the Board may need additional information, which may delay notification. In this case, the student will be notified by April 1 of the need for additional information. All Regular Decision applicants must meet the deadlines outlined below.

First-Year Admission Deadlines

Joint Enrollment
- Application Deadline: January 15
- Confirmation Deposit: May 1*

Early Decision
- Application Deadline: November 1 of senior year
- Decision Notification (mail date): December 15
- Confirmation Deposit: January 15

Early Notification
- Application Deadline: November 15 of senior year
- Decision Notification (mail date): December 31
- Confirmation Deposit: May 1*

Regular Decision
- Application Deadline:
- February 1 of senior year
- Decision Notification (mail date): April 1
- Confirmation Deposit: May 1

Application Procedures

First-Year Applicants
Spelman College only uses the Common Application as its admissions application, which is located at www.spelman.edu/admissions.

Each candidate should submit the following information in the application packet or have it sent directly to Spelman. We strongly recommend that all application materials be submitted at the same time. If possible, the applicant should collect sealed copies of transcripts and letters of recommendation and send them in one envelope with other application materials.

1. The applicant must submit the completed online Common Application along with the nonrefundable application fee ($40). When submitting materials, applicant's name should be included on each page to avoid processing delays.
2. An official high school transcript and secondary-school report form should be sent directly from all high schools attended. The transcript should include applicant's grade point average (GPA) and class rank, if available.
3. SAT or ACT scores should be sent directly to the Office of Admissions from the appropriate testing agency. However, a tentative admissions decision can be made based on test scores included on the student's official high school transcript.
4. Two letters of recommendation are required, one from a secondary school counselor and one from a secondary school teacher (preferably a teacher in the applicant's intended academic major).

*Note: Applicants must send all materials to the Office of Admissions by the November 1, November 15, or February 1 deadline. In special cases, the College may request an art portfolio, music audition, or a personal interview. The Office of Admissions or the appropriate department will notify the applicant if additional information is needed.

International Applicants

In addition to the general requirements, international students are asked to present a school-leaving certificate. If English is not their native language, applicant must take the Test of English as a Foreign Language (TOEFL). The recommended score for TOEFL is 500 for the Paper-based version or 250 for the Computer-based version. Other factors will also be considered in determining admission. All application materials must be received by December 31.

International applicants must demonstrate the ability to fulfill the financial obligations associated with matriculation in their college program. Financial assistance at Spelman for international applicants is limited. Students who require an F1 (Student) Visa must submit proper financial documentation before a Form I-20 will be issued. The current Financial Statement is available online at www.spelman.edu/students/international, or through the Gordon-Zeto Center for Global Education at www.spelman.edu/academics/gordon-zeto-center-for-global-education/international-student-services/admitted-students.

Transfer Admission

Anyone who has completed a high school diploma, or its equivalent, and has attended another college for at least one term as a degree-seeking student will be evaluated as a transfer applicant. Students with less than one year of attempted college credits as a full-time student (30 semester hours or the equivalent) must meet new first-year eligibility as well as transfer requirements.

Transfer applicants with more than one year or 30 semester hours of credit must indicate a choice of major. In some cases, the College may require departmental approval for entry into a major. Transfer applicants must be in good standing and eligible to return to their previous institutions.

Transfer Applicants

Transfer applicants must submit the following materials to the Office of Admission by April 1 for fall semester and November 1 for spring semester enrollment:

1. The online Common Application and the nonrefundable $40 application fee.
2. An official copy of the high school record, including GPA, class rank and graduation date. All high school coursework must be listed.
3. An official postsecondary transcript from each institution attended. Transfer applicants must have a minimum cumulative grade point average of 2.0, although most admitted applicants have earned grade point averages of 3.0 or higher.
4. Two recommendations from instructors (preferably teachers in the applicant's intended academic major) at the school last attended.
5. SAT or ACT scores, if transferring with fewer than 30 semester hours.

Transfer Admission Deadlines

Fall Semester
- Application Deadline: April 1
- Decision Notification (mail date): May 1
- Confirmation Deposit: June 1

Spring Semester
- Application Deadline: November 1
- Decision Notification (mail date): December 1
- Confirmation Deposit: December 15

Spring Semester Applicants
Transfer enrollment in the spring semester is contingent upon space availability. Consideration will be given to applicant credentials, the number of hours being transferred, the intended major, and the fulfillment of academic prerequisites.

Transfer Credit
The College will award transfer credit for comparable work in which the student has earned grades of "C" or better, provided that the institution at which the credit was earned is accredited by its regional accrediting agency.

The College's registrar evaluates the transcripts of incoming transfer students to determine course equivalents for general and divisional requirements. Department chairpersons evaluate transcripts of incoming transfer students to determine course equivalents for departmental requirements.

Students are required to take math and foreign language college placement examinations, if they do not transfer credit in those areas.

The College honors Advanced Placement, International Baccalaureate and CLEP credits earned by entering transfer students in accordance with college policy.

The maximum allowance for transfer credit earned at any institution is 60 semester hours, including AP, IB, CLEP and summer school credits.

Admission to the Pauline E. Drake Program
The Pauline E. Drake Program offers mature learners an opportunity to begin or complete college studies. To qualify for admission to Spelman College through the Pauline E. Drake Program, applicants should have been away from school or college for several years, be financially independent, and show evidence of having the potential to succeed academically.

Pauline E. Drake Program students attend classes with traditional Spelman students. While the College offers some evening classes, Pauline E. Drake students who intend to earn a degree from Spelman College will need to enroll in some day courses to meet the requirements of their academic program.

Prospective participants may apply to the Pauline E. Drake Program as degree or non-degree students. Non-degree status is appropriate for students who already have a college degree and would like to enroll in credit courses because of their special interests or their need for certain skills, knowledge, or certification. Students who already hold an undergraduate degree are unable to enroll in a degree program at Spelman College. Students holding degrees may participate in the post-baccalaureate certification program or take classes as non-degree-seeking students. Non-degree students are part-time and unclassified. As non-degree students, they may complete no more than one year of study or 32 semester hours. After completing a year, they must request approval from the Dean of Undergraduate Studies to continue in the non-degree status.

Applicants should submit the following information to the Office of Admissions:
1. The online Common Application and the nonrefundable application fee of $40.
2. Official transcript of the high school from which the student graduated.
3. Official record of GED test scores, if the student is not a high school graduate.
4. Official transcripts from all post-secondary institutions attended.
5. Two recommendations from former teachers, employers or other professionals (Do not include recommendations from family member or friends).

The application deadline for degree seeking students is April 1 for fall semester admission. The deadline for spring semester admission is October 1.

Guest Applicants
Students in good standing with sophomore or higher status at another accredited college who intend to earn Spelman credits toward a degree from their home institution may apply in the same manner as transfer students. Additionally, students must obtain written permission to enroll as guests from the home institution. Students should have proposed Spelman courses approved in advance by the home institution. Guests may enroll for one semester or one year. The Dean of Undergraduate Studies must approve any period longer than one year.

Guest students may choose to become transfer students by submitting an application through the Office of Admissions. The applicant is subject to all deadlines, policies, and procedures of the Office of Admissions. They must submit a letter from the previous college approving a change of status from guests to transfer students.

Non-Degree Seeking Student Applicants
Non-degree students who do not enter through the Pauline E. Drake Program will be part-time and will have no other official classification. Students may attend no more than one year as nondegree students unless special permission is granted by the Dean of Undergraduate Studies.

Non-degree students will pay the per credit hour fee and are exempt from student fees since their participation in college activities is limited to the classroom only.

Financial Aid Notification

The College will send tentative financial aid awards to applicants who file the Free Application for Federal Student Aid (FAFSA) by the posted deadlines. The Office of Student Financial Services will send these award letters within two weeks of receipt of the Student Aid Report (SAR) from the Federal Processing Center, but not earlier than February 15.

Student Life and Services

The Division of Student Affairs

The primary function of the Student Affairs Division is to facilitate the total growth and development of Spelman students by providing services and programs that complement and enhance curricular offerings. The Vice President for Student Affairs is assisted by a competent staff of administrators who share responsibility for the following programs and services: residence hall programs and management, dining services, student activities, religious and spiritual life, health services, counseling services, special academic support services, student judicial programs and services, and public safety. The Office of Student Affairs is the central coordinating office for advice, referral, and recommendations for handling discipline problems and communication between the College and parents, the College and the community and the College and intercampus agencies.

Publications

The Student Handbook contains policies and procedures governing student life including the Code of Conduct. The handbook also includes the Guide to Success for Spelman Students.

Housing and Residence Life

Living on campus offers many benefits. Besides the convenience of walking to classes, laboratories, meetings, and extracurricular events, on-campus living provides opportunities for leadership, cooperative-curricular learning, and celebration of difference. Residents elect officers for their residence halls, and paid student assistants exhibit a different level of leadership and service. Living on campus provides easy access to extended study sessions and offers the opportunity for residents to participate in special workshops, forums, and social activities held in the residence halls.

The Office of Housing and Residence Life seeks to provide a living environment in which students feel safe, comfortable, respected, and supported. Residents can learn from each other and develop life skills through their involvement in the campus community. We also strive to cultivate an environment that encourages students to stretch beyond their comfort zones. By living on campus, students can enhance their capacity to share responsibility and to develop self-management.

Spelman College has 11 residence halls, housing approximately 1400 students. First-year students are housed in Abby, Howard-Harreld, Manley and Stewart Living Learning Center. Upper-class students are housed in Bessie Strong, Laura Spelman, Cole Living Learning Center, McAlpin, Morehouse-James, MacVicar and the Suites.

Students needing special housing accommodations must contact the Student Access Center.

Dining Facilities

Food service, provided by Aramark, Inc., is responsible for all aspects of the dining hall operation. Students with special dietary requirements, questions, or concerns should see the Director of Aramark, Inc., or the Director of Student Health Services.

The Alma Upshaw Dining Hall and the Suites Dining Room are the main dining facilities. Alma Upshaw Dining Hall, the Atrium, and the Suites are the main dining facilities. The Lower Level Manley eateries offer additional meal options.

Student Health Services

The College offers a comprehensive package of health care services for students. The Department of Student Health Services is located in MacVicar Hall. Qualified professionals provide medical services ranging from urgent medical problems to gynecological exams. All health information about students is confidential and is disclosed only to the extent necessary to protect the health and safety of the students, their family, the College community, or the public. Students with health problems should visit the Department of Student Health Services to self disclose any chronic illnesses, which will need monitoring or treatment. The Department of Student Health services can also refer students to community specialists to assist with their treatment.

In the event of an emergency or medical condition requiring hospitalization for students who reside on campus, students will be referred to Piedmont Hospital or Emory Midtown (formerly Crawford W. Long Hospital). Students not living on campus should report to the nearest Emergency Room to where they reside. Appointments can be made with Student Health Services by calling (404) 270-5249. Students may come through the sick-call/walk-in clinic between the hours of 8:30 am until 11:30 am for urgent medical conditions.

Some medical appointments may take longer than expected; therefore, students are asked to schedule appointments during their free time whenever possible.

Services performed at the Student Health Services Center are free of charge. There may be a small charge for laboratory services if needed once the health insurance has paid usual and customary charges. Students may receive medications from limited supplies stocked in the department or the student may be given a prescription to take to the local pharmacist for processing.

Student Sickness and Accident Insurance

All students who take 12 credits or more are required to participate in a health insurance program. Mandatory coverage ensures that students have adequate protection

in the event of an illness or injury that cannot be handled through the Department of Student Health Services. (For details, see the Student Handbook or contact the Department of Student Health Services.)

Career Planning and Development*

The Spelman College Department of Career Planning and Development (CPD) vision is to make Spelman women the preferred choice of employers and graduate/professional schools as they pursue bright, talented, ethical women of color. The department's two-tier structure, which consists of Career Planning and Graduate Studies, uses state-of-the-art technology to provide quality student services, including professional development, exceptional customer service training, and graduate/professional school preparation.

To enhance students' experiences inside and outside of the classroom, CPD encourages students to participate fully in its extensive recruitment program, which provides full time employment, summer internships and summer research opportunities with major corporations, independent companies, government, nonprofit agencies, and professional schools. Its quality programmatic offerings enhance the qualifications of Spelman students by providing an array of services, including career counseling, professional writing, electronic job search tools, interviewing and job searching skills and other job relating skills. CPD provides valuable resources and web-based material on graduate/professional schools and opportunities, entrance examinations and preparation courses, and financial aid. Its motto, Career Planning: A Lifestyle for a Lifetime, encourages student to use its services early and often as the department seeks to offer services that complement students' academic and career goals.

*The Office of Career Planning and Development is a part of the Division of Enrollment Management.

Counseling Services

Spelman College offers an array of counseling services designed to provide students with opportunities to enhance their educational, personal, and social development.

They offer individual counseling, psycho-educational support groups, topical workshops and forums, and crisis intervention. Through these services, students who seek counseling have the opportunity to enhance and develop a stronger personal identity and self-awareness self-awareness, which will support their efforts to emerge as mature, confident, and self-sufficient individuals.

Student Access Center

The Student Access Center ensures that students with physical or learning differences have equal access to all programs and activities offered at the College. The goal of the Center is to eliminate attitudinal and behavioral barriers through education and advocacy. The Student Access Center coordinates and provides a variety of services, which are based on individual need.

Services are available to students who provide documentation of learning differences or mental or physical conditions that substantially limit one or more major life activities, students must provide current documentation of their disability from a licensed health professional each semester.

Public Safety

The Department of Public Safety, service oriented and tailored to meet the needs of an urban-centered women's institution, provides safety and security for all students and the Spelman community. These services are essential to maintaining a quality campus life.

Spelman maintains a staff of competent, committed, and concerned professionals trained to deliver public safety services to the institution. Over 70 percent of the staff are police officers trained and certified by the State of Georgia. These individuals have the same arrest and police powers as the City of Atlanta Police on and within a quarter-mile radius of our campus.

Religious and Spiritual Life

Spelman College recognizes the importance of spirituality and faith as critical elements for enhancing student development and the search for wisdom and truth. During college, students seek answers to questions of meaning and purpose. Spiritual exploration, theological reflection, prayer, meditation, worship and the study of sacred texts are therefore encouraged throughout this important time in the life of college students.

Every Sunday, during the academic school year, students are invited to attend the interdenominational Sunday worship service held at 10 a.m. in Sisters Chapel. Sermons encourage students to grow spiritually, think critically and act responsibly. Artistic and cultural expressions of faith help to engage students in the art and spirit of worship.

Office of Student Life & Engagement (OSLE)

The Office of Student Life & Engagement is responsible for developing, coordinating and actively implementing social, educational, and community oriented programs for the Spelman woman. Its goal is to address the growth of the whole Spelman woman inside and outside of the classroom through creative and enriching activities. Continuous learning is enhanced through community engagement, co-curricular activities, and leadership development.

The Office of Student Life & Engagement is also responsible for implementing policies to regulate a variety of student organizations and activities.

Student Government Association (SGA)

SGA consists of elected and appointed student representatives who serve as a liaison between the student body and the faculty, staff and administration. The SGA representatives meet regularly to discuss student engagement, matters of general student concern, and student and in-

stitutional governance and structures. SGA also works collaboratively with registered student organizations to develop global leaders, foster healthy relationships among Spelman students, and to help students gain an understanding of themselves and society.

The SGA is also responsible for allocating funds to approved registered student organizations to support programming and leadership development. The House of Representatives is an extension of SGA, consists of all Registered Student Organizations and is responsible for the majority of student programming operations.

As a subsidiary of SGA, Class Councils are the governing bodies for each class, First Year, Sophomore, Junior and Senior. Their primary role is to provide leadership, programs and activities of interest to members of their class. In addition, Class Councils serve as a vehicle by which the Spelman administration may disseminate pertinent information. Although subsidiaries of the SGA, Class Councils are allowed to operate independently of SGA in most circumstances. Candidates for Class Council positions are elected during the SGA election, and all candidates must meet the same eligibility standards of SGA officers.

Programming for a Unique and Lively Spelman Experience (PULSE) Program Board

The Spelman College Program Board is a student-run organization that plans and executes on- and off-campus events such as concerts and lectures to poetry nights, movies, homecoming and other special events that benefit the entire Spelman community.

Inclusion

At Spelman College, inclusion is vital to the academic and social life of our students. The Office of Inclusion provides services and programming for our non-traditional students (commuters, transfers, adult learners). The office also coordinates the peer-assistant leader program, which assists first-year students as they transition to campus/college life starting with new student orientation.

Sorority Life

The following Greek sororities are currently represented at Spelman: Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho and Zeta Phi Beta. Interested students are required to have a minimum 3.0 cumulative grade point average, be in good financial and disciplinary standing with the College, and be of sophomore status.

Student Publications

Creative expression is strongly encouraged and solicited from Spelman students. Interested students are encouraged to submit articles to campus publications.

The Blueprint student newspaper is published monthly during the regular academic year. It reflects creative expressions and general awareness of current issues. All students are urged to submit essays, poems, short stories, and articles. The deadlines for submitting materials are posted.

Expenses and Payments

Current fees may be found on the College website and change annually.

The Schedule of Basic Fees represents College charges. It does not include the cost of books, supplies, travel and other miscellaneous expenses. Basic tuition, room and board and general fees are to be paid in full (or in accordance with the College's Deferred Payment Plans) three weeks prior to the first day of class. Money for expenses not classified as basic should be sent directly to the student and not to the College.

Payments to the College for student tuition, fees and room and board costs should be made in U.S. dollars by cash, certified or cashier's checks, drafts or money orders and made payable to Spelman College. Cash should not be mailed to the College.

The College also accepts VISA, Master Card, American Express and debit card payments via the web. Payments may also be made by a bank wire transfer. Please contact the Student Accounts Office at 404-270-5159 for instructions. The College reserves the right to adjust tuition, fees, and room and board and to revise College policies during the year should conditions so warrant.

Semester Fees

Tuition: Full-time students registered for 12 to 20 credit hours will be charged the basic tuition per semester. **However, full- time students who desire to register for more than 18 credit hours must receive written approval from their Academic Advisor and the Dean of Undergraduate Studies.**

Part-time students registered for less than 12 hours will be charged a per semester hour fee.

Full-time students registered for more than 20 hours will be charged a semester hour fee for each additional semester hour that exceeds 20 credit hours.

Student Fees: Student fees for the semester are listed on the Schedule of Basic Fees and cover the use of the library, the College's academic computer laboratories, medical facility, student activities, other programs and projects that impact students' educational experiences.

Late Registration Fee: A fee is charged each semester to students who fail to register during the designated registration period listed on the College calendar.

Room and Board: This charge covers the use of residential space in accordance with the College's academic calendar. All residential students are required to sign a Residence Hall Housing Contract and abide by its stipulations. Laundry facilities are also provided for students. Residence halls on the Spelman College campus do not provide space for storing and preparing food; therefore, all residents are required to purchase their meals in the dining rooms. For meal plan information, please contact the Student Accounts Office.

Other Fees

Auditing Fee: Students may audit courses upon receiving permission from the Dean of Undergraduate Studies and the instructor of the course. Full-time students may audit without charge; however, part-time students and persons not matriculating at the College are required to pay the per semester credit hour fee.

Replacement Identification Card Fee: A fee is charged to students who request a replacement identification card.

Commuter Meal Plan: A fee per semester is charged to off-campus students requesting a meal plan.

Transcript Fee: A nominal fee is charged for each transcript requested.

Laboratory Fee: Students who take courses that require a laboratory fee at other colleges will pay that college's fee. The per semester laboratory fee for chemistry, biology and physics courses at Spelman College is published annually on the College's website and in the Fee Brochure.

Study Abroad Administrative Fee: There is an administrative fee per semester for a student studying abroad that helps cover a portion of the administrative costs associated with studying abroad. These include, but are not limited to, billing, communication, informational sessions by programs and foreign universities, processing applications, financial aid packaging, orientation, pre-registration and re-entry into Spelman.

Music Fees for Private Lessons: Students taking private piano, violin, flute, clarinet or voice lessons will be charged a fee per semester for a half-hour lesson per week or per semester for 2 half-hour lessons per week. Students taking private organ lessons will be charged a fee per semester for a half-hour lesson per week or per semester for 2 half hour lessons per week.

Student Medical Insurance: This medical insurance program, which includes benefits for hospital, ambulance, and other health care related expenses, is available for students who do not have comparable insurance coverage. The insurance cost is payable to the College at the beginning of the first semester of each year. Students entering the College in the second semester of the academic year will be charged a prorated fee. Students who have not waived this health insurance coverage by providing proof of comparable insurance will be placed in this insurance plan and charged the appropriate fee. The deadline to waive the health insurance is July 15, yearly.

Financial Aid

Students requesting financial aid must complete a Free Application for Federal Student Aid (FAFSA). Students must also submit all required and requested paperwork to the Office of Financial Aid. Financial aid awards, such as scholarships, grants and loans, are awarded on an annual basis; however, only one-half of the award is applied to a student's account each semester. Financial aid is credited to a student's account after the drop/add period ends.

Students enrolled for 6 to 11 credit hours may receive a prorated portion of their financial aid awards (including scholarships awarded by Spelman College). Students registered for less than 6 credit hours will not qualify for Spelman scholarships or Federal Direct Loans. State regulations that govern the Georgia Tuition Equalization Grant Program stipulate that a student must be enrolled on a full-time basis (at least 12 credit hours) to receive these funds. However, HOPE Scholarship recipients enrolled for at least 6 credit hours are eligible to receive a prorated portion of these funds.

Deferred Payment Plan

Parents and students who desire to participate in the Deferred Payment Plan must enroll online by following these steps: go to www.spelman.edu, and click on "Parents and Families," then "Pay Tuition Online." Log in using your student ID or authorized user credentials, and click on "Payment Plans" and "Enroll Now."

Special Stipulations

Students must pay in full all prior balances due the College to be eligible to register for the current semester. Personal checks are not accepted for prior balances. In addition, at least one-half of the current semester's charges must be paid to the College to satisfy the enrollment requirement. Payment will be accepted in U.S. dollars only in the form of cash, certified or cashier's checks, drafts or money orders and/or financial aid, excluding the Federal Work-Study Award. The College also accepts Visa, Master Card, American Express and debit cards.

Each student must satisfy all financial obligations to the College in accordance with the Deferred Payment Plans in order to (1) continue matriculation the following semester, (2) apply for or retain campus housing for the following semester in accordance with the terms and conditions of the Housing contract, (3) participate in College functions, including commencement, and (4) receive any official College documents, including transcripts and diplomas.

Schedule of Basic Fees

Please see the Spelman College website for the current fees.

Payments/Fees

New Students Only

New first-year or transfer students are required to pay a nonrefundable enrollment fee, which must be postmarked no later than May 1 for new first-year students and June 1 for new transfer students. This payment will be credited to the student's account. The Office of Admissions requires written notification of students' intentions to cancel their enrollment by July 1.

Deposits for Returning Students

Off campus students who desire to register for classes during the ensuing year must pay a tuition deposit and a non-refundable enrollment confirmation deposit by June 1. These payments will be credited to the student's account. If a student does not return to the College, the tuition and enrollment confirmation deposit will be forfeited, and the student must officially withdraw from the College by notifying the Office of Undergraduate Studies before June 1.

Students who desire to register for classes during the ensuing year and live in College housing must pay a tuition deposit and a non-refundable housing confirmation deposit. These payments will be credited to the students' accounts. If the students do not return to the College, the tuition and housing deposits will be forfeited. If the students return to the College, but cancel their housing assignment, only the housing confirmation deposit will be forfeited. All cancellations requests must be accompanied by supporting documentation such as graduation, withdrawal from college, domestic exchange, study abroad, etc. Any students submitting a housing cancellation after June 15 may be charged a minimum of one semester's room and board cost.

Parking Fees

Any vehicle using Spelman College's parking facilities must be registered with the College. The College's parking decks are available to sophomore, junior and senior students residing in campus housing. These students may purchase a parking permit on a first come, first served basis. Fees for residential parking must be paid in advance and will be accepted in the form of cash, money orders or cashier's checks made payable to AAA Parking. The fee for student parking per semester includes in and out privileges. Visitors and commuter students may pay on a daily basis. Parking charges will not be placed on students' accounts.

Payment should be made directly to AAA Parking, Spelman College - Box 305, 350 Spelman Lane S.W., Atlanta, GA 30314. Phone Number: 404-270-5431.

Methods of Payment

Wire Transfer Instructions
Please contact the Student Accounts Office for instructions. Note: All bank wires must contain the student's name and Spelman ID number.

Credit Card Payments Via Web (Internet)
- Go to www.spelman.edu.
- Click "Parents and Family Link."
- Click "Pay Tuition Online" link. Login to view your personal information by typing in Student's ID# and PIN #.
- Click "Make a Payment" tab and follow prompts. Be sure to indicate correct term.

Note: When making a payment for the 10-month plan, click the payment plan tab. DO NOT click on Make a Payment.

Pay by Mail
Please send payment in the form of cashier's check, money order or bank draft to

Spelman College Cashier's Office, Box 1705 350 Spelman Lane, S.W. Atlanta, GA 30314-4399

Note: Please include student's name and Spelman ID number.

Refunds/Adjustments

Federal Title IV Refund
A student who officially withdraws or takes an official leave of absence from the College within the first 60% of the semester will receive an adjustment to the student's account based on specific criteria: No adjustments will be made to a student's account if the percentage representing the amount of time remaining in the semester is less than 40%.

Federal regulations require Spelman to refund excess federal funds to students within 14 days of the date the credit balance occurs. Lab fees and mandatory health insurance are non-refundable. Room and board will be prorated evenly by the Residence Life based on the date of withdrawal. Students are encouraged to set up electronic refund accounts. Students not enrolled in e-refund accounts will receive paper checks that will be placed in the assigned campus box for students living on campus. Commuter students can pick up their refund check at the Cashier's Office.

Institutional Refund
Students who officially withdraw or take an official leave of absence from the College during the first 60% of the semester and do not receive any Title IV aid will receive an adjustment of their charges and institutional funds.

Georgia HOPE/GTEG Refunds
If a student officially withdraws, drops out, drops hours, is expelled, or otherwise fails to complete a period of enrollment and is entitled to a refund, a portion of such refund may need to be returned to the institution's HOPE and/or GTEG fund. However, the institution must first apply the Federal Title IV Return of Refunds policy (stated above) for any federal aid the student may have received. Then apply the same refund policy to the student's original HOPE and/or GTEG award.

Veterans Affairs Benefit (Post - 9/11 GI Bill) Refund
If a student drops classes, leaves school or makes any changes that affect eligibility for payment and the payment has already been received by the College, an overpayment will occur. When the School Certifying Official notifies the VA of a change, a debt is created against the student's account. (1) If the school refunds money directly to the VA, VA will credit the amount to the student's account. (2) If the school refunds money directly to the student, the student must clear the debt with the VA.

Credit Balances: A refund of credit balances will be made to all students who do not voluntarily submit written requests to have their credit balance held by the College for future charges. A refund to students participating in exchange programs will be processed on a case-by-case basis.

Parent Refunds: Refunds will be processed according to information on the PLUS loan application. If refund information is not checked, a refund will automatically be sent to the parent.

If additional charges are posted after a credit balance has been refunded, payment of such charges will be required immediately.

Current payment due dates may be found on the Spelman College website.

Academic Policies and Procedures

Academic Program

Spelman offers an educational experience characterized by excellence. It reinforces a sense of pride and hope, develops character, and inspires the love of learning. The programs of the College rest on the expectation that the students, the community, and society at large will benefit from a liberal arts education.

Students are encouraged to select an academic program that reflects both their interests and short- and long-term goals. They also should confer with their academic advisor for advice on fulfilling graduation requirements in a timely manner.

Degrees

Spelman College awards the following degrees:

Bachelor of Arts: A Bachelor of Arts degree is awarded to a student who fulfills the requirements for major programs in art, art history, comparative women's studies, drama, dance and performance, documentary filmmaking, early childhood education, economics, education studies, English, environmental studies, French, history, human services, international studies, mathematics, music, philosophy, photography, physics, political science, psychology, religious studies, sociology, sociology and anthropology, and Spanish.

Bachelor of Science: A Bachelor of Science degree is awarded to a student who fulfills the requirements for major programs in biology, biochemistry, chemistry, computer and information sciences, environmental science, general science (dual degree engineering), health science, mathematics, physics, and/or psychology.

The Core Curriculum

The Core Curriculum teaches the knowledge, skills and abilities that freethinking women of African descent should possess. It emphasizes critical thinking, analytical and problem solving skills in the humanities, social sciences, natural sciences, and fine arts in addition to international and gender studies. The structure of the core curriculum supports the progressive development of our students' intellectual agency within an interdisciplinary context, and core classes are scaffolded throughout the four years of the undergraduate experience.

The Core Curriculum is designed to develop independent thinkers who are

- intellectually curious and engaged;
- aware of local, national and international community issues;
- committed to understanding and embracing difference; and
- concerned about and responsive to global inequities.

Upon completing the core curriculum, students will be able to

- demonstrate knowledge of the intellectual traditions of women of African descent in the arts, humanities, mathematics, and natural and social sciences.
- apply skills of analysis and reflection to evaluate complex problems (local, national, and international) that transcend traditionally defined disciplinary boundaries.
- use a variety of tools from the arts, humanities, mathematics, and natural and social sciences to formulate questions and synthesize ideas central to these disciplines, thereby demonstrating an understanding of different methods of inquiry drawn from diverse ways of knowing about the world.
- articulate ideas and communicate meaning through practiced use of language and voice.
- pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives.
- develop competencies to support environmental, personal, and communal sustainability (healthy lifestyles, equity or social justice, etc.)

The Core Curriculum can be fulfilled through the following requirements.

Core Requirements	Credits
African Diaspora and the World	8
Computer Literacy	0–4
English Composition	0–4
Foreign Language	0–16
Interdisciplinary Big Questions Colloquia (BQC)	1
Wellness and Health (2 courses)	0
Mathematics (MATH 107 or higher level Math)	0–4
First-Year Experience	0–2
Sophomore Year Experience	0–2
International or Comparative Women's Studies	4

(A student may elect to take either an approved international or a comparative women's studies course.)

With the exception of wellness courses, First-Year Experience (FYE), Sophomore Year Experience (SYE), and Interdisciplinary Big Questions Colloquia (BQC), each course that satisfies a core requirement must be equivalent to at least three (3) semester credit hours.

Students are required to take two wellness courses. Selected dance courses may be used to fulfill this requirement. One semester of ROTC may be used to fulfill one wellness course requirement.

Divisional Requirements
Students are required to satisfy one course or its equivalent in the following academic divisions:

Academic Division	Credits
Humanities	4
– History	
– Philosophy	
– Religious Studies	
– Literature	
– World Languages and Literature (above the college requirement)	
Fine Arts	4
– Art	
– Dance	
– Drama	
– Music	
Social Sciences	4
– Anthropology	
– Economics	
– Political Science	
– Psychology	
– Sociology	
Natural Sciences	4
– Biology	
– Chemistry	
– Physics	
– Environmental Science	

Students may satisfy some core requirements through placement tests, advanced placement or IB courses. The number of credit hours is determined by the placement test. For instance, if a student places in the 100 level of French, the student must complete 16 credit hours of French to satisfy the core requirement. If a student places into the 202 level, the student will satisfy the core requirement with only 4 credit hours of French.

Majors
Each candidate for a Spelman degree must fulfill the requirements for a major in a department at the College and earn a minimum grade point average of 2.0. A student must earn a grade of "C" to pass a major or cognate course.

Major Programs
Students are expected to select a major by the end of their sophomore year. Students who expect to major in arts (art, art history, dance and performance, documentary filmmaking, photography), any STEM major (i.e., biology, biochemistry, chemistry, environmental science, health sciences, physics, mathematics, computer science) or music should register for introductory courses during their first year of study. Students who begin majors in these areas after the first year often need more than eight semesters to fulfill the major's requirements for graduation. Students may select a major in the following disciplines:

- Art
- Art History
- Biochemistry
- Biology
- Chemistry
- Comparative Women's Studies
- Computer and Information Sciences
- Dance and Performance
- Documentary Filmmaking
- Elementary Education
- Economics
- Education Studies
- English
- Environmental Science
- Environmental Studies
- French
- General Science (Dual Degree Engineering)
- Health Sciences
- History
- Human Services (Pauline E. Drake (PED) Students only)
- International Studies
- Mathematics
- Music
- Philosophy
- Photography
- Physics
- Political Science
- Psychology
- Religious Studies
- Spanish
- Sociology
- Sociology and Anthropology

Independent Major
The Independent Major is designed to accommodate the interests and career goals of students with broad interdisciplinary interests that cannot be satisfied within one of the traditional Spelman College majors.

Interested students should consult with the Dean of Undergraduate Studies and submit an application by the end of the fall semester of their sophomore year. Applicants must have sophomore standing and a 3.0 grade point average.

Students approved for the Independent Major work with a minimum of two Spelman College faculty to design a unique interdisciplinary major. The chosen course of study must begin no later than the beginning of the junior year and will include the minimum required hours of coursework for a major at Spelman, generally 44 to 48 credit hours. Students may not take more than four courses off campus to complete the major unless granted special permission. All other requirements for graduation remain the same. Most courses will be selected from existing offerings from two or more departments. Individual directed study may not make up more than one-third of the total coursework for the major.

Cognate Courses
Students are required to complete cognate courses that are related to their major and area of concentration. Students must earn a C or better in these courses to receive credit. Cognate courses are listed within or identified by each academic department.

Minor Programs

Students may elect to fulfill the requirements for the following minors at Spelman:

- African Diaspora Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Biochemistry
- Chemistry
- Comparative Women's Studies
- Computer and Information Sciences
- Curatorial Studies
- Dance and Performance
- Documentary Filmmaking
- Economics
- Education Studies
- English
- Environmental Sciences
- Environmental Studies
- Film Studies and Visual Culture
- Food Studies
- French
- History
- International Studies
- Japan Studies
- Management and Organization
- Mathematics
- Music
- Naval Science
- Photography
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health
- Religious Studies
- Sociology
- Spanish
- Theater & Performance
- Writing

Student Tenure

The following policies and procedures are used to determine academic classification and standing at the College.

Classification

Students classifications are determined annually by the number of credits they have earned by the beginning of the academic year. The following minimum credit hours are needed:

- **First-Year Students:** Less than 30 semester credits
- **Sophomore:** A minimum of 30 semester credits
- **Junior:** A minimum of 60 semester credits
- **Senior:** A minimum of 90 semester credits

Academic Good Standing

To maintain good academic standing, a student must

1. earn a minimum cumulative grade point average of 2.0 ("C") or 1.8 for a first-year student;
2. earn the minimum number of credit hours expected based on the number of terms attended (12 or more credit hours attempted per term).

Good Standing

Students who are in good standing are entitled to register and to continue their academic program toward fulfilling the requirements for a degree. Upon completion of their degree requirements, students in good standing can apply for graduation.

To maintain good standing, a student must

1. earn a minimum cumulative grade point average of 2.0 ("C");
2. earn the minimum number of credit hours expected based on the number of terms attended (12 or more credit hours attempted per term);
3. earn a minimum cumulative grade point average of 2.0 ("C") in major and cognate courses;
4. abide by the student code of conduct;
5. honor all financial obligations to the College.

Satisfactory Academic Progress

Students receiving federal financial aid must fulfill the College's Satisfactory Academic Progress (SAP) requirements. Credit hours and quality points eliminated by the Forgiveness Policy are counted towards SAP.

Full-Time Students

Tenure at the College	GPA	Total Credit Hours per Year
First Year	1.8	24
Second Year	2.0	48
Third Year	2.0	72
Fourth Year	2.0	96
Fifth Year	2.0	120

A full-time student is expected to fulfill the requirements for graduation in six years or less. A student must earn a minimum of 120 hours to qualify for graduation.

Part-Time Students

Tenure at the College	GPA	Total Credit Hours per Year
First Year	1.8	12
Second Year	2.0	24
Third Year	2.0	36
Fourth Year	2.0	48
Fifth Year	2.0	60
Sixth	2.0	72
Seventh	2.0	84
Eighth	2.0	96
Ninth	2.0	108
Tenth	2.0	120

Expiration of Credit Policy

While full time students are expected to complete their degree in six years or less, degree requirements must be completed within eight consecutive years of original enrollment. Approved leaves of absence do not count against the eight-year limit for completion of the degree, although the validity of individual courses may expire during this time. Many courses, particularly those in rapidly changing fields (such as computer science), are not likely to be accepted after eight years. After the expiration of the eight year period, degree candidates will be held to all current requirements. Requests for a waiver of the eight-year limit for extenuating circumstances, other than mere failure to register, are made to the Dean of Undergraduate Studies. The currency of course content is considered in evaluating requests for waivers.

Graduation Policy

Students are eligible to graduate from the College provided they meet the following requirements:

- are in good academic and financial standing
- complete an application for graduation
- complete a minimum of 120 credit hours
- complete the core curriculum requirements with passing grades, including wellness courses, First-Year and Sophomore Experiences, and earn a grade of "C" or better in English Composition
- earn a minimum grade point average of 2.0 in major and cognate courses
- fulfill all College and departmental requirements
- complete all College Assessment requirements
- complete a minimum one-year residency
- earns a minimum of 32 credit hours at the College
- complete the senior year at the College (Courses may be taken within the AUC, ARCHE institutions or other programs approved by the Advisor/Office of Undergraduate Studies)

Commencement Participation Policy

A student who attempts [officially registers and receives a grade (an Incomplete is not considered a grade)] 120 credit hours towards fulfilling their degree requirements may be eligible to participate in the commencement ceremony. Only a student whose cumulative GPA is 2.0 or higher, is in good academic and financial standing, and has not violated the academic integrity policy or code of conduct is eligible to petition to participate in graduation ceremonies. Permission to participate may be granted only upon application by the student with departmental approval and recommendation of the Academic Review Committee. The application shall include the student's plan for completing the remaining degree requirements during the following summer and/or next academic year.

Grading System

Students will be assigned a grade for each course in which they are enrolled. The grade will be posted to their transcript at the end of the semester provided they have met their financial obligations to the College. This grade represents the quality of the students' work in the course. The following system of grading is employed:

Grade	GPA	Description
A	4.0	Performance at this level represents exceptional quality. The student demonstrates mastery of the content and methods of the course as well as originality, depth, and distinctive insights.
A-	3.7	Performance at this level is of high quality. The student demonstrates some original thought, application, and mastery of the content and methods of the course.
B+	3.3	Performance at this level is very good. The student demonstrates a good understanding of the content and methods of the course, reflects clear comprehension, and achieves all the stated objectives.
B	3.0	Performance at this level is good. The student demonstrates a good command of the content and methods of the course, reflects comprehension, and achieves the stated objectives.
B-	2.7	Performance at this level is significantly above average. The student demonstrates a general command of the content and methods of the course and reflects and achieves the stated objectives.
C+	2.3	Performance at this level is above average. The student demonstrates a general competence in the content and methods of the course.
C	2.0	Performance at this level is average. The student demonstrates average competence in the content and methods of the course.
C-	1.7	Performance at this level is below average. The student demonstrates less than average competence in the content and methods of the course.
D+	1.3	Performance at this level is less than satisfactory. The student demonstrates a partial knowledge of the content and methods of the course.
D	1.0	Performance at this level is marginal. The student demonstrates minimal knowledge of the content and methods of the course.
F	0.0	Performance at this level is unacceptable. The student fails to demonstrate knowledge of the methods and content of the course.

Pass/Fail Option

An upper-class student who enrolls for a minimum of 12 credit hours and has a minimum grade point average of 2.0 is eligible to apply to take one non-major elective course each academic year under the pass/fail grade option. The maximum number of courses that can be taken to fulfill graduation requirements under the pass/fail grade option is three. (Note: The maximum number of Pass/Fail courses does not include First-Year Experience, Sophomore Experience, or wellness classes, which are graded Pass/Fail.)

1. The pass/fail option is limited to non-major elective courses and cannot be used to fulfill general core and divisional requirements. Departments have the right to designate courses that can be taken under the pass/fail option.

2. To qualify for a pass, a student must earn a grade of "C minus" or better. Under the pass/fail option a "D" is failing.
3. A failing grade is calculated in the grade point average. A Pass (P) does not affect the grade point average.
4. To register for a course under the pass/fail option, a student must obtain permission from the instructor and complete and submit the Pass/Fail Option Request Form to the Office of Undergraduate Studies before the add/drop deadline.

Course Repeat Policy

A student who receives a non-passing grade (C-, D, D+ in English 103, major, minor, and cognate courses, and F in all other courses) in a course taken at Spelman College may repeat the course at Spelman. When a student repeats a course, the credit hours earned for the first course will be deducted from the total number of hours earned. The quality points earned will remain and be calculated into the GPA, along with the quality points and credit hours of the second course. The grade for the first course remains on the transcript.

Note: The credit hours earned for a course may be counted only once regardless of the number of times the course is taken.

A student who is considering repeating a course should discuss with their advisor the consequences of repeating the course. A Course Repeat form may be found in the Office of the Registrar.

Course Repeat with Forgiveness Policy

A student may repeat a maximum of two Spelman courses for grade forgiveness. While the original grade remains on the transcript, only the second grade is calculated in the student's GPA, even if the repeat grade is lower. A student may not repeat a course for forgiveness if a non-passing grade resulted from an integrity violation. Course forgiveness may only be used with Spelman courses; AUC, Domestic Exchange and Study Abroad courses are not eligible for forgiveness. Under some circumstances, a different course may be used if the substitute course has been approved by the Office of Undergraduate Studies. A student who is considering this option should discuss with their advisor the consequences of repeating the course. Semester honors (Dean's List or Honor Roll), academic standing (probation, dismissal) will not change retroactively as a result of applying this policy. Academic departments may consider the use of this policy when awarding Departmental honors. Eligible students wishing to apply course forgiveness must do so by the established deadline during their undergraduate enrollment. No applications will be honored after the degree is awarded. Once course forgiveness is applied to a repeated course, the action may not be reversed. Additionally, if a student applies for course forgiveness and later withdraws, the W will count as one of the allotted course forgiveness applications.

The Course Forgiveness Request form may be found in the Office of Undergraduate Studies or on its website.

Calculation of the Grade Point Average

Grade point average is calculated by dividing the number of credit hours in all courses attempted in which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, or F was earned into the number of quality points earned for those hours. Courses attempted include any course in which a grade was earned.

Grade Grievance Policy

If a student believes a particular grade was assigned unfairly or that crucial assignments were not included, the student should first discuss the matter with the instructor. If the outcome of that discussion is not satisfactory, the student should consult with the department chairperson, who may convene a conference with the student and the instructor. If the student does not agree with the outcome of the consultation, the student may file a grade grievance with the Dean of Undergraduate Studies. Grievances should be filed no later than the mid-term of the following semester.

Incomplete Policy (I)

An incomplete (IP) is assigned when extenuating circumstances (e.g., illness, the death of a family member, or a family emergency) prevent a student who is passing a course from completing final assignments and other course requirements by the end of the semester. The faculty member, in consultation with the Dean of Undergraduate Studies, determines if an IP is appropriate.

An incomplete must be changed by the deadline specified on the College's academic calendar. The removal of an IP does not guarantee a passing grade. A student who cannot complete course requirements by the specified deadline must request an extension from the professor and the Dean of Undergraduate Studies. If the required work is not completed by the established deadline, an IP will automatically change to "F."

In Progress Course (IP)

"In Progress" on a student's academic record indicates that credit has not be awarded for the course and the professor has not submitted a final grade. The professor of record must submit a final grade for "In Progress" to be removed from the student's record. Registering for an "In Progress" course in a subsequent semester will not remove the "In Progress." An "In Progress" grade should be removed by midterm of the following semester, or it will turn into an F grade. A student may not graduate with an "In Progress" on their record.

Paracurricular Credit

Students may enrich and expand their academic program through experiences outside the traditional classroom. Credits for paracurricular projects count toward the total credit hours required for graduation but not for core curriculum requirements, the major, or cognate courses. The

faculty advisor in consultation with the Dean of Undergraduate Studies determines the number of credit hours to be awarded for a project. A student can earn 1-4 credit hours. A student must receive approval from the supervising department for paracurricular credit prior to participating in the designated program or project. A student may earn a maximum of four credit hours of paracurricular credit.

Credit by Examination

Placement Tests
First-year and transfer students are given placement tests to help them select appropriate courses that match their ability and academic background. Placement tests are offered in the following areas: foreign languages, mathematics, and computer literacy. The Computer Literacy placement test may be taken only once and no later than the sophomore year. Students who are exempted from the core curriculum requirements based on placement test scores, advanced placement and international baccalaureate examination scores are strongly encouraged to take higher-level courses in the areas from which they are exempted.

Students who place in introductory courses in a world language (French: SFLF 101-102, German: German 101-102; Spanish: SFLS 101-102, Japanese: SFLJ 101-102, Chinese: SFLC 101 and 102, and Latin: SFLL 101-102; Portuguese: SFLP 101-102) may not use these courses to fulfill the core curriculum language requirement. They do, however, count toward the 120 credit hours required for graduation.

Credit for Advanced Placement, International Baccalaureate, and College Level Examination Program (CLEP) are included in the sixty (60) semester hours maximum allowance for transfer credit that a student may earn at any institution.

Advanced Placement (AP) Credit
A student may be eligible to apply for exemption from some of the core curriculum or divisional requirements on the basis of advanced placement scores. An applicant who submits a score of 3, 4, or 5 on the College Entrance Examination Board's Advanced Placement Program Examinations will be awarded college credit and/ or advanced placement in the following subject areas: art, biology, computer science, economics, French, German, government and politics, human geography, Latin, physics, psychology, Spanish and statistics. A score of at least 4 must be obtained for credit in chemistry, English*, history, and music. The number of credits awarded for each subject will be equivalent to one semester of credit or 4 semester hours. Students who present scores of 4 or 5 on the Calculus AB Examination will receive credit for Math 231. Students who present a score of 3 on the AP Calculus BC Examination will receive credit for Math 231. Students who score 4 or 5 on the Calculus BC Examination will receive the equivalent of two semesters of credit, or 8 semester hours in mathematics (Math 231 and Math 232).

A student may be eligible to apply for exemption from some of the core curriculum or divisional requirements on the basis of advanced placement scores. A student who earns a 4 on the English AP examination or a 5 or better on the higher level IB examination may receive college credit but they must register for ENG103/193 to fulfill the core curriculum requirement. A student must notifying the Office of the Registrar in writing of their intent to use these scores.

International Baccalaureate Credits
An applicant who submits a score of 5, 6, or 7 on the Higher Level Examinations of the International Baccalaureate Program (IB) will be awarded college credit in the areas considered equivalent to Spelman courses. Spelman College recognizes the following courses from the IB subject groups:

- Group 1 (Best Language) – Language A1
- Group 2 (Second Language) – Modern Languages, Classical Languages
- Group 3 (Individuals and Societies) – Business and Management, Economics, Geography, History, Philosophy, Psychology, Social Anthropology
- Group 4 (Experimental Sciences) – Biology, Chemistry, Physics
- Group 5 (Mathematics) – Mathematics HL, Computer Science
- Group 6 (Arts) – Visual Arts, Music, Theatre Arts

Acceptable scores will be determined by the respective department(s). Each subject will be awarded elective or core curriculum credit (major credit may be awarded at the discretion of the department) and will be equivalent to one semester of credit or 4 semester hours. The maximum number of IB credit hours a student can earn toward fulfilling the graduation requirement is 16.

College Level Examination Program
An applicant may submit scores from tests taken through the College Level Examination Program (CLEP), according to the acceptable scores indicated in the following list. Transfer students or current students may also submit scores, provided the test is taken before they register for the equivalent course. Students meeting the minimum score requirements will receive the semester hours credit as indicated for the respective examinations. Credit hours granted through CLEP and advanced placement examinations will be posted on the transcript but will not be considered in the cumulative GPA calculation.

* Students who earn a 4 on the English AP examination or a 5 or better on the higher level IB examination may receive college credit, but they must register for ENG103/193 or higher to fulfill the core curriculum requirement. Students must notify the Office of the Registrar in writing of their intent to use these scores.

Examination	Minimum Score Accepted	Credit
History and Social Sciences		
American Government	50	4
Introduction to the History of U.S. I:		
Early Colonization to 1877	50	4
History of the U.S. II: 1865 to the present	50	4
Educational Psychology	50	4
Psychology, Introductory	50	4
Human Growth and Development	50	4
Sociology, Introductory	50	4
Macroeconomics, Principles of	50	4
Microeconomics, Principles of	50	4
Western Civilization I: Ancient Near East 1648	50	4
Western Civilization II: 1648 to the Present	50	4
Social Sciences and History	50	4
Foreign Languages		
College French		
Level 1	50	8
Level 2	52	16
College German		
Level 1	50	8
Level 2	63	16
College Spanish		
Level 1	50	8
Level 2	54	16
Composition and Literature		
American Literature	50	4
Analyzing and Interpreting Literature	50	4
English Composition (with essay)*	50	4
English Literature	50	4
College Composition, (modular)	50	4
Humanities	50	4
Science and Mathematics		
Calculus with Elementary Functions	50	4
College Algebra	50	4
Algebra – Trigonometry	50	4
College Mathematics	50	4
Pre-Calculus	50	4
Business		
Information Systems and Computer Applications	50	4
Management, Principles of	50	4
Accounting, Principles of	50	4
Business Law, Introductory	50	4
Marketing, Principles of	50	4

* College elective credit only; not equivalent to ENG103

Note: CLEP is now a completely computer-delivered system. However, credit awarded is subject to change following review by departmental faculty, so students should refer to respective departments for the most recent scores in the relevant departments.

Credit through Other Academic Programs – Pauline E. Drake (PED) Students Only*

PED students may receive credit from the Defense Activity for Non-Traditional Educational Support (DANTES) Program or the National Program on Noncollegiate Sponsored Instruction (PONSI). Upon receipt of scores, departments will evaluate them.

Writing Proficiency Requirement

Spelman College is committed to developing the writing proficiency of every student. Effective writing is tied to effective critical thinking and proficient academic performance in all majors; it is also closely related to the development of multiple literacies, including the uses of multimedia. Thus, students develop their writing ability throughout their college experience in the core and the major as well as in minor and elective courses. Spelman students should demonstrate proficiency in writing on at least two different levels before graduation:

First-Year Writing Portfolio: This proficiency is developed through work in core courses like ADW and by successful completion of the required writing course, English 103 (or 193) and FYE 101 and 102 (the First-Year Experience). To satisfy this requirement, students must complete First-Year Writing with a grade of "C" or better. At the end of the first year, students also must submit electronically a portfolio of written and visual work, including a reflection letter that contains a self-assessment. Each year, the Comprehensive Writing Program organizes a committee of faculty and external readers from across the curriculum to evaluate student portfolios and make recommendations to students for further development of their writing skills while at the College. Students who do not pass the portfolio must attend designated workshops and resubmit their portfolios.

Writing Intensive Requirement in the Major: Students must demonstrate writing proficiency in their major course of study. Student writing should demonstrate organized, well-developed, and accurate prose. It should also demonstrate an understanding of the subject matter and effective communication, using the conventions of the student's discipline. Each department determines specific guidelines for the writing requirement and the criteria for evaluation.

Registration

The academic year is divided into two semesters, fall and spring. A student will be allowed to pre-register for courses only if the student is enrolled during the semester imme-

* The Pauline E. Drake Program is currently under review. Program requirements are subject to change. Please consult the Office of Undergraduate Studies.

diately preceding the desired registration period, is newly admitted or re-admitted, or has been formally reinstated.

Registration dates are listed in the academic calendar and on the Spelman webpage. First-year students are required to participate in the New Student Orientation program, which includes advising and registration. Transfer and Pauline E. Drake students are encouraged to participate in the New Student Orientation program before registering for classes.

Credit Hours

The Spelman College definition of credit hour is consistent with the Department of Education and SACSCOC and helps to provide consistency throughout the College. A credit hour is defined as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out of class work each week for fifteen weeks in a semester. Consequently, Spelman College four credit courses require 45 hours of student-instructor contact during the semester and an additional 15 hours of substantive outside coursework. Variable credit courses offer students the same student-instructor contact or student time commitment equivalent to the 15 contact hours to one credit hour standard. This policy applies to all Spelman College courses that award academic credit regardless of mode of delivery.

Course Load

Most Spelman courses are four credit hours. The normal academic course load for a full-time student planning to graduate in eight semesters or four years is 16 credit hours per semester. For full-time students, the maximum academic course load is 18 credit hours, and the minimum is 12 credit hours. A student who has been admitted provisionally or placed on academic probation may be required to register for fewer hours than the normal course load and may be required to participate in academic support programs sponsored by the Student Success Center.

A student who has earned more than 32 credit hours at Spelman and has a 2.8 grade point average may request approval to register for more than eighteen (18) credit hours from the Office of Undergraduate Studies. This process must be completed by the add/drop deadline. A student may register for up to twenty (20) credit hours at no additional cost. Credit hours over twenty (20) will incur the per credit hour fee.

Procedure for Adding and Dropping Courses during Registration

A student may add or drop courses or change sections of courses during the period specified in the academic calendar. Students must contact the Office of Undergraduate Studies to drop the last course from their schedule, if dropping all classes.

Cross Registration

Atlanta University Center

Spelman students may request to cross-register at all accredited institutions in the Atlanta University Center by completing a registration form before the end of the cross registration deadline. Students must have permission from their department chair or major advisor to cross-register for classes. Cross registration is a privilege and not a right; therefore, a host institution can limit the number of cross-registered students in any course.

Atlanta Regional Consortium for Higher Education (ARCHE)

Spelman students may cross-register at any ARCHE member institution, which consist of a consortium of 20 public and private institutions of higher learning in the Atlanta-Athens area. For more information, contact the Office of the Registrar. Students must apply to participate in ARCHE the semester prior to registration.

Concurrent Enrollment

Concurrent enrollment permits a student to enroll at Spelman College and another institution during the same academic term. A request for concurrent registration at another institution will be considered by the Dean of Undergraduate Studies when the following conditions are met:

- The appropriate form has been completed;
- The course has been approved by the Department chair or Academic Dean;
- The course is not offered during the term at Spelman College;
- Hours earned under concurrent enrollment are considered transfer hours; and
- The student has not exceeded the maximum number of transfer hours.

Guidelines for Summer Study*

Spelman offers limited online classes during the summer; therefore, a student who wishes to earn additional credit toward graduation requirements through summer study at another institution must adhere to the following requirements:

1. Submit an application to the Registrar's Office by the specified deadline.
2. Be in good standing and have fulfilled all financial obligations to the College.
3. Attend an accredited college or university for summer school.
4. Receive advance written approval for all summer courses from the chair of the major department and the chairs of corresponding departments for courses outside the student's major.

A student may earn a maximum of 16 semester hours

* Summer school guidelines are under review. Please check with the Office of the Registrar or Office of Undergraduate Studies for more information.

toward graduation requirements through summer study during their enrollment at Spelman. *Note: Quarter hours will be converted to semester hours. Spelman College does not accept credit for non-Spelman on-line courses. With approved summer school study, all earned grades will be placed on the student's transcript.*

Summer study approval and/or attendance will not preclude academic probation or academic dismissal. Grades earned during summer study will not affect a student's grade point average or academic standing for the academic year in which summer courses are completed.

Course Auditing

With an instructor's permission, full-time matriculating students may audit a course without charge. Part-time students or other individuals who are not matriculating at the College are required to pay the established fee per credit hour.

Class Attendance

Class participation is critical to the student's success in courses; therefore, each Spelman student is expected to contribute to enriching the life of the College by attending classes, participating in class discussions and fulfilling course requirements by established deadlines.

Instructors must include attendance requirements in course syllabi. Instructors have the authority to establish attendance and grading policies that penalize absences. Instructors may also withdraw a student who violates established course policies and procedures, including the policy for class attendance.

A student who cross-registers at another institution must abide by that institution's attendance policy.

Excused Absence

A student may request an excused absence from the Dean of Undergraduate Studies only if the student has a valid reason (e.g., personal illness, death in the family, or other emergencies) and is absent a week or more from class. A student who requests a medical excuse due to personal illness will be expected to seek medical attention from either Health Services or a private physician. Any student who fails to produce acceptable documentation for an absence will not be excused from class. All request must be submitted within one week of the absence.

Withdrawal from a Course

To withdraw from a course, students must consult with their advisor and or their class Dean prior to withdrawing from a course via BANNER Web. A student who withdraws by the deadline will receive a "W" for the course, which does not affect the GPA but may affect a student's financial aid and scholarships eligibility. A student who withdraws from a course after the established deadline may receive a "F" in the course.

A student who cross-registers at another institution must abide by the course withdrawal policy of that institution.

Unofficial Withdrawal from a Course (Stopped Attendance)

A student who stops attending class is one who does not attended class for two or more consecutive weeks and does not contact their professor. A student who falls into this category does not qualify for an Incomplete (I) and can be administratively withdrawn. If not withdrawn, the student will receive a course grade in accordance with the grading policy as stipulated on the course syllabus. The professor must record the last date of attendance of a student whose class attendance falls into this category. Non-attendance does not exempt students from the financial responsibility for tuition charges after they have registered for a class.

Administrative Withdrawal from a Course

Instructors may administratively withdraw a student who violates established course policies and procedures, including excessive absences or disruptive class behavior. There are no appeals of an administrative withdrawal.

Reading Period

Each semester the Wednesday prior to the week of final examinations is designated the last day of classes. Thursday and Friday of that week are designated as the Reading Period. Classes are suspended, but professors may hold study sessions or reviews during normal class times; however, no new material or tests may be introduced during these sessions.

Examinations

Instructors will determine the method and frequency of assessing student performance in each of their classes. Students will be advised of course examination and assessment dates.

Each semester closes with a period of final examinations. Students are required to take final examinations at the scheduled time. Exceptions may be made for students who can provide proof that justifies the re-scheduling of a final examination, including three examinations on the same day. These students may appeal to the instructor prior to the scheduled examination. Final examination schedules are listed on the Registrar's webpage.

Academic Review Standards

To maintain academic standards and determine eligibility for continued enrollment, financial aid, and participation in College activities, Spelman College regularly reviews the academic records of all students. Students are expected to maintain a level of scholastic achievement that allows them to meet the requirements for academic good standing. Students have academic good standing if their grade point average is 2.0 or greater or 1.8 or greater for a first year student.

Students will be evaluated each semester on the basis of cumulative and semester grade point averages and the total number of hours attempted. The academic standing for a semester is not adjusted when a course taken that semester is subsequently repeated during a later semester and the first grade earned is removed from the calculation of the grade point average.

Academic Good Standing
At the end of each term of enrollment, a student must have earned enough course credits and a designated grade point average to be in academic good standing. To maintain academic good standing, a first-year student must have earned fewer than 30 semester credits and a minimum of a 1.8 grade point average; a second year student must have earned a minimum of thirty (30) semester credits and a minimum of a 2.0 grade point average; a third year student must have earned a minimum of sixty (60) semester credits and a minimum of a 2.0 grade point average; and a fourth year student must have earned a minimum of ninety (90) semester credits and a minimum of a 2.0 grade point average.

Students who fail to meet these academic standards are placed on academic warning, academic probation, academic suspension, or academic dismissal as appropriate.

A new first-time student will be evaluated under the first year criteria for the first two semesters, regardless of the hours earned.

Academic Warning
All students who fail to meet academic standards will be placed on *Academic Warning* the next semester of enrollment. Students on Academic Warning may be required to meet certain conditions to be eligible to register for future terms. Such conditions may include a reduced course load, meeting with an academic advisor, attending student success seminars, and/or other academic support interventions. At the end of the academic warning semester, students may be subject to one of the following outcomes:

1. They may raise their cumulative grade point average to meet the Academic Standards outlined above and be removed from Academic Warning.
2. They may achieve a term GPA of 2.0 but fail to raise the cumulative GPA enough to meet the above standards, so they will remain on Academic Warning.
3. They may fail to achieve a semester grade point average of 2.0 while on Academic Warning and will be placed on Academic Probation.

Academic Probation
All students failing to meet the conditions of Academic Warning will be placed on Academic Probation the next semester of enrollment. Students on Academic Probation may be required to meet certain conditions to be eligible to register for future terms. Such conditions may include a reduced course load, meeting with an academic advisor, attending student success seminars, and/or other academic support interventions. At the end of the academic probation semester, students may be subject to one of the following outcomes:

1. They may raise their cumulative grade point average to meet the Academic Standards outlined above and be removed from Academic Probation.
2. They may achieve a term GPA of 2.0 but fail to raise the cumulative GPA enough to meet above standards, so they remain on Academic Probation.
3. They may fail to achieve a semester grade point average of 2.0 while on Academic Probation and will be placed on academic suspension.

Students will remain on academic probation unless they meet outcome 1 or 3.

Academic Suspension
All students who do not earn a minimum semester grade point average of 2.0 while on Academic Probation regardless of the cumulative GPA will be suspended for one semester. Readmission on Probation may be allowed after one semester of suspension.

Students who can provide valid documentation of extenuating circumstances that contributed to their unsatisfactory progress may appeal their suspension. If granted an appeal, students must submit an action plan and abide by all stipulations established by the Academic Review Committee. The students will remain on probation until they satisfy the requirements for academic good standing.

Academic Dismissal
All students on probation who do not make satisfactory progress after returning from an initial suspension will be dismissed from the College. Academic dismissal is placed on the student's academic record as a permanent notation.

Students may apply for readmission two calendar years from the date of dismissal. Students wishing to be reinstated following dismissal must submit a reinstatement appeal demonstrating their readiness to pursue college studies. The Academic Review Committee will rule on the appeal. Appeal letters should include

- an explanation of the events/circumstances that contributed to their poor academic performance.
- an explanation of how they have resolved the circumstances that affected their performance.
- a description of their plans for ensuring future satisfactory academic performance.

Other documentation that supports the appeal, including any transcripts for schools attended since the dismissal from Spelman College may be submitted with the letter.

Students must submit their reinstatement packet to the Registrar's Office no later than April 1st of the year they wish to return. The students will be notified on or before May 15th. If approved, the students will be re-admitted on academic probation.

Other Means of Departure from the College

Termination of Enrollment
The College reserves the right to terminate the enrollment of a student who does not maintain a satisfactory academic record, whose conduct or behavior is unduly disruptive or who does not meet the code of conduct, or whose financial obligations have not been met.

Administrative Withdrawal from the College
Administrative offices may administratively withdraw students for cause. Reasons for administrative withdrawal may include but are not limited to non-payment of tuition and fees, lack of health information, academic failure or probation, exceeding the permissible number of credits in a single semester, medical reasons, and/or disciplinary action. There are no appeals of an administrative withdrawal.

Withdrawal from the College

Official Withdrawal
Students who wish to leave Spelman College and have no intentions of returning to complete their studies at a later date should withdraw from the College. Prior to their departure, they should arrange to fulfill outstanding financial obligations with the Office of Student Accounts.

Students who elect to withdraw from the College must meet with an academic dean to complete the appropriate paperwork by visiting or calling the Office of Undergraduate Studies for an appointment. Additional requirements may apply to residential students.

Unofficial Withdrawal
Students who fail to enroll for two consecutive semesters without notifying the College of their intention will be considered to have withdrawn from the College and must apply for reinstatement.

If students are enrolled for courses and discontinue class attendance for the remainder of the term, they are required to complete and submit official withdrawal papers. However, if the students decide to leave the College without completing official withdrawal papers, they are considered unofficially withdrawn and are subject to receive failing grades for the term and may be assessed appropriate charges. Simply dropping all courses for the term does not constitute withdrawal from the College.

Leaves of Absence
Students may apply for a leave of absence for a period not to exceed two consecutive semesters. They may file a petition for a leave of absence by completing the official paperwork with an academic dean in the Office of Undergraduate Studies. If students petition for a leave of absence before the add/drop period ends, all classes will be dropped and their registration canceled. If they petition for a leave after the add/drop period has ended but before the end of the withdrawal period, the students will receive a W grade in all their classes. If the petitions are made after the withdrawal period, professors must assign grades in accordance with the courses' grading policy.

Medical Leave of Absence (voluntary)
Students whose psychological, and/or physical health condition is interfering with their academic progress may be granted a medical leave of absence for a definite or indefinite period of time. Requests for a medical leave should be made to the Dean of Undergraduate Studies on the advice of Health or Counseling Services.

Administrative Medical Withdrawal (Involuntary)
The College has the authority to administratively withdraw students whose psychological and/or physical health condition is life threatening or who pose a significant risk to the health or safety of others or significantly disrupt College programs or operations. The length of the leave will be based on available medical evidence, which would include but is not limited to all medical and psychiatric conditions (e.g., severe eating disorders and substance dependence). Students may be required to meet specific conditions before requesting reinstatement.

Resuming Studies after an Involuntary Administrative Withdrawal or Medical Leave
Students may request reinstatement following an approved medical leave of absence or an administrative medical withdrawal from the College, provided all deadlines or other conditions specified by the College have been satisfied. The College may require additional documentation and/or medical examinations. Spelman's regular application deadlines must be met. Reinstatement is not automatic and may be denied at the discretion of the College or made subject to fulfillment of conditions specified by the College.

Readmission Following a Voluntary Withdrawal or Leave of Absence
Students who are in good academic standing and withdraw from the College are eligible to apply for readmission to the College by obtaining and completing an Application for Reinstatement from the Office of the Registrar. Students are reminded that reinstatement to the College is not guaranteed.

Students with an approved leave of absence will be entitled to re-enroll at the end of the period of leave. When ready to return to the College, they must notify the Registrar in writing by March 1 (for fall semester), or September 1 (for spring semester). If they fail to do so or do not apply for extension of the leave, they will be considered to have withdrawn and must request reinstatement through the Office of Undergraduate Studies.

College Honors and Awards

Latin Honors
Latin graduation honors of *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* denote the distinction of a student's overall record and are noted on diplomas, in the

commencement program, and on transcripts. A student who has earned a minimum of 60 credit hours at the College and the following cumulative grade point average is eligible to be considered for Latin Honors:

Cum Laude	3.4
Magna Cum Laude	3.6
Summa Cum Laude	3.8

Note: Latin Honors are based on the senior's fall semester grades for the Commencement program.

Honor Roll and Dean's List

Each student who carries a minimum of 15 semester credit hours, attains a 3.3 grade point average or above with no grade below "C," no withdrawals and no violation of the academic integrity policy shall qualify as an Honor Roll student for the semester. The Honor Roll designation will be recorded on the student's academic transcript.

Likewise, a student who carries a minimum of 15 semester hours, attains a 3.6 grade point average or above with no grade below "C," no withdrawals, and no violations of the academic integrity policy shall qualify for the Dean's List for the semester. The Dean's List designation will be recorded on the student's academic transcript.

Students achieving a cumulative average of 4.0 both semesters of an academic year will receive special recognition during the annual Honors Convocation.

Departmental Honor Societies

Outstanding achievement within particular departments and programs is recognized by election to the following societies: Psi Chi (psychology), Pi Kappa Lambda (music), Pi Mu Epsilon (mathematics), Pi Sigma Alpha (political science), Alpha Kappa Delta (sociology, center-wide), Beta Kappa Chi (science), Omicron Delta Epsilon (economics), Sigma Tau Delta (English), Sigma Delta Pi (Spanish), Sigma Pi Sigma (physics), Phi Alpha Theta (history), Kappa Delta Epsilon (education), Phi Beta Delta (international), and Upsilon Pi Epsilon (computer science), Phi Sigma Tau (philosophy) and Theta Alpha Kappa (religious studies/theology).

Students may also be elected to membership in the following honor societies:

Alpha Epsilon Delta
(The Health Pre-professional Honor Society)
The Health Pre-professional Honor Society is dedicated to encouraging and recognizing excellence in pre-professional health scholarship. The Georgia Delta Chapter of AED, comprised of members from all the undergraduate institutions of the Atlanta University Center, was founded in 1997 as the second only charter at a historically black college or university. To qualify for membership, students much have completed at least three semesters of pre-professional coursework. Sophomores must have a 3.2 GPA overall and in the sciences and have earned a minimum of 36 credit hours. Juniors and seniors must have a 3.2 GPA overall and in the sciences.

Alpha Lambda Delta
(The National First-Year Honor Society)
Students who attain a first-semester first-year average of 3.5 or above or who attain a cumulative first-year average of 3.5 or above are eligible for initiation into Alpha Lambda Delta.

Alpha Sigma Lambda
(National Honor Society for Students in Continuing Higher Education)
Alpha Sigma Lambda recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Pauline E. Drake Program students who are studying for the baccalaureate degree, have earned at least 24 graded semester hours at Spelman College, and have a minimum cumulative grade point average of 3.2 on a 4.0 scale may qualify for membership.

Golden Key International Honor Society
Golden Key recognizes scholastic achievement and excellence among college students from all academic disciplines. Invitation is extended to the top fifteen percent of the junior and senior classes.

Phi Beta Kappa
Phi Beta Kappa, the oldest national honor society, recognizes scholarship and supports excellence and integrity in the arts and sciences. Spelman is one of only four HBCUs with a Phi Beta Kappa chapter, and Spelman's chapter is one of only five chapters in the state of Georgia. Members include students, faculty, alumnae, and other persons of special distinction. All members are elected on the basis of their broad cultural or scientific interests, scholarly achievements, and good character. The Spelman chapter of Phi Beta Kappa conducts a review of all prospective student candidates in their junior and senior years. The total number of students elected annually is limited to 10 percent of the graduating class.

National Society of Collegiate Scholars

The National Society of Collegiate Scholars recognizes the academic achievements of first- and second-year students in all disciplines. Invitations are extended to students who have a 3.4 GPA or higher.

National Competitive Awards

Spelman students regularly compete for a variety of prestigious awards, including the Rhodes Scholarship, Marshall Fellowship, Truman Scholarship, Fulbright Scholarships, and the Gillman Scholarship. For further information, students should contact the Office of Undergraduate Studies or the Honors Program Office, which advises and assists students in applying for these awards.

Additional Academic Policies and Procedures

Access to Student Educational Records

The following guidelines apply to handling any request for the academic record or other information about a student and are intended to protect the individual's right to privacy in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Modifications may be made in terms of amendments to this law and pursuant to guidelines received from the federal government.

Student Records

Student records include the records, files, documents, and other materials that contain information directly related to a student and are maintained by the institution or by a person acting for such agency or institution.

The majority of records are housed in the Offices of Admission, Registrar, Business and Financial Affairs Division, Undergraduate Studies, Student Affairs, Assessment, and Alumnae Affairs.

Materials in these offices are maintained in separate files. In addition, faculty advisors and directors of programs (e.g., Honors, Health Careers, Counseling Services and the Student Success Center) keep separate records for the period during which they are in direct contact with the student. All offices and persons responsible for records comply with the Family Educational Rights and Privacy Act of 1974 to ensure confidentiality.

Student Rights

Students have the right to inspect and review the contents of their records, to obtain copies of these records, and to receive an explanation or interpretation of these records. They also have the right to a hearing to correct or amend these records.

Records may be inspected only at the office responsible for maintaining the particular record in question. Each office is responsible for establishing its own access procedures, which may include a written request from the student.

The following records are excluded from student access:

1. Financial records of parents and any information contained in them.
2. Confidential letters or statements of recommendation written prior to January 1, 1975.
3. Personal medical and psychiatric treatment records prepared and used solely in connection with the treatment of the student. Such records will be made available to other physicians upon the student's request.
4. Personal notes of faculty members, deans, or counselors regarding the student are kept in confidential files of the respective offices.

Cost of Copies

Copies of students' records may be obtained upon payment of a fee. NO information may be released about students who have established confidentiality of their records.

Release of Records

Information other than directory information will not be released without the student's written request, except

1. to members of the faculty and administration of the College who have a legitimate interest in the material.
2. to officials of other schools or school systems in which the student wishes to enroll.
3. in connection with a student's application for or receipt of financial aid.
4. to state and local officials if required by law adopted before November 17, 1974.
5. to organizations conducting studies for or on behalf of educational agencies, provided such studies will not permit identification of the student and the parents of the student.
6. to accrediting agencies to carry out their accrediting functions.
7. in compliance with a judicial order or lawfully issued subpoena, with the condition that the student will be notified before compliance with the order or subpoena.

When consent is required, it must be in writing, signed, and dated by the person giving consent, and shall include

1. specification of record to be released.
2. reason for release.
3. names of parties to whom records should be released.

A record will be kept of the parties who have received access to a student's record with the exceptions noted above. The student may have access to this record.

Directory Information

Information furnished to other individuals and organizations will be limited to items listed below, unless accompanied by a release signed by the student:

1. Student's enrollment status.
2. Dates of enrollment.
3. Classification.
4. Degree earned (if any) and date.
5. Major.
6. Honors received.

If a student does not wish to have any of the above information released, the student must send written notifications to all offices concerned.

Spelman College Statement of Principles Governing Institutional Use of Human Subjects in Research

Institutional Review Board

The mission of the Spelman College Institutional Review Board (IRB) is to ensure that all research involving human subjects conducted at the College or by researchers, including students, associated with the College be guided by the ethical principles of respect for persons, beneficence, and justice as set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects. In particular, the IRB is committed to making sure that research conducted at, by, and for Spelman College

- Is done with the voluntary consent of participants who are properly informed about the risks and benefits of the study;
- Protects the privacy and dignity of participants;
- Minimizes the risk to study participants while maximizing a study's benefits;
- Uses equitable procedures for participant recruitment and selection so that it does not discriminate on the basis of race, gender, class, sexual orientation or other factor; and
- Is sensitive to the setting in which it takes place

The IRB at Spelman College exists for moral and practical reasons. While no reputable researcher would intentionally violate the rights of other human beings, it is difficult to anticipate the full range of ethical issues that may arise in the course of a research project. Thus, by submitting a proposal to the Spelman IRB, a researcher not only receives assistance in protecting the rights of research participants including, but not limited to, members of the Spelman community, but it also helps ensure the eligibility of Spelman College to compete for government grants.

All researchers, including students, who intend to work with human subjects must submit an application to and receive authorization from the IRB prior to the start of research activities. Human Subject Research includes, but is not limited to the following: field observation, focus groups, structured or semi-structured interviews, surveys or questionnaires, research utilization of confidential administrative data (e.g., government data such as individual level welfare data or college data such as student grades), experiments requiring live human participants, and experiments utilizing human tissue. This includes class projects, experiments conducted within the class setting, and studies that do not receive any external funding. All research projects that are being conducted at Spelman College or by Spelman College personnel must undergo IRB review.

Further information and the online application forms can be found at http://www.spelman.edu/academics/provost/institutional-review-board.

Academic Integrity Policy

At the heart of Spelman College's mission is academic excellence along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. Therefore, all members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, thereby upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy.

Some common violations of these basic standards of academic integrity include, but are not limited to

1. *Cheating:* Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids (Examples: using a cheat sheet in a quiz or exam; programming a calculator, cell phone or other electronic device with information for an exam, test, or quiz; soliciting information regarding an exam or test from another student; altering a graded exam and resubmitting it for a better grade, etc.).
2. *Plagiarism:* Using the ideas, data, or language of another without specific and proper acknowledgment. Likewise, students may not use Internet source material, in whole or part, without careful and specific reference to the source. All use of the Internet must be thoroughly documented (Examples: misrepresenting another's work, (i.e., paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution to source; failing to cite a reference or to use quotation marks where appropriate, etc.). The Writing Center, the Office of Undergraduate Studies web page, and departments provide guidelines to aid students in documenting source materials.

   Internet plagiarism includes but is not limited to submitting downloaded papers or parts of papers or articles, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution to source.
3. *Fabrication:* Submitting contrived or altered information in any academic exercise (Examples: making up data for an experiment; "fudging" data; citing nonexistent or irrelevant articles; presenting fraudulent excuses, lies, letters of recommendations).
4. *Multiple submissions:* Submitting without prior permission any work submitted to fulfill another academic requirement (Example: submitting the same paper for two different classes without the expressed consent of both professors).
5. *Misrepresentation or falsification of academic records:* Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after enrolling at Spelman College (Examples: forging a registration form or a change of grade form; forging signatures of advisors; falsifying information on documents such as official forms, ID card or other college documents; tampering with computer records, etc.).
6. *Facilitating academic dishonesty:* Knowingly helping or attempting to help another violate any provision of this code (Example: working together on a take-home exam or other individual assignments, discussing an exam with a student who has yet to take it, giving tests or papers to another student, etc.).
7. *Unfair advantage:* Attempting to gain unauthorized advantage over fellow students in an academic exercise (Examples: gaining or providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials, etc.).

Every student is responsible for reading and abiding by the Academic Integrity Policy. All faculty members should announce the policy at the beginning of each semester and include the policy statement in their course syllabi. Faculty should also establish a climate that encourages honesty and enhances learning while emphasizing Spelman's no tolerance stance on academic dishonesty (i.e., academic dishonesty will not be tolerated).

Violations of academic integrity may occur on four levels:

Level One Violations may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations are likely to involve a small fraction of the total coursework, are not extensive, and/or occur on a minor assignment. Examples of Level One Violations include but are not limited to working with another student on a laboratory or other homework assignment when such work is prohibited and failing to footnote or give proper acknowledgment in an extremely limited section of an assignment.

Level One Violations may be handled by the professor of the course in consultation with the Dean of Undergraduate Studies. There are no appeals afforded for Level One Violations. A repeat of such violation will constitute a Level Two Violation.

Level Two through Four Violations must be referred to the Dean of Undergraduate Studies.

Level Two Violations are characterized by dishonesty of a more serious character or affect a more significant aspect or portion of the coursework. Level Two Violations include but are not limited to the following examples:

1. Plagiarizing a moderate portion (1/3 or more) of a written assignment.
2. Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors.
3. Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors who prepare data and/or who write the report must be named.
4. Receiving assistance from others, such as research, statistical, computer programming, or field data collection help without acknowledging such assistance in a paper, examination or project.

Level Three Violations include dishonesty that affects a major or essential portion of work done to meet course requirements or involve premeditation. Examples include but are not limited to the following:

1. Plagiarizing major portions (1/2 or more) of a written assignment.
2. Copying on any examination.
3. Acting to facilitate copying during an exam.
4. Using prohibited materials (e.g., books, notes, or calculators, cell phones, PDA's, etc. during an examination).
5. Collaborating before an exam to develop methods of exchanging information and the implementation thereof.
6. Altering examinations for the purposes of re-grading.
7. Acquiring or distributing an examination from unauthorized sources prior to the examination.
8. Presenting the work of another as one's own.
9. Using purchased papers or other materials.
10. Removing posted or reserved material or denying other students access to it.
11. Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).
12. Fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and or presenting the ideas of another as one's own senior thesis or final paper.
13. Using unethical or improper means of acquiring data.

Level Four Violations represent the most serious breaches of intellectual honesty. Examples include but are not limited to the following:

1. Committing any academic infraction after rertuning from suspension for a previous academic integrity violation.
2. Forging a transcript, stealing an examination from a professor, buying an examination or forging a letter of recommendation.
3. Having a substitute take an examination or taking an examination for someone else.
4. Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
5. Willfully violating the Spelman College Code of Conduct.

See sanction for Academic Integrity Violations for more information.

Sanctions for Academic Integrity Violations

Academic misconduct is a violation of the behavior expected of a Spelman College student in an academic setting. A student found responsible for academic misconduct is therefore subject to appropriate academic penalty as well as sanctions under the Spelman College Student Code of Conduct.

Level One Violations

The professor of the course has the authority to handle an incident of student misconduct on this level. Prior to exercising sanctions, the professor is encouraged to consult with the Dean of Undergraduate Studies.

An accusation of a Level One Violation requires a fact-finding discussion between the professor and student. The meeting should be private and informal. While there is no prescribed procedure, the student should be allowed to respond. Depending on the situation and level of comfort, the professor may wish to have the chair present to corroborate any exchange of information. If the professor concludes that the student is not in violation of the policy, no further action is required. If the professor concludes that there is indeed a violation and can resolve the matter, after consulting with the Dean, the professor will normally assign a penalty grade of zero on the assignment and the accompanying reduction in the course grade. However, a professor may assign but is not limited to one of the following penalties:

- rewriting the paper
- retaking an exam or test
- redoing an assignment
- issuing a verbal or written reprimand,
- requiring attendance at Writing Center workshops on documentation
- requiring attendance at a workshop(s) on ethics or a related subject sponsored by Student Affairs.

If the violation occurs near the end of the course or cannot be resolved prior to final grade submission, the professor should assign an Incomplete (I) until official action is taken. The professor should submit a "Report of Academic Misconduct" form to the Office of Undergraduate Studies.

When a professor has cause to question a student's work based on inferential circumstances but responsibility cannot be established, the professor may send a "letter of reprimand" to the student. This letter will constitute a formal acknowledgment by the College that a possible violation has occurred. Letters of reprimand do not become part of the student's individual permanent record but will be placed in the student's file in the Office of the Dean of Undergraduate Studies and may be taken into account in judging the seriousness of any future violations. A copy of the letter of reprimand MUST be sent to the Office of Undergraduate Studies.

Level Two–Four Violations
The professor must file a "Report of Academic Misconduct" form, including all appropriate evidence. The Dean will inform the student of the allegation(s) in writing. The student will be requested to arrange an appointment with the Dean to discuss procedures and to set a time, date, and place for the hearing. The letter of notification will include a description of the specific acts, date and time of the occurrence, and the sanctions authorized for the offense. The Dean will conduct a pre-hearing with the student to clarify procedures and charges. The student will be asked to acknowledge in writing that the procedures have been explained.

The hearing will be conducted by the Academic Integrity Committee and will be chaired by the Dean of Undergraduate Studies or a designee. The Academic Integrity Committee is comprised of one faculty representative from each division, and two faculty or staff members appointed by the Dean of Undergraduate Studies. Care will be taken to resolve any conflict of interest in individual cases.

The Committee will first hear the professor's evidence of the charge of academic misconduct. The student will have an opportunity to present matters and evidence refuting the charge. The student may be accompanied to the hearing by an advisor and will give the Dean reasonable advance notice of who the advisor will be. Only the student will be allowed to speak. The advisor may counsel the student but has no official voice in the hearing.

The Academic Integrity Committee will have the opportunity to question both parties and will render a decision within one week of the hearing. The parties will be notified in writing of the Committee's decision.

The sanctions below are available to the Academic Integrity Committee and are the most commonly used. However, there is a range of sanctions available to the Committee. Sanctions are assigned with the intent of maintaining consistency and fairness, and the degree of sanction is primarily correlated to the extent and severity of the violation.

1. A student who is found responsible for a first-time violation of the academic integrity policy will receive a grade of "F" in the course in which the offense occurred. In addition, the student will be subject to Spelman College code of conduct sanctions, conditions and/or restrictions.
2. A student who is found responsible for a second violation will receive a grade of "F" in the course and will be suspended from the College for the following semester. In addition, the student will be subject to Spelman College code of conduct sanctions, conditions and/or restrictions.
3. A student who is found responsible for a third violation will receive a grade of "F" in the course and will be expelled from the College at the end of the semester.

If the alleged act of academic misconduct occurs during finals week or within a time frame in which the opportunity for a fair hearing would be difficult, the professor may submit an Incomplete (I) until the hearing process can be initiated.

The student will be informed that the decision can be appealed to the Academic Integrity Appeals Committee, comprised of one faculty representative from each division, and two faculty or staff members appointed by the Dean of Undergraduate Studies. The Appeals Committee will not include the same individuals who heard the case previously. Care will be taken to resolve any conflict of interest in individual cases.

Spelman College allows only one appeal for a sanction of Level Two – Four Violations. Appeals must be written and will only be accepted from the student(s) involved in the case. Appeals from others will not be considered. Appeals must be filed with 10 working days of the initial notification. If an appeal is not filed with the Office of Undergraduate Studies within the allotted time, the decision of the Academic Integrity Committee will stand.

All appeals must be based on substantial new evidence and or sufficient grounds for good cause. Substantial new evidence is defined as evidence that was not available at the original hearing and which has direct bearing on the case. It is the student's responsibility to demonstrate that the penalty should be modified. Sufficient grounds for good cause are defined as infringements on the rights of the student because of any irregularities in the way the Academic Integrity Committee originally conducted the hearing. The Academic Integrity Appeals Committee will uphold the sanctions of the Committee or reduce the sanctions of the Committee. In no case will a more severe sanction be imposed.

A student cross-registering or on exchange from another institution who has violated the Spelman academic code of conduct will receive an "F" in the course in which the violation occurred. The Spelman College Dean of Undergraduate Studies will notify the Academic Dean of the student's home institution. Appeal procedures will rest with that institution.

All materials relating to an allegation of academic misconduct will be kept confidential in the Office of the Dean of

Undergraduate Studies. It is fairly common for potential employers, other institutions of higher learning, and governmental agencies to solicit information about a student's conduct. If the student has signed a release form accompanying such a request, the Office of the Dean of Undergraduate Studies will review the disciplinary records file to determine if the student has been found responsible for academic misconduct or behavioral misconduct in the Office of Student Affairs as well. In those cases where the student has such a record, the information will be provided to the requesting party.

Spelman College Intellectual Property Policy

General Intellectual Property Statement

The creation of copyrighted works is one of the ways Spelman College fulfills its mission to contribute to the body of knowledge for the public good. The College encourages the creation of original works of authorship and the free expression and exchange of ideas. This policy is intended to embody the spirit of academic tradition, which provides copyright ownership to faculty for their scholarly and aesthetic copyrighted works, and is otherwise consistent with the United States Copyright Law, which protects the College's ownership of its employment-related works. The College believes that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the College and its learning community reasonable access to, and use of, the intellectual property for whose creation the College has provided support and assistance. The President of the College has responsibility for all matters relating to intellectual property, including copyrights in which the College is involved.

The College shall establish procedures and provide information as necessary to ensure that all faculty, staff, and students understand their rights and responsibilities with respect to their own intellectual property arising out of their creative and scholarly endeavors, and their responsibilities with respect to the intellectual property rights of others. . This policy statement is intended to provide general guidance on the policy and does not constitute legal advice.

The Policy

It is the policy of Spelman to respect the valid intellectual property of others and to take prudent steps to protect Spelman's intellectual property. Spelman is dedicated to the intellectual, creative, personal, and professional development of its students and generally does not claim ownership of intellectual property created by students in the course of their education, except as outlined herein.

Intellectual property is generally understood to refer to products of mental processes that are legally protected as property, whether or not formal legal protection is sought. Intellectual property falls into five categories: copyrights, software, patents, trademarks, and trade secrets.

All Spelman College faculty, fellows, staff, students, and other individuals in the Spelman College community are expected to have a basic understanding of and shall adhere to all laws regarding intellectual property.

General Principles

Copyright: A right granted by the United States government to the creator of a particular work to prevent others from copying, adapting, distributing, publicly performing, or displaying the protected work without the permission of the creator. Examples of items subject to copyright protection include the following: (a) books, journals, theses, dissertations, articles, essays, book reviews, research papers, texts, bibliographies, study guides, laboratory manuals, syllabi, and tests; (b) lectures, musical compositions, lyrics, and dramatic compositions including manuscripts; (c) films, presentation slides, charts, overhead projector materials, and other visual works; (d) video recordings and audio recordings; (e) live video broadcasts and live audio broadcasts; (e) pictorial or graphic works, drawings, paintings, sketches, or mixed media works; and (f) other materials which qualify for statutory copyright protection. For works created since 1978, copyright protection begins as soon as the creation is put in a tangible form (e.g., put on paper, canvas, or on a disk).

Patent: A right granted by the United States government to exclude others from making, using or selling a particular invention, excluding software, in the United States.

Trademark: Any word, symbol, design, smell, sound, shape or combination of the same used to identify and distinguish the source of one party's products from another. Examples of trademarks are the name SPELMAN, the shape of the Coca-Cola bottle, and the lion's roar for MGM. In the United States, trademark rights are based on use and not registration. Thus, the fact that a mark is not registered does not mean that it is available for use.

Trade Secret: Any valuable business information, with actual or potential economic value, that is not public or commonly known and for which reasonable efforts have been made to keep confidential. Examples of trade secrets include student admission protocols, technical and non- technical data, methods, techniques, financial data, financial plans, lists of customers or suppliers, and the formula for Coca-Cola.

Implementation and Oversight

A college-wide Intellectual Property Policy Committee (IPPC) will be appointed by the Office of the President, and its membership will consist of two faculty members, five staff members (including representatives from Academic Affairs, MIT, Student Affairs, Business & Financial Affairs, and Communications), and one student representative. At the discretion of the President, the Secretary of the College may also be appointed to this committee. The IPPC will have responsibility and oversight to address any issues concerning the proper interpretation of this policy and to resolve any disputes between an intellectual property owner and Spelman College concerning potential infringement. In cases in which it is deemed that Spelman College would infringe protected intellectual property rights, the IPPC will serve as the College's central unit for securing permissions to use intellectual property, at the

discretion of the IPPC. The IPPC will serve as the College's central unit for facilitating and obtaining intellectual property protection on works developed and/or produced on behalf of Spelman College. This committee will also take the lead in recommending updates to this policy.

The staff members of the IPPC will be appointed by their respective Vice Presidents and serve a term of two years (although at the discretion of their respective VP and in consideration of their normal job duties, this term may be shorter). Faculty members will be appointed by the Faculty Council. The Student Government Association will recommend a student representative (student representatives will serve in one year cycles). The IPPC will formulate its own operating procedures and present them to the College's Senior Team for approval. The IPPC will appoint a chair of the committee from its membership whose function will be to coordinate meetings and oversee the operational procedures of the committee.

Violation of Policy

Faculty, staff, students, and other members of the Spelman College community who fail to comply with the intellectual property laws and willfully infringe them may face fines, and civil and criminal penalties in the Courts. Spelman College employees in violation of these established procedures and requirements may be subject to disciplinary action (*as outlined in the Faculty and Staff Handbooks respectively*), up to and including termination. Students in violation of these established procedures and requirements may also be subject to disciplinary action (*as outlined in the Student Handbook*).

Copyright Ownership by Category of Work

Scholarly/Aesthetic Works of Authorship: In keeping with longstanding academic custom, Spelman College recognizes faculty ownership of copyright in traditional scholarly works of authorship created by its faculty. A traditional scholarly/aesthetic work is a work originated by faculty from their independent academic effort, including pedagogical, literary, artistic, and creative works created by faculty, such as teaching materials, lecture notes, course notes, problem sets, syllabi, websites for classes, and scholarly publications, such as journal articles, treatises, text books, artistic works, films, videos, podcasts, photographs, and screenplays.

Sponsored Work: A sponsored work is a work produced by or through the College in performance of a written agreement between the College and a sponsor. Works developed while engaged by Spelman College that are sponsored by private parties, business entities, non-profit entities, and state and local government agencies shall be the intellectual property of Spelman College, unless the sponsored agreement states otherwise. Any sponsored work agreement that provides ownership to a person or organization other than the College, generally shall provide the College with a cost-free, nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

Spelman personnel engaged in consulting work shall ensure that their consulting arrangements are not in conflict with Spelman College's intellectual property policies.

Personal Work: Personal work is a work created outside the course and scope of College employment without the use of College resources. Intellectual property developed by faculty, fellows, staff, student employees, and other members of the Spelman College community outside the scope of their employment or without the use of Spelman College support are not owned by Spelman College. Spelman College does not have rights to any revenues generated by the use or sale of this intellectual property.

Commissioned Work: A commissioned work is a work produced for Spelman College by individuals not employed at the College or by a College employee outside the scope of their regular College employment. When the College commissions the production of a work, title normally shall reside with the College. In all such cases, the contract for the commissioned work shall specify the College's copyright ownership. Any agreement that provides for copyright ownership by any other person or entity other than the College shall provide the College with a cost-free, nonexclusive, world-wide license to use and reproduce the copyrighted work for education, research and other college purposes.

Student Work: A student work is a work produced by a registered student without the use of College funds (other than financial aid) that is produced outside of College employment and is not sponsored, contracted, or commissioned work. Spelman College does not have a copyright interest to works created by students pursuant to obtaining their degrees unless such work

- is co-authored with Spelman College (e.g., where Spelman faculty, fellow or staff are co-authors to the work with the student, Spelman may be a joint author);
- is subject to a transfer of ownership as a condition of participation in a course;
- was specifically ordered or commissioned and paid for by Spelman College;
- was developed with the use of substantially more Spelman Resources than are normally provided to Spelman personnel; or
- was developed under an externally sponsored agreement, unless otherwise provided in the agreement.

For instance, a student shall retain the copyright to their original works, including but not limited to any test answers, research papers, term papers, photographs, videos, audio recordings, and other course work created in the course of pursuing the student's degree. A student will be a co-owner of the copyright in a work that qualifies as a joint work created with other registered students or Spelman personnel.

A student will not, however, retain the copyright to original works created as part of the student's employment with Spelman, or works that were commissioned by Spelman, or works that were created using substantially more Spelman resources than are normally provided to Spelman personnel, or works as to which the student assigned all rights to Spelman College as a pre-condition to their participation in a course, seminar, workshop, or laboratory operated by the College.

Institutional Work-for Hire: A work-for-hire is a work not described above by faculty, fellows staff, or student employees. Except as otherwise provided in this policy and excluding traditional scholarly/aesthetic work, the College shall own all copyrights to work made by College employees in the course and scope of their employment or with the use of College resources. Copyright ownership will rest with the College in any work of authorship that is created with the substantial use of College resources, or with resources beyond those commonly provided to faculty, including work created by an administrative employee or support staff acting within the scope of their employment.

Work Acquired by Assignment or Will: A work-for-hire is work not described above. The College may acquire copyrights by assignment or pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with this policy on copyright ownership and other College policies governing acquisitions.

Any questions regarding Spelman or student ownership of copyrights may be submitted in writing to the IPPC who will issue a written determination based on the facts and circumstances of the specific work. The student may appeal this decision, in writing, to the Provost or the Provost's designee.

Copyright Protections and Fair Use Principles

Principle 1: The copyright holder has important and exclusive rights. Copyright law protects original works such as writings, music, visual arts, and films by giving the copyright holder a set of exclusive rights to that work. These rights include the right to copy, distribute, adapt, perform, display, and create derivative or collected works. In general, ***any use*** of copyrighted materials requires permission from, and potentially payment of royalties to the copyright holder unless the use falls within an exemption in the law, such as the fair use exemption. Fair Use is a fairly complex and fact specific analysis. Faculty and Staff should consult the IPPC for guidance on particular situations.

Principle 2: Responsible decision making means that Spelman College community members must make demonstrable good faith efforts to understand the fundamentals of copyright law and the reasonable application of fair use. When Spelman College community members plan to use a copyrighted work in their teaching or research, they must examine the specifics of their use within the context of the law in order to determine whether they should seek permission for the use or depend instead upon the fair use exemption.

Principle 3: An appropriate exercise of fair use depends on a case-by-case application and balancing of four factors as set forth in a statute enacted by Congress. A proper determination of fair use--in daily practice and in the courts--requires applying these four factors to the specific circumstances of the use:

- the purpose or character of the use;
- the amount and substantiality of the work being used;
- the nature of the copyrighted work being used; and
- the effect of the use one the market for or value of the original

These factors must be evaluated to determine whether most of them weigh in favor of or against fair use.

Principle 4: Nonprofit educational purposes are generally favored in the application of the four factors of fair use, but an educational use does not by itself make the use a "fair use." One must always consider and weigh all four factors of fair use together. The educational purpose of Spelman College will usually weigh the first of the four factors, the purpose or character of the use, in favor of fair use. However, an educational use does not mean that the use is, by that factor alone, a fair use. All four factors must be weighed in making a decision.

Principle 5: Reasonable people—including judges and legislators—can and will differ in their understanding of fair use. Copyright law rarely offers a definitive meaning of fair use for any specific application. Thus, the real meaning of fair use depends on a reasoned and responsible application of the four factors. One person's judgment and situation may not match the next, and the differences may be based on variations in facts and circumstances. Therefore, the IPPC must determine whether a proposed use is a fair use.

Principle 6: Spelman owns the copyright to all works prepared by faculty, staff, and all employees of the College, including part time student employees and visiting faculty, staff, and student employees when prepared within the scope of their employment. If an employee has any questions about whether work is owned by Spelman or not, the employee should contact the IPPC.

Principle 7: Joint Authors. Under U.S. copyright law, a joint work is one "prepared by two or more authors with the intention that their contributions be merged into inseparable or interdependent parts of a unitary whole. Absent a pre-existing agreement to the contrary, the relative quality or quantity of the authors' contributions to the joint work are not relevant, rather, joint authors share equally in the ownership of the joint work even when it is clear that their respective contributions to the joint work are not equal so long as those contributions are not trivial. An author of a

joint work is entitled to exploit the work without obtaining the consent of the other joint authors. Although each author has equal ownership of and the right to fully exploit the joint work, each joint author is under a duty to account to the other joint owners of the work for a ratable share of the profits realized from their use of the work.

Principle 8: Joint-Authorship with Spelman Personnel. Students who create a joint work with Spelman personnel will be co-owners with Spelman as illustrated in Principle 7 and shall have all rights afforded a joint author. Absent a pre-existing agreement to the contrary, the student-authors are entitled to a ratable share of any profits derived from exploitation of the work while the Spelman personnel are entitled to Revenue Sharing, if applicable, in accordance with this Policy.

Principle 9: Creation of Student work with Spelman Resources. When a student develops or creates a work with the use of substantially more Spelman Resources than is normally provided to Spelman Personnel (for example, a significant use of consumable materials or higher than ordinary utilization of College resources or equipment), the ownership rights in the resulting intellectual property shall reside with Spelman.

Digital Millennium Copyright Act – The Digital Millennium Copyright Act (DMCA) enacted in October 1998 amended the Copyright Act by adding specific provisions relating to digital content. The DMCA enforces laws to prevent the circumvention of software or other technological locks that give copyright holders the right to control access, print, download, copy, or further distribute their digital works.

TEACH Act – The Technology, Education and Copyright Harmonization (TEACH) Act was enacted in November 2002 as an amendment to the Copyright Act of 1976. Found in section 110(2) of the Act, it covers distance education as well as face-to-face teaching, which has an online, hybrid, or broadcast component.

Computer Software

Spelman Personnel are required to promptly disclose, as is reasonably practical, all intellectual property created in the course of Spelman College-supported work, including the complete disclosure of any developed computer software. Spelman College shall own all patents, copyrights, and other intellectual property rights to the computer software. If deemed appropriate, the computer software may be deemed an invention and further become subject to the provisions of Section IX of this policy.

Inventions and Patents

Spelman Personnel are required to promptly disclose, as is reasonably practical, all intellectual property created in the course of Spelman College-supported work, including the complete disclosure of inventions. The IPPC shall be solely responsible for determining whether a patent application shall be filed for an invention. Should the IPPC elect to pursue patent protection for an invention, any inventor shall cooperate, without expense to the inventor, in the patenting process. Any inventor shall be obligated to assign the entire right and title of the invention to Spelman College. The IPPC shall have the sole discretion related to the commercialization of an invention.

If the IPPC determines that it will not file a patent application for an invention, abandons a filed patent application before issuance, or abandons an issued patent by failure to pay patent maintenance fees, then any inventor may request from the IPPC a release of the invention. At the sole discretion of the IPPC, the invention may then be assigned to any inventor(s). Release of an invention may be conditioned upon reimbursement to Spelman College for all legal expenses and fees incurred by Spelman College if and when any inventor receives income from the invention. Any invention released by Spelman College by assignment to any inventor shall automatically grant back to Spelman College an irrevocable, perpetual, royalty free, nonexclusive license to use the invention in Spelman College's educational and research purposes and a right to grant these same rights to other non-profit educational institutions.

As permitted by federal government regulations, Spelman College may retain patent rights to inventions which result from federally funded endeavors. In such circumstances, the federal government retains a royalty free license to the patent. Other federal government restrictions may also apply to such patents.

Trademarks

The use of Spelman College's name, logos, or trademarks in any commercial way requires prior written approval from the Office of Communications. All members of the Spelman College community will use the trademarks and logos correctly and consistently so that Spelman's trademarks will retain their strength and vitality.

No new trademarks or logos may be adopted for use by Spelman College without the prior written approval of the IPPC. Please note that the legal clearance process for new trademarks may be time consuming and those seeking approval must plan accordingly.

Trade Secrets

It is the policy of Spelman College to take all appropriate steps to maintain its trade secrets and confidential information: this would include, but is not limited to, restricting access to confidential information to personnel on a need to know basis and placing notations on the material and/or the files where the information is stored noting that the information is CONFIDENTIAL or similar wording.

Revenue Sharing with Creators

Spelman College shall distribute a portion of Spelman's Net Revenue obtained from the commercialization, licensing, or other distribution of intellectual property owned

(in whole or in part) by Spelman to applicable Spelman College Creators. Such distributions shall take place on an annual basis, unless otherwise decided by the IPPC. In circumstances where a single piece of intellectual property has greater than one Creator, each Creator shall be entitled to an equal share of the distributed portion of the net revenue.

Spelman College shall distribute one hundred percent (100%) of the first $10,000.00 of Net Revenue obtained to the Creator(s). Thereafter, Spelman College shall distribute to the Creator(s) thirty three percent (33%) of the Net Revenues obtained up to $1,000,000.00. Thereafter, Spelman College shall distribute to the Creator(s) twenty five percent (25%) of the Net Revenues obtained beyond $1,000,000. Creators shall be entitled to receive their distribution share if they leave the employment of Spelman College. The estate or designated beneficiary of a deceased creator shall be entitled to receive their distribution. All Creators receiving a portion of the net revenue obtained from creations shall be responsible for any personal tax obligations that may arise. The provisions of this section do not apply to works falling under the Student Work Exception of this Policy, or works not governed by this Policy, including works created by Spelman Personnel outside their scope of employment.

Spelman College Intellectual Property Contact

For questions relating to this policy, please contact the Chair of the Intellectual Property Policy Committee. The IPPC will not provide legal advice to employees, non-employees, or students. Obtaining legal advice on these matters is the sole responsibility of the employee, non-employee or student.

Copyright Resources on the Web

US Copyright Office: www.copyright.gov

Spelman College reserves the right to change this policy at any time without prior notice or consent.

Definitions

Commercialization Costs: All expenses incurred for the following: (a) expenses incurred by Spelman in protecting any Spelman intellectual property; (b) expenses incurred from a third party in connection with developing, marketing, or licensing any Spelman intellectual property; or (c) contractual obligations associated with Spelman intellectual property, such as distributing revenues to joint owners or joint inventors who are not Spelman Personnel.

Creators: Any author, inventor, or contributor involved in the creation of intellectual property.

Inventor: Any person who makes an invention and who meets the criteria for inventorship under current United States patent laws and regulations.

Invention: Any patentable or potentially patentable discovery, method, or technology.

Net Revenue shall mean the cumulative Gross Revenue generated by Spelman intellectual property less any Commercialization Costs.

Software: Any computer program in any form, including the underlying source code or machine code that is capable of causing a computer to perform specified functions.

Spelman Personnel: All persons working at Spelman College, including but not limited to: (a) members of the faculty, whether tenured, non-tenured, part-time, volunteer, visiting, or adjunct; (b) members of the staff whether full-time, part-time, outside consultant or contractor; and (c) post-graduate students who are enrolled in any Spelman program, including trainees.

Spelman Resources: College resources including library resources, secretarial help, computing resources, software, equipment, tools, facilities, or other support services.

Special Academic Offerings

Special Majors/Programs

- **Dual Degree Engineering Major (see Academic Departments/Programs)**
- **Human Services Major (PEDS only)**
- **The Independent Major (see Academic Policies)**

Human Services Major*
Open to Pauline E. Drake Students (PEDS) Only

A. Goals and Objectives
Human Services is a program leading to a bachelor of arts degree, which combines offerings from several disciplines, including economics, education, political science, psychology, and sociology.

Upon completion of the program, students will have the background for graduate study or for careers in the human services, geriatric facilities, residential treatment centers, alcohol and drug rehabilitation programs, preventive corrections programs, or agencies associated with urban and community development. Graduates with the Human Services major may work effectively as administrators, advocates, educators, or staff support personnel. The program is committed to providing (1) a theoretical framework essential to the understanding of human behavior; (2) exposure to a variety of occupational choices in the human services field; and (3) practical experience in occupational settings related to the students' specific areas of interest.

Upon completion of the major in Human Services, the student should be able to demonstrate

1. awareness of the role of human services as "helping" processes;
2. knowledge of the social science perspective and methodology as applied to a specific human service setting;
3. effective skills in interpersonal relationships that may be applied to a variety of human service settings;
4. effective communication, quantitative, and critical thinking skills; and
5. knowledge of human services in general and of specific areas of human services that may serve as prerequisites for graduate study or related work.

B. Courses
The Human Services Program consists of major core requirements and specialty areas from which students must select one course. The major core requirements provide a common body of knowledge relevant to the human services field. Cognate courses provide background knowledge in the social science areas, including a basic understanding of human behavior and some of the problems with which humans must cope. Courses in the specialty areas help students develop skills and knowledge pertinent to specific human services areas. The field experience may give the student an advantage in securing a position or promotion after graduation.

Human Services Course Descriptions

HUSV 201 – INTRODUCTION TO HUMAN SERVICES (4)
An introductory course which documents the history of human services, the growth of the human services movement, and current trends in the emerging field of human services. The field includes all help-giving, care-giving, and supportive services. Includes an exploration of community resources, intervention strategies, models of service delivery, and integration of services. Visit to an agency and development of agency profile required. Offered spring semester in alternate years.

HUSV 400 – FIELDWORK IN HUMAN SERVICES / DIRECTED FIELD STUDY IN HUMAN SERVICES (4)
A supervised field experience requiring a semester-long observation and participation in the work setting of a selected community agency or institution. Under the guidance of the on-site supervisor, the student applies theories, principles, and interventions to "real world" experiences, as well as learns the roles and functions required of individuals associated with the selected agency. Students meet weekly with the on-campus supervisor to share experiences and receive directions for developing an educational plan and a comprehensive agency profile. Offered spring semester in alternate years.

Cognate Courses

ECO 141	Introduction to Economics	4
PSC 201	National Government	4
PSY 200	General Psychology	4
SOC 201	Introduction to Sociology or	
ANTH 203	Introduction to Anthropology	4
	Total	16

Any cognate course may be used to fulfill the Social Science divisional requirement. Students must earn a grade of "C" or better in all cognate courses.

Required Courses for All Human Services Majors

HUSV 201	Introduction to Human Services	4
MGT 300	Principles of Management	4
SOC 335	Methods of Research	4
HUSV 400	Field Work in Human Services	4
	Total	16

Major Electives

Students must choose one from each of the following specialty areas.

Community Studies		**4**
PSY 325	Community Psychology	
SOC 321	Community Organizing	
SOC 352	Urban Sociology	
ECO 369	Urban Economics	
Criminology		**4**
PSC 484	Racism and the Law**	
SOC 275	Introduction to Criminology	
SOC 405	Women, Values, and the Law	
SOC 408	Sociology of Law	

Developmental Psychology		**4**
PSY 302	Child Psychology	
PSY 220	Developmental Psychology	
PSY 304	Adolescent Psychology	
Individual or Group Processes		**4**
PSY 309	Theories and Techniques of Counseling	
PSY 402	Group Dynamics and Interpersonal Relations	
PSY 415	Industrial/Organizational Psychology	
Multicultural Studies		**4**
ANTH 305	Cross-Cultural Perspectives on Gender	
EDU 434	Multicultural Education	
ENG 326	U.S. Ethnic Literature	
ENG 432	Stages in Women's Lives	
Foreign Language course at the 300 level or above		
Public Policy		**4**
EDU 407	Advocacy in Urban Schools	
PSC 312	Public Administration and Public Policy	
PSC 484	Racism and the Law**	
	Total	**24**

*Program under review.
**Racism and the Law may satisfy the requirement in one area listed.
Note: Major electives may be taken at other institutions with approval of the Program Coordinator; however, students must complete a total of 40 hours of required courses and major electives.

Special Sequences

- **Prelaw**
- **Premedical and Predental**

Prelaw Concentrations

The following departments provide prelaw sequences: English, Economics, Psychology, Political Science, Sociology, and History. Students should request prelaw sequences from respective departments. In addition, courses in Philosophy, (logic, practical reasoning) and English (advanced composition, argumentation) are strongly recommended.

Health Careers Program

The primary purpose of the Health Careers Program is to significantly increase the number and caliber of African American and minority women entering the health and allied health professions. Meeting this goal would improve the minority healthcare provider/patient ratio and positively impact primary health care for disadvantaged individuals. While at Spelman, students participate in summer enrichment / internships / research programs, shadowing health professionals. Students may also have an opportunity to participate at health professionals/scientific conferences and meet recruiters from health and allied health professional schools.

Premedical/Predental/Prehealth Studies Sequence

Spelman College offers courses that fulfill entrance requirements of medical, dental and other health allied professional and graduate schools.

Four-year sequence

The traditional major sequences allow a student to receive the following degrees: B.S. degree with a major in biology, biochemistry, health science, chemistry; B.S. degree with a major in mathematics, or a major in psychology (B.A. or B.S.) or other related fields.

Successful completion of the pre-health track qualifies students for entrance into health/allied health professional schools. In addition, the pre-health track with majors in other disciplines can be arranged. The pre-health track requires one (1) year of English, General Chemistry, Organic Chemistry, General Biology, General Physics (all with laboratories), Applied Calculus I and Statistics, or Calculus I and Statistics. These courses should be completed by the end of the junior year so students can make an acceptable score on the Medical College Admission Test (MCAT), Dental Admission Test (DAT), etc. Most medical schools strongly recommend additional courses in biology and biochemistry.

These sequences and requirements also fulfill entrance requirements to allied health professional schools and other health professions programs such as optometry, pharmacy, osteopathic medicine, podiatry, and veterinary.

Three-year sequence

This sequence is designed for the truly exceptional student. Successful completion of the three-year sequence qualifies students for entrance into Boston University School of Medicine or the University of Connecticut Health Sciences Center School of Dentistry or other programs prior to college graduation. After successfully completing the first year at schools with which we have an articulation agreement, the student will be awarded a B.S. degree from Spelman College.

Visit the Health Careers Office for the current requirements for these programs.

Special Courses

- **First-Year Experience**
- **Sophomore-Year Experience**

FYE 101-102 – FIRST-YEAR EXPERIENCE (2)
This required course is designed for all first-year students. The primary goal of the course is to provide academic and nonacademic information that will help students develop skills necessary for college success. Students attend seminars, convocations, and other scheduled academic and nonacademic programs that will enhance their social, emotional, and cultural skills development. Two semesters.

SYE 103-104 – SOPHOMORE-YEAR EXPERIENCE (2)
The goals and objectives of this course are threefold: to enhance the sophomore educational experience by providing a forum for intellectual discourse, interchange and public speaking; (2) to continue efforts to provide students with academic and nonacademic resources by encouraging participation in activities, on- and off-campus; and (3) to gain a better understanding of their personal growth through self-assessments and through the establishment of educational and personal goals. Two semesters.

Special Programs

Ethel Waddell Githii Honors Program*

Goals

Working with all the academic departments and programs, the Ethel Waddell Githii Honors Program seeks to provide the intellectual opportunities for Spelman's students and faculty. The program identifies students who have a love of learning and equips them to become lifelong learners by granting them the opportunity to participate actively in their intellectual and personal development from the early stages of their college careers. Students are invited to choose courses from among the more challenging and innovative courses from various disciplines, select courses which have been specially designed for the program, and suggest new courses to meet their intellectual curiosity. The Honors Program also sponsors special events, arranges for students to attend cultural activities in the city, and promotes community service opportunities to complement the students' academic explorations.

Admission to the Program

Upon admission to the College, a student who has earned an unweighted high school grade point average of at least 3.5; a SAT R score of 1300 or better, or an ACT score of 28 or better; shows intellectual curiosity, initiative, leadership; and demonstrates a record of meaningful, thoughtful, creative engagement will be referred by the Office of Admission for review and consideration for acceptance to the Honors Program. In evaluating each applicant, the Honors Program Committee considers academic achievement, commitment to intellectual development, involvement in extracurricular activities, the level of high school courses, and the teacher's recommendation.

A first-year student who has completed a minimum of 32 credit hours with a cumulative GPA of 3.5 or higher will be eligible to apply for admission to the Program. Honors selection is based on faculty letters of recommendation, demonstrated intellectual curiosity and engagement within and beyond the classroom settings, and the quality of the student's independently composed essay.

Requirements

Curriculum

The Honors Program curriculum consists of six Honors Program courses and seminars: four required courses and two electives. All Honors Program courses and seminars fulfill the College core curriculum or graduation requirements.

All Honors Program students are required to take the following courses:

ENG 193	Honors First-year Composition	4
PHIL 191	Honors Philosophy Seminar	4
Honors Thesis Research		8
Two Honors elective courses		8

ENG 193 – HONORS FIRST-YEAR COMPOSITION (4)
A spectrum of writing experiences from analysis to argument to criticism. Emphasis on readings and extended research from literature and nonfiction prose that focus on race and gender issues.

PHI 191 – HONORS PHILOSOPHY SEMINAR (4)
An introduction to ancient and modern philosophy. Designed to be intensive. Critical study of six of Plato's Dialogues (representing the ancient) and Descartes' Meditations on First Philosophy (representing the modern).

HONORS THESIS RESEARCH (8)
Departmentally supervised research.

Honors Senior Thesis

Required of each graduating senior, the Honors Senior Thesis is an important component of the Honors Program. It allows a student to pursue independent research in an area of interest. The Honors Thesis is judged by the advising professor and, in some cases, by other faculty from the major department.

Continuation in the Honors Program

Students may continue in the program as long as they enroll for at least 12 semester hours and maintain the following annual (noncumulative) grade point average each academic year.

First-year and Sophomore	3.10
Junior and Senior	3.20

Students will be withdrawn from the Honors Program if they fail to meet the required grade point average at the end of an academic year or receive a grade of "F" in any course. Students who wish to withdraw voluntarily from the Program may do so by notifying the Director in writing.

Honors Program students are required to maintain College standards of academic honesty to continue in the program.

Off-Campus Study Programs

- **Domestic Exchange**
- **International Exchange**
- **Study Abroad**

Spelman's academic programs are designed to help students appreciate the multicultural communities of our nation and the world. The College encourages students to enrich and expand their academic program by participating in a study abroad, international or domestic exchange program.

Any student who wants to fulfill graduation requirements by taking courses at another institution (other than those in the Atlanta University Center or the University Center in Georgia) may participate in the Off-Campus Study Programs. Courses taken at institutions that are not part of the Off-Campus Study Programs or have not been approved

* Program requirements under review. See Program or the Spelman College web page for current requirements.

by the Study Abroad Committee will not count toward graduation requirements, cannot be paid for with financial aid from the College and will not be recorded on the student's Spelman transcript.

To participate in Off-Campus Study Programs, students must

1. have attained junior status (must have completed 60 or more semester hours at the College).
2. have earned a minimum cumulative grade point average of 3.0 or higher.
3. submit a completed application for off-campus study to the Director of the Domestic Exchange Program by the designated date for the coming academic year or submit a completed Study Abroad application to the Director of Study Abroad by March 1 for fall semester or full year and by October 1 for spring semester.
4. demonstrate evidence that the off-campus program will enrich and expand their Spelman academic program.
5. provide catalog descriptions of the courses they plan to take.
6. secure approval of the proposed course of study from the chair of their major department and their academic advisor.
7. provide a letter of support from their academic advisor or the chair of their department.
8. be interviewed and approved for participation by the Study Abroad or Domestic Exchange Committee.
9. have a record free of disciplinary action or censure for deficient scholarship.
10. demonstrate maturity and good judgment.
11. be in good financial standing.
12. be in good academic standing.

Transfer students will be limited to one semester of off-campus study. More information about Off-Campus Study Programs may be obtained by contacting the Study Abroad Office or the Office of the Dean of Undergraduate Studies.

For additional information about off-campus study programs, please contact either the Study Abroad Office or the Office of Undergraduate Studies.

Domestic Exchange Programs
Spelman College has formal student exchange programs with the following institutions: Babson College, Barnard College, Bates College, Bryn Mawr College, Claremont McKenna College, Columbia College, Dartmouth College, Duke University, Grinnell College, Haverford College, Louisiana State University, Loyola Marymount University, Middlebury College, Mills College, Mount Holyoke College, The New School of Social Research, New York University, Ohio Wesleyan University, Pitzer College, Pomona College, Scripps College, Simmons College, Skidmore College, Smith College, Stanford University, University of California-San Diego and Berkeley, University of Southern California, Wellesley College and The Washington Semester Program at American University.

Students selected to participate in the Domestic Exchange Program will pay tuition, room and board and fees to Spelman College. However, there are programs where students must pay room and board and fees to the host school.

International Exchange Programs
Spelman provides opportunities for students to study at diverse institutions around the world. If selected by the Study Abroad committee, Spelman students may study at the University of West Indies (Jamaica, Trinidad, and Barbados); Lancaster University (Lancaster, England); University of Sussex (Brighton, England); Palacky University (Czech Republic); Royal Holloway, College of the University of London (England), and the Tsuda College (Tokyo, Japan), BADA (British American Drama Academy in London through Sarah Lawrence College; Skidmore in Paris through the Skidmore College Exchange. Students selected to participate in the International Exchange Program will pay tuition, room and board, and fees to Spelman College.

Study Abroad
Spelman's students study at institutions in Argentina, Australia, Belgium, Botswana, Brazil, Cameroon, Chile, China, Costa Rica, Denmark, the Dominican Republic, Ecuador, Egypt, England, France, Germany, Ghana, Greece, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Nepal, New Zealand, the Netherlands, Oman, Peru, Scotland, Senegal, South Africa, Spain, Tanzania, Tunisia, Turkey, Vietnam, and the West Indies.

Study Abroad opportunities are expanded through Spelman's membership in the following consortia: Council on International Educational Exchange (CIEE), the Institute for the International Education of Students (IES), and the Denmark International Study Program (DIS). Spelman also participates in the following major exchange programs: Arcadia University Center for Education Abroad, The Alliance for Global Education, Institute for Study Abroad at Butler University, International Human Rights Exchange in South Africa through Bard College, InterStudy Programmes, New York University, Syracuse University Abroad, Pitzer College Study Abroad Programs, Middlebury College Study Abroad, School for International Training (SIT), Advanced Studies in England (ASE), Skidmore College Study Abroad Programs, British American Drama Academy through Sarah Lawrence College, Organization for Tropical Studies at Duke (OTS), and Sea Semester.

Summer Study Abroad
Spelman offers discipline-intensive off-campus study experiences. Visit the Study Abroad office for more information.

Financing Study Abroad
The Study Abroad Program is supported by several funding sources, including the Merrill Scholarship, the J P Morgan Chase Study Abroad Scholarship, the Martin Yanuck Scholarship, the James Gates Summer Study Abroad Scholarship Fund and the InterStudy Programme's Schol-

arship for Spelman. Spelman students must apply separately for these scholarships which may only be used for approved Spelman College Study Abroad Programs.

Interdisciplinary Centers

- **International Affairs Center**
- **Center for Leadership and Civic Engagement**
- **Center for WISDOM**
- **Women's Research and Resource Center**

International Affairs Center (IAC)
Established in 1989, the International Affairs Center helps to prepare students to make significant contributions to the global community. The Center houses the International Studies major and sponsors international programs and activities, such as Model United Nations. In addition, the Center creates opportunities for students to interact with international scholars; hosts a Diplomat in Residence, who serves as a liaison to the Department of State; and sponsors a student organization for students interested in international careers.

Center for Leadership and Civic Engagement (LEADS)
For more than 120 years, Spelman College has had a special mission: to empower women to fully use their talents to succeed and to better the world. The establishment of the Center for Leadership and Civic Engagement is the perfect expression of our mission. LEADS, an institute and national repository of resources to explore leadership theories and practices, provides unique opportunities for the Spelman community. As we build on our tradition of excellence, we are shaping the future – one leader at a time. With the advent of LEADS, the College is becoming even more innovative and intentional about leadership, not just for students but also for the local community and the world.

Sisters Center for WISDOM
(Women In Spiritual Discernment of Ministry)
The WISDOM Center is a major Sisters Chapel's initiative designed to support both the College mission and the strategic vision for Spelman ALIVE (Academic Achievement, Leadership Development, Improving our Environment, Visibility of our Achievements and Exemplary customer Service). Funded with a grant from the Lilly Endowment, Inc., the WISDOM Center has implemented a holistic educational program that nurtures the vocational and spiritual sensibilities of students, faculty and staff. The Center has four major goals: to enhance the personal, vocational and spiritual development of students, faculty and staff; to foster critical student leadership skills; to support faculty and staff development; and to promote interdisciplinary course work, research and curriculum development on connecting spirit, religion, and vocation. In addition, the Center publishes a bi-annual newsletter.

The Center supports three flagship leadership development programs: The Daughters of the Covenant Leadership Development and Mentoring Program, Sisters Chapel Scholars Program, and the WISDOM Residential Program. Both the Daughters of the Covenant and the Sisters Chapel Scholars program provide a stipend or scholarship for participants.

Women's Research and Resource Center
Founded in 1981 with a grant from the Charles Mott Foundation, the Women's Research and Resource Center has three goals: curriculum development in women's studies; research on women of African descent; and community outreach.

The Center publishes Sisters of the Word, a bi-annual newsletter, and previously hosted Sage: A Scholarly Journal on Black Woman, which was founded in 1984 and ceased publication in the summer of 1995. The Center also coordinates the College's archives, the Toni Cade Bambara Writer/Scholar/Activist Internship Program, and the Sojourner Truth Women's Studies Collective.

The Women's Center also houses the Digital Moving Images Salon, created by professor and filmmaker Ayoka Chenzira. The creative and innovative program is designed to help nurture and inspire the next generation of black women filmmakers.

The Student Success Program (SSP)

The Student Success Program is the umbrella organization for the Comprehensive Writing Center, Student Access Center, Assessment of Student Learning and Development, the Math Laboratory, and the Language Resource Center.

In addition to services offered by affiliated units, SSP provides the following learning support services:

- directed supplemental instruction: pre-determined topics are covered to support achievement in STEM courses,
- peer tutoring on demand: faculty recommend high-performing students to support others enrolled in the courses,
- specialized academic counseling for students who are on or at risk of probation because of low academic performance,
- assessment of student learning and development for all students at the sophomore and senior year, and
- workshops on student success.

Assessment of Student Learning and Development
In accordance with the College's Statement of Purpose, the program for the Assessment of Student Learning and Development is provided to assist students in reaching an optimal level of development. The program provides continuous feedback to the College community as students matriculate through the College and as they prepare for graduate and professional school and entry into the world of work. It is designed to

1. aid in the initial placement of students;
2. evaluate the progress of students through the selection of individual tests according to their needs;

3. facilitate the development of self-assessment; and
4. assist students in the areas of test preparation and test-taking.

Analysis of the results of tests in the assessment program contributes to a description and understanding of individual skills and competencies in selected areas. The program also serves as a resource for faculty and staff as they advise students and develop curriculum requirements.

Seniors who plan to take national examinations (e.g., GRE, LSAT, MCAT, and GMAT) are urged to complete them during the fall semester to ensure that scores reach graduate or professional schools in time for fellowship consideration. Test results should also be submitted to the Office of Assessment of Student Learning and Development.

Seminars, study groups, and individual conference sessions may be arranged for students desiring help in test interpretation and test-taking skills. These sessions are designed to help students develop useful test-taking skills, to develop a positive approach to examinations, and to aid in alleviating test anxiety. The Office also maintains a library of information on the major examination programs and on basic skills in communications and mathematics.

Comprehensive Writing Center
The Writing Center coordinates all activities of the Comprehensive Writing Program (CWP). An open resource center, it provides a supportive environment where all members of the Spelman community can come for assistance at all stages of the writing process. The Center is staffed with peer tutors who support students with their writing assignments Monday through Friday. In addition to providing access to print, audiovisual, and computer resources, the Writing Center offers student workshops on writing and research as well as faculty development workshops.

The Writing Center supports the first-year writing portfolio, providing feedback on submissions and supporting those who need assistance in their second year. To fully support the teaching and development of writing and literacy skills, the Center also houses the Writing Resources Bank, which includes books, dictionaries, journals, audiotapes and videotapes.

Student Access Center
The mission of the Student Access Center is to create an academic, social and physically accessible environment for students with disabilities by removing obstacles to learning.

The goals of the Student Access Center are to create equal opportunities for students with disabilities to learn and participate; provide educational opportunities for the Spelman community on disability issues; advocate for students; serve as a campus resource for students, faculty and staff; encourage all students with disabilities to self-advocate, participate in leadership opportunities and develop the total self.

All students with documented disabilities are eligible for services. A "person with a disability" includes any person who (1) has a physical or mental impairment, which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. Some examples of disabilities include blindness/visual impairments; deafness/hearing impairments; acquired brain injuries; attention deficit disorder; chronic medical disorders; psychological disorders; mobility impairments; learning disabilities; and speech disorders.

To receive services, students must bring current documentation of their disability from a qualified health professional to the Student Access Center and complete the Student Access Form found on the College's webpage. Services are based on each student's individualized needs and include, but are not limited to, the following: academic accommodations; accessible housing; interpreter services; reader services; specialized testing arrangements; faculty consultation; orientation to campus; note taker services; use of assistive devices; and resource information and referral.

Mathematics Laboratory
The Mathematics lab, located in the Mathematics Department, assists students in developing their mathematical abilities. The lab is staffed by a director and certified student tutors who are available to help students in their math courses.

Language Resource Center
Language Resource Center, part of the World Language and Literature Department, seeks to support the foreign language requirements in its curriculum, and promote the study and instruction of languages, cultures, and literatures to all Atlanta University Center students enrolled in a foreign language course at Spelman College. The Center's services include hosting WebCape Placement Exam, assisting students with Audio and Audio-visual files, assisting faculty with technology, and peer tutoring.

African Diaspora Studies Minor*

The African Diaspora Studies minor* allows students to deepen their exploration, begun in the introductory ADW 111-112 sequence, about the foundational contributions of Africans and African descendants to the creation and development of the modern and post-modern worlds. It provides students with an intellectual foundation that enables them to reflect upon and articulate their sense of identity in the context of the global presence of people and culture of African origin. Special emphasis is placed on the intersections and connections among the various communities of African descent globally. The course sequence, which requires both scholarly and experiential engagement, seeks to prepare students to become members of a world community committed to positive social change.

Requirements for the African Diaspora Studies (ADS) Minor

Six to seven (6-7) courses totaling twenty-four (24) hours are the minimum requirement for the ADS minor. Two core courses ADS 220 and ADS 242 are required. Students must then select four additional elective courses, two from the social sciences and two from the humanities or fine arts to complete the minimum 24 hours. The electives from the social sciences and from the humanities/fine arts must be from two different traditions or geographic regions.

Note: A student may not double count an elective for this minor with any other college requirement.

Core Courses

Two courses for six-eight (6-8) credit hours

- ADS 220: Discourses of the African Diaspora (4)
- ADS 242: Directed Study: (May be research sequence to ADS 222) (2-4)

ADS 220 – DISCOURSES OF THE AFRICAN DIASPORA (4)
This course provides an in-depth exploration of ideas, concepts, and theories relevant to the study of the African diaspora. Through the analysis of works by key scholars, theorists, and artists, it enables students to understand the histories, intersections and connections among African diaspora communities worldwide and, as a result, articulate their own sense of identity in relation to the global presence of peoples and cultures of African origin. Course prerequisites: ADW 111 and 112.

ADS 330 – PEOPLES AND CULTURES OF THE GLOBAL AFRICAN DIASPORA (4)
This course explores "diaspora" as concept and analytical tool as well as "diaspora" as lived experience. The former entails the study of different theoretical approaches taken by scholars of various disciplines and the latter a close examination of specific and diverse African descendant populations at different historical moments and in different geographical locations outside of Africa. Locations covered include India, Iran, Israel, Australia, the UK, the Netherlands, Germany, Russia, etc. Course prerequisites ADW 111 and 112.

Elective Courses

It is recommended that students carefully select courses for the social science core that will enable them to register for upper level African Diaspora-focused courses in some major departments. Listed below are several courses that fulfill the core requirement for social sciences and that may also be prerequisites for departmental offerings.

- PSC 201, ECON 241-242, SOC 201-202, ANTH 203

ADS 300 – ACTIVISM IN AFRO-LATIN AMERICA (4)
This course explores varied manifestations of social, political, and cultural activism observable among African descendants in Latin America. "activism" is defined broadly to include both historical and contemporary instances of collective resistance, revolt, and rebellion as well as sustained collective organizing, action, and mobilization around artistic, cultural, social, intellectual, political, and religious agendas aimed at bringing about black liberation, social justice, and cultural, ethnic, and racial awareness and pride. Prerequisites: ADW 111/112.

ADS 301 – BLACK WOMEN IN LATIN AMERICA (4)
This course takes an interdisciplinary, African Diaspora approach that draws from History, Women's Studies, Anthropology, Sociology, Political Science, Cultural Studies, Media Studies, and Sexuality Studies. We will examine how legacies of slavery, narratives of mestizaje(racial mixing), ideas of womanhood, and class stratification inform the long history of women's exclusion and oppression in the region, their day-to-day experiences of racism and sexism, and their activism and political organizing. Prerequisites: ADW 111/112.

ADS 320 – PEOPLES AND CULTURES OF THE GLOBAL AFRICAN DIASPORA (4)
ADS 320 Peoples and Cultures of the Global African Diaspora (4) This course explores "diaspora" as concept and analytical tool as well as "diaspora" as lived experience. The former entails the study of different theoretical approaches taken by scholars of various disciplines and the latter a close examination of specific and diverse African descendant populations at different historical moments and in different geographical locations outside of Africa. Locations covered include India, Iran, Israel, Australia, the UK, the Netherlands, Germany, Russia, etc. Prerequisites: ADW 111/112.

ADS 350 – READING SELVES AND SOCIETIES THROUGH AUTOBIOGRAPHY AND BIOGRAPHY (4)
This course examines autobiography, memoir, auto-ethnography, biography, life history, and oral history as sites for the interrogation of race, ethnicity, culture, class, gender, sexuality, and nation as concepts and lived experiences. Students will explore the ways individuals represent these aspects of their identity and how these aspects are shaped by larger historical, cultural, and socio-political forces. Also explored are the possibilities and limitations of these genres as sources and methods for humanistic and social scientific inquiry. Prerequisites: ADW 111/112.

ADS 405 – BLACKNESS AND NATION IN LATIN AMERICA & THE CARIBBEAN (4)
This course explores the realities of primarily contemporary populations of African descent in different national contexts throughout Latin America and the Caribbean. Students will gain familiarity with elements of the history, national socio-political context, and culture of the particular populations covered. Additionally, students will come to better understand race, ethnicity, culture, nation, diaspora, and blackness as concepts and as salient experiences contributing to the formation of group identities. Prerequisites: ADW 111/112.

* Minor under review. See the Spelman College webpage for the most up to date requirements.

Two Social Science / Science Electives (8)

- CWS 330* Gender and Health in Cross-cultural Perspective
- CWS 370* Women and Social Resistance Movements
- ECO 424 Globalization and Development
- ES 200 Introduction to Environmental Science
- ES 211 Introduction to Environmental Health
- PSC 346 African Politics
- PSC 480* Seminar in International Studies: The Politics of Global Environment
- PSC 483* African Americans in Politics
- SANTH 350 Race and Identity in Latin America
- SANTH 430 Black and Indigenous Social Movements

Two Humanities (8) or 1 Fine Arts & 1 Humanities (8)

- ADS 300 Activism in Afro-Latin America
- ADS 301 Black Women in Latin America
- ADS 320 Peoples and Cultures of the Global African Diaspora
- ADS 350 Reading Selves and Societies through Autobiography & Biography
- ADS 405 Blackness and Nation in Latin America & the Caribbean
- ENG 215 Twentieth Century Black Women Writers
- ENG 346 Politics of Black Poetry
- ENG 363 African Cinema
- ENG 418 Contemporary African Literature
- FLF/CWS 302 African/Francophone Cinema
- HIS 221 Survey of African American History
- HIS 222 Survey of African American History
- HIS 231 Survey of African Civilization I
- HIS 232 Survey of African Civilization II
- HIS 261 History of the Caribbean to 1804
- HIS 262 History of the Caribbean since 1804
- HIS 315 African American Women's History
- HIS 322 African American Thought since the Civil War
- HIS 323 African American History in the 20th Century
- HIS 333 Islam in Africa
- HIS 338 The African Diaspora in the Indian Ocean
- HIS 362 Caribbean Economic History
- HIS 363 The Contemporary Anglophone Caribbean
- HIS 373 Africans in Latin America
- HIS 375 History of Brazil
- HIS 462 Seminar: Women and Gender in the Caribbean
- HIS 465A The Caribbean American Diaspora
- HIS 475 Seminar on Brazil: Race, Class, and Gender
- MUS 341 The Study of Music in the African Diaspora
- PHI 240 African American Philosophy
- REL 237 African Derived Religious Traditions in the Americas
- SFLF 478 Special Topics: Afropean-ness and the Making of Diasporan Con…
- SPA 360 Universe of Women of Color in Afro-Hispanic Literature

Fine Arts

- ART 140A/B African American Art I and II
- ART 161 The Art and Culture of the African Diaspora
- ART 312 African Art
- DAN 241 Black Presence in American Dance

Africa

- ART 312 African Art
- ENG 363 African Cinema
- ENG 418 Contemporary African Literature
- FLF/CWS 302 African/Francophone Cinema
- HIS 231 Survey of African Civilization I
- HIS 232 Survey of African Civilization II
- HIS 315 African American Women's History
- HIS 333 Islam in Africa
- HIS 338 The African Diaspora in the Indian Ocean
- PSC 346 African Politics

The Caribbean

- HIS 261 History of the Caribbean to 1804
- HIS 262 History of the Caribbean since 1804
- HIS 362 Caribbean Economic History
- HIS 363 The Contemporary Anglophone Caribbean
- HIS 462 Seminar: Women and Gender in the Caribbean
- HIS 465A The Caribbean American Diaspora

Latin America

- ADS 300 Activism in Afro-Latin America
- ADS 301 Black Women in Latin America
- ADS 405 Blackness and Nation in Latin America & the Caribbean
- HIS 373 Africans in Latin America
- HIS 375 History of Brazil
- HIS 475 Seminar on Brazil: Race, Class, Gender
- SANTH 350 Race and Identity in Latin America
- SANTH 430 Black and Indigenous Social Movements
- SPA 360 Universe of Women of Color in Afro-Hispanic Literature

U.S. / African American

- ART 140A/B African American Art I and II
- DAN 241 Black Presence in American Dance
- ENG 346 Politics of Black Poetry
- HIS 221 Survey of African American History
- HIS 222 Survey of African American History
- HIS 322 African American Thought since the Civil War
- HIS 323 African American History in the 20th Century
- PHI 240 African American Philosophy
- PSC 483* African Americans in Politics

Comparative Courses

- ADS 320 Peoples and Cultures of the Global African Diaspora
- ADS 350 Reading Selves and Societies through Autobiography and Biography
- CWS 330* Gender and Health in Cross-cultural Perspective
- CWS 370 Women and Social Resistance Movements
- ECO 424 Globalization and Development
- ENG 215 Twentieth Century Black Women Writers
- PSC 480* Seminar in International Studies: The Politics of Global Environment
- REL 237 African Derived Religious Traditions in the Americas

* Prerequisites may be required.

** A student may not double count an elective for this minor with any other college requirement.

*** For an up-to-date list, please see the Course Sequence Booklet.

Art and Visual Culture

Department Location
Giles Hall, G5

Mission Statement
The restructured department will provide students with the knowledge and skills to effectively create art and understand it as visual rhetoric with histories and traditions and emerging theories that critique and advance the field. The program will support intellectual curiosity, experimentation, and highlight art making and its relationship to aesthetic, civic, cultural and social systems.

Mission Statement
The goal of the Department is to serve Spelman students by providing aesthetic, technical, historical and philosophical instruction in the visual arts. The program supports the liberal arts tradition of the College and promotes excellence in the arts through a curricular framework rooted in the theory and practice of art as it relates to visual language systems and social and cultural engagement.

Student Learning Outcomes

Art

1. Demonstrate knowledge of contemporary visual art practices, major artist's works, and historical movements through the ability to articulate concepts and present oral and written arguments.
2. Demonstrate an ability to apply design thinking in problem solving when developing and producing visual art.
3. Acquire and demonstrate technical and craftsmanship skills across a wide range of materials, including electronic and digital technologies and computer programming, along with practical knowledge of maintaining equipment and a well-functioning studio space.
4. Demonstrate an ability to produce visual art work that addresses the intersection of art, liberal arts (social, political, religious, racial, aesthetic and economic issues), and technology.
5. Demonstrate an ability to produce a professional portfolio that represents problem solving, self-expression, craftsmanship, intellectual rigor in research and the skills to conduct significant inquiry and continued research in post graduate environments.

Art History

1. Demonstrate knowledge of works of art and architecture produced in different cultures and at different times (historical and contemporary), including major artists, scholars and curators.
2. Demonstrate informed and critical reading, writing and speaking skills that emphasize critical looking. They will be able to analyze the visual and physical qualities of images, objects and buildings.
3. Demonstrate expertise in self-directed research and ability to articulate a range of methodologies and theories/debates across the discipline.
4. Formulate interdisciplinary questions about the roles of art, the built, and the virtual environment based on experiences in cross-departmental courses.
5. Apply an understanding of the broader contexts of art and architecture through museum and site study experience(s) of exhibitions and collections on AUC campuses and in Atlanta area cultural institutions and beyond.
6. Apply a conceptual and historical grasp of contemporary issues in the intersecting worlds of art, science, technology, and new media.

Documentary Filmmaking

1. Research, Writing and Critical Thinking: Demonstrate knowledge of documentary filmmaking as visual rhetoric with aesthetic, historical, social, political and ethical contexts by articulating concepts through critical writing and oral presentations.
2. Visual Literacy: Demonstrate the fundamentals of visual storytelling using lens based media and other digital technologies and platforms used to create and support the moving image.
3. Knowledge of Methodologies: Demonstrate an approach to the documentary filmmaking practice as a means of storytelling, narrative and formal technical and stylistic experimentation.
4. Community Engagement: Apply media ethics while mastering conceptual and technical skills for producing documentary films with a point-of-view and a coherent visual style.
5. Creative Expression & Investigation: Demonstrate an ability to a produce documentary films portfolio that balance creative expression, crafts, media ethics, intellectual rigor in research, engagement in larger cultural and social contexts, and skills to conduct significant inquiry and continued research and production in graduate school and other post graduate environments.

Photography

1. Practice an ability to apply design thinking in problem solving when developing and photographs and visual art.
2. Identify a wide variety of making practices revolving around photographic technique, and the artist who implores this form of image making. These practitioners will be global in scope.
3. Apply and manipulate knowledge of the camera and contemporary computer software and digital equipment to create and produce imagery.
4. Identify analyze and criticize their own photographic practice and the work of others in a civic and global context by engaging with, and responding to an array

of issues including diversity, identity, inclusion, and social environmental ethics.

5. Prepare and produce both a variety of portfolios of work and a culminating body of work that demonstrates their own personal aesthetic as well as engages in research surrounding larger cultural and social contexts.

Placement Examinations

None

Teacher Certification

See Education Department

General Core Requirement

Courses that satisfy the fine arts are listed in the Course Sequence Booklet on the Spelman webpage.

International/Women's Studies Requirement

Course that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet on the Spelman webpage.

Advising

All Art and Visual Culture majors are required to meet with an assigned faculty advisor each semester and for approval of course changes. Please visit the Department of Art and Visual Culture Office for a current list of advisors.

Major Requirements

The Department of Art and Visual Culture offers a B.A. in Art, Art History, Documentary Filmmaking and Photography.

Through the ARCHE Program, the Department also offers opportunities for study at the Savannah College of Art and Design (SCAD), Georgia State University, Agnes Scott College, Emory University, University of Georgia, and several other visual arts programs throughout the state university system.

Successful completion of all major courses with no grade less than C is required for graduation.

Art Major Courses – 50 credits

Foundational Courses – Students are introduced to Design Thinking Materials and Software

- AVC120 Materials and Concepts (3)
- AVC122Digital 2D Foundations (3)
- AVC135 Digital 3D Foundations (3)

Practice -Where students learn to make

- AVC215 Sculpture 1 (4)
- AVC245 Interactive Storytelling (4)
- AVC280 Innovation, Technology and Art (3)
- AVC 290 Art Process and Practice (3)
- One elective within AVC

Theory and Thinking- Student learn about art movements and consider the past

- AVC141 Ways of Seeing I (3)
- AVC142 Ways of Seeing II (3)
- AVC243 African American Art (4)
- AVC315 Contemporary Art Making Strategies (3)

Personal Practice and Career Building – Students prepare for the real work usage of skills

- AVC307 Creative Careers (2)
- AVC 442 Internship (2)
- AVC 492 Portfolio Criticism I (3)
- AVC492 A Portfolio Criticism II (3)
- Arts Divisional Seminar (0)

Art History Major Courses – 45 credits

Foundational Courses – Students are introduced to art historical movements

- AVC141 Ways of Seeing I (3)
- AVC142 Ways of Seeing II (3)
- AVC230 Global Foundations of Modern Art (3)
- AVC243 African American Art (4)

Practice – Students deepen their writing and research skills

- AVC255Writing in Art History (3)
- AVC 320 Framing Art Histories (3)

Elective Courses – Students expand their knowledge of art and art history

- Curatorial Studies Elective (3)
- Art and Visual Culture Elective (4)
- Art History Elective (4)
- Art History Elective (writing intensive) (3)
- Major/Non-Major Elective (4)

Personal Practice and Career Building – Students prepare for a real world usage of skills

- AVC 375 Rules of Engagement (2)
- AVC480 Art History Thesis (6)
- Division of the Arts Seminar (0)

Study abroad, internships, and Directed/Independent Studies are strongly encouraged.

Documentary Filmmaking Major Courses – 49 credits

Foundational Courses – Students are introduced to Design Thinking and Research

- AVC122 Digital 2D Foundations (3)
- AVC124 Introduction to Documentary Filmmaking (4)
- AVC303 Installation Art (4)

Practice – Where students learn to make

- AVC205 Documentary Media Production I (4)
- AVC206 Documentary Media Production II (4)
- AVC335 Advanced Sight and Sound I (4)
- AVC336 Advanced Sight and Sound II (4)

Theory and Thinking -Students learn about art movements and consider the past

- AVC125 Black Cinema: Contemporary Voices in Documentary (4)
- AVC243 African American Art (4)
- AVC285 Hollywood and History (4)

Personal Practice and Career Building – Students prepare for a real world usage of skills

- AVC307 Creative Careers (2)
- AVC442 Internship (2)
- AVC492 Portfolio Criticism I (3)
- AVC492 A Portfolio Criticism II (3)
- Arts Division Seminars (0)

Photography Major Courses – 48 credits

Foundational Courses – Students are introduced to Design Thinking materials and software.

- AVC122 Digital 2D Foundations (3)
- AVC115 Photographic Visions (4)
- AVC210 Creative Lighting for Photographers (3)

Practice – Where students learn to make

- AVC212 Documentary Photography (4)
- AVC222 Creative Fictions: Photography and the Imagined (4)
- AVC280 Innovation, Technology and Art (3)
- AVC290 Art Process and Practice (3)
- AVC303 Installation Art (4)

Theory and Thinking – Students learn about art movements and consider the past

- AVC142 Ways of Seeing II: Medieval to Modern (3)
- AVC272 History of Photography (4)
- AVC315 Contemporary Strategies in Art (3)

Personal Practice and Career Building

- AVC307 Creative careers (2)
- AVC443 Internship (2)
- AVC492 Portfolio Criticism I (3)
- AVC492 A Portfolio Criticism II (3)
- Arts Division Seminars (0)

Minor Requirements

The Department of Art and Visual Culture offers minors in Art, Art History, Curatorial Studies, Documentary Filmmaking and Photography.

Art Minor Courses – 16-17 credits

- AVC122Digital 2D Foundations (3)
- AVC135 Digital 3D Foundations (3)
- AVC130 Materials and Concepts (3)
- AVC243African American Art (4)
- Choose one Making Course (3-4 credits) – AVC215 Sculpture, AVC 225 3D Methods and Materials, AVC209 Small Metal Sculpture, AVC303 Installation Art, AVC280 Innovation, Technology and Art.

Art History Minor Courses – 19 credits

- AVC141 Ways of Seeing I (3)
- AVC142 Ways of Seeing II (3)
- AVC255Writing in Art History (3)
- AVC 320 Framing Art Histories (3)
- Choose one 3 credit course from – AVC230 Global Foundations of Modern Art, AVC305 Seminar in Curatorial Practice, AVC335 Mining the Museum
- Choose one 4 credit courses from – ACV243 African American Art or AVC312 Africa, Antiquity and Contemporary Expression

Curatorial Studies – 18 credits

- AVC235 Introduction to the Object (4)
- AVC305 Seminar in Curatorial Studies (3)
- AVC306 Mining the Museum (3)
- AVC375 Rules of Engagement (2)
- AVC435 Theory and Criticism in Exhibition Practice (3)
- AVC475 Curatorial Practicum (3)

Documentary Filmmaking Minor Courses – 16 credits

- AVC124 Introduction to Documentary Filmmaking (4)
- AVC205 Documentary Media Production I (4)
- AVC206 Documentary Media Production II (4)
- Choose one 4 credit course from the seminars of Documentary Filmmaking – AVC125 Black Cinema: Documentary Voices or AVC286 Hollywood and Histories

Photography Minor Courses

- AVC115 Photographic Visions (4)
- AVC122 Digital 2D Foundations (3)
- AVC210 Creative Lighting for Photographers (3)
- AVC272 History of Photography (4)
- Choose one 4 credit course – AVC212 Documentary Photography or AVC222 Creative Image: Fictive Photography

Course Descriptions

AVC 104A, 104B – DIVISION OF THE ARTS FIRST YEAR SEMINAR I (0)
This required first semester seminar-style course is designed to bring together all majors in the Division of the Arts (Art & Visual Culture, Dance, Music, and Theater & Performance) to engage in dialogue and critical thinking related to contemporary art practices, art & technical innovations, and the creative economy.

AVC 110 – UNDERSTANDING VISUAL ARTS (4)
This course cultivates an understanding of the visual arts by surveying its form, historical context, and contemporary meaning. By studying specific works, artists, and techniques we will cultivate our ability to understand, engage with, and interpret art from numerous historical periods and styles.

AVC 115 – PHOTOGRAPHIC VISIONS (4)
This course considers the photograph as both a commodity of contemporary culture as well as its distinctive place as an artistic medium. This course is divided into three themes that aid in different modes of visual and conceptual thinking. Students will research topics about photography as well as be challenged to make their own distinctive imagery.

AVC 120 – MATERIALS & CONCEPTS I (3)
This course provides an introduction to the materials and techniques used in creating a broad range of mixed-media art forms. Students will learn about the contemporary and historical contexts of mixed media as a fine art practice as well as focus on creating art using a variety of techniques that challenge traditional perceptions of art-making in terms of process, narrative, and composition.

AVC 122 – DIGITAL 2D FOUNDATIONS (3)
This course introduces students to a variety of foundational software which will enhance their own creative art practice. Through projects and assignments, students will gain foundational principles of design though a variety of digital skills including, easy methods of input, image editing, page layout, 3-D modeling and virtual modes of output.

AVC 124 – INTRODUCTION TO DOCUMENTARY FILMMAKING (4)
Through film screenings, lectures, readings, critical analysis, and group discussions, this course examines the changing nature of the documentary, how it has been influenced by as much technology and ethical, social, cultural and political movements, as it has by the individual personalities of the filmmakers. Students will create a 1-2-minute silent film as an exercise to begin to develop the aesthetic sensibility through image selection and timing.

AVC 125 – BLACK CINEMA: CONTEMPORARY VOICES IN DOCUMENTARY FILMMAKING (4)
This class explores groundbreaking films created by Black American Documentary filmmakers to not only create compelling counter narratives about Black life in America, but also positively impact Black communities. Viewing and discussing over 20 features and shorts allows for comparison of style, content, influences and genres. With emphasis on women filmmakers, select filmmakers share their choice of specific subjects, their genre(s) approach the film's production and impact, and their careers.

AVC 130 – MATERIALS AND CONCEPTS II (3)
This course will offer a focused study on technique and development in creating mixed media arts. The primary focus of this course will be on narrative, research and conceptual refinement. Course participants will also be actively engaged with technology and other artistic media including photography, filmmaking practices, graphic novel development and performance art.

AVC 135 – DIGITAL 3D FOUNDATIONS (3)
This course introduces students to a variety of foundational 3D software and modeling concepts which will enhance their own creative art practice. Through projects and assignments, students will gain foundational principles of object creation though a variety of digital skills including, easy methods of 3D creation, scanning and editing.

AVC 141 – WAYS OF SEEING: PYRAMIDS TO CATHEDRALS (formerly History of Art I) (3)
This course studies the art and architecture of the ancient world. It focuses on Egypt, the Near East, the Classical Greek and Roman world and Europe pre-2000 to 1400. It also examines African and Asian art traditions that emerged during that period.

AVC 142 – WAYS OF SEEING II: FROM MEDIEVAL TO MODERN (FORMERLY HISTORY OF ART II) (3)
This course explores the visual arts from the pre-fourteenth to the twenty-first century (the Medieval to the Modern period). It considers works of art in the social, political, religious, and philosophical and sometimes, the very personal contexts that gave these objects meaning for their original audiences

AVC 204A, B – DIVISION OF THE ARTS SOPHOMORE SEMINAR (0)
This is the third semester of the required 8 semesters of a seminar style course designed to bring together all majors in the Division of the Arts (Art & Visual Culture, Dance, Performance & Choreography, Music, and Theater & Performance) to engage in dialogue and critical thinking related to contemporary art practices, art & technical innovations, and the creative economy. The seminar is intended as a forum to support future collaborations for projects leading up to and including the final thesis project in the senior year. Fall and spring semesters for this seminar will focus on global contemporary art practices.

AVC 205 – DOCUMENTARY MEDIA PRODUCTION I (4)
This course teaches students how to conceptualize stories for documentary media production, the basics of digital video production and how to engage with social and cultural concerns while developing a point-of-view. Attention is given to the visual language and visual rhetoric, interview techniques and ethical issues associated with art form.

AVC 206 – DOCUMENTARY MEDIA PRODUCTION II (4)
The course further develops the work produced in Documentary Media Production I AVC205. Students learn the art of editing and post production which are fundamental to media production. Through editing, students learn storytelling, rhythm, tempo and emotion, the art of space composition, how to control time as well as the mechanics of editing through nonlinear editing software.

AVC209 – SMALL METAL SCULPTURE (FORMERLY JEWELRY DESIGN I) (4)
This course introduces and exposes students to various concepts of jewelry and body adornment. It is an intensive, "hands -on" course that involves the use of different types of materials, techniques and problem-solving methods to produce functional, wearable artworks that merge fine art and craft disciplines. The course work includes manually-crafted projects and experiments; lecture/demonstration, as well as research work.

AVC 210 – CREATIVE LIGHTING FOR PHOTOGRAPHERS (3)
This course teaches students how to control the directions, quantity, and quality of light in order to effect the photographic image. By observing, measuring, modifying, and shaping light, students will gain greater understanding of how light affects the metaphoric meaning of imagery. Emphasis will be placed on in studio activity, still life and portraits with strobes and off camera flash.

AVC 212 – DOCUMENTARY PHOTOGRAPHY (4)
This course explores documentary photography and the social and aesthetic aspects of this vital and evolving photographic tradition. Students will utilize a content driven storytelling to investigate subjects in the landscape and community. Required Materials: DSLR Camera with raw form capabilities.

AVC 215 – SCULPTURE I (4)
This course will introduce the elements and principles of design in three-dimensional form. A variety of additive, subtractive and assembling techniques will be used to explore the sculptural form. The examination and analysis of traditional and contemporary sculpture will also be evaluated.

AVC 222 – CREATIVE FICTIONS: PHOTOGRAPHY AND THE IMAGINED (4)
This course introduces students to the theoretical, aesthetic and technical strategies in the practice of fabricating or constructing the subject of a photograph. It will examine the history of the constructed image within the photographic canon, along with artistic approaches to image making involving intervention and manipulation of the subject. Students will consider both staging and digital techniques to create imagery. Required Materials: DSLR Camera with raw form capabilities.

AVC 225 – 3D METHODS AND MATERIALS (4)
The course is intended to introduce the student interested in art/design to various concepts and experiments of height, depth and width interactions within different forms. It is an intensive course that exposes the student to the use of different types of materials, techniques and problem-solving methods to produce small, functional and non-functional artworks that merge fine art and craft disciplines.

AVC230 – GLOBAL FOUNDATIONS OF MODERN ART (4)
This course begins with the premise that the history of European and American modern art, which arose out of 17th-century Enlightenment ideals, is incomplete without an examination of the African, Oceanic, and other global influences that prompted the Impressionists to emulate Japanese woodblock prints and catalyzed Picasso and Braque's exploration of Cubism in the early 20th century.

AVC 231 – SCULPTURE II (4)
This course explores the problems of form and space with emphasis on the progression from mass to linear form. Sculpture, in relation to its environment and an investigation of new materials will also be examined.

AVC235 – INTRODUCTION TO THE OBJECT (4)
This foundation course for the Curatorial Studies minor introduces a common vocabulary and conceptualization for discussing works of art. It provides a shared frame of reference for all students who are interested in the field of curatorial studies. Using exhibitions and works from the permanent collections in AUC institutions as case studies, this course also equips students to examine the role of institutions, curators, and other museum professionals.

AVC 243 – AFRICAN AMERICAN ART (4)
This course is designed to explore the art and aesthetic theories produced by and associated with African American artists during the second half of the twentieth and the first decade of the twenty-first century. We will examine the ways in which the constructs of race, class, and gender have influenced representational practices, the training and education of artists, public and private patronage, art criticism and art historical analyses that have shaped African American art and artists.

AVC245 – INTERACTIVE STORYTELLING (4)
Storytelling is a powerful medium. Interactive media has enhanced how we tell & deliver stories. In this hybrid course of theory & practice, students will explore how to create the stories they want to tell by using web and mobile platforms that make text, images, and sound interactive. This course will also examine why and how contemporary artists, designers, musicians & creative technologists use technology to tell stories.

AVC 249 – THE BLACK FEMALE BODY IN THE VISUAL ARTS (4)
This course focuses on the history and discourses of the black female body as figure of representation, sexuality, resistance, agency and identity in American visual culture.

AVC255 – WRITING IN ART HISTORY (3)
This course focuses on developing strong writing skills through analysis of professional art history writing.

AVC260 – INTRODUCTION TO PACIFIC ART
An exciting adventure into Pacific art and visual culture awaits you in this journey through "A Sea of Islands." We explore the art of Polynesia to understand how identity is represented in art from pre-contact through globalization in Hawaii, Samoa, and New Zealand. We also survey continuing and contemporary art from Melanesia and Micronesia.

AVC265 – ARTS OF THE BLACK ATLANTIC WORLD (4)
Black Atlantic was catalyzed by Western colonialism and the transatlantic slave trade as captured men, women, and children were transported from the African continent to the Caribbean and the Americas. This course examines art from West-Central Africa and other regions to determine how the social and philosophical forces of Africanisms shaped the aesthetics of African American art.

AVC 270 – HISTORY AND CULTURAL IMPACT OF MEDIA AND TECHNOLOGY (3)
In this course, students will examine and analyze the historical and theoretical frameworks behind media and technology, while connecting these studies to contemporary trends and issues. Students will also explore the cultural impact of media and technology by examining how both can ultimately transform human behavior and habits.

AVC272 – HISTORY OF PHOTOGRAPHY (4)
This course will survey of the history photography from its invention in the early 19th century to its present day application. Photography's multiple histories: as artistic medium, as social text, as a scientific technological invention, and as cultural practice will be explored. Through lectures, discussions and field trips, students will be introduced to various technical processes, the camera's evolution, and the vocabulary and issues of photographic theory and criticism.

AVC 280 – INNOVATION, TECHNOLOGY AND ART (3)
The course will focus on the learning basic skills of tools used in the Innovation Lab. Students will research and discuss various tools and methods that artists have used to create their work. Students will also create their own works by utilizing tools such as 3D scanning, 3D modeling, 3D Printing, and laser cutting in combination with various other digital and mechanical tools in new ways of creating objects.

AVC 285 – HOLLYWOOD AND HISTORIES (4)
This course takes a critical look at scripted narratives that portray real people, actual events, and the depiction of African American history through drama. This is an introductory course that will take a closer look at sweeping biographies, epic dramas, limited series and made-for-television movies. Course includes lecture, screenings, and required reading.

AVC 290 – ART PROCESS AND PRACTICE (3)
In this course students will propose and execute a self-directed body of artwork. Through lecture, studio and museum visits, students will learn about a variety of art studio practices. Through art making, writing, reflection and research and critique, students will reflect on the content and its connection to contemporary art and social relevancy of their own practice. The research and artwork will be evaluated in a formal presentation at the end of the semester. Students must pass this course to proceed to Portfolio Criticism I.

AVC295 – CONTEMPORARY PRACTICES IN EMERGING MEDIA AND TECHNOLOGY (3)
In this course, students will examine and analyze emerging media and technology practices. Students will also investigate the impact of these emerging media and technologies on culture and society, while also identifying possible areas to further pursue for creative or career purposes.

AVC 302 – SATIRES IN AFRICAN VISUAL ARTS (4)
This course explores manifestations of satires in the visual arts of Africa and its Diasporas and will focus on its role as a tool of social, political, and economic commentary. Topics to be examined will include: satires that subvert gender, racial, or sexuality bias; satires that challenge hierarchies of artistic representation; and satires that address local, national, or global environmental concerns; satires of antisocial behavior and colonialism that manifest in masking and masquerading; satires of colonialism, dictatorship, ineffectual leadership.

AVC 303 – INSTALLATION ART (4)
Installation Art is a studio art course where students explore this expansive form of art making with a focus on mixed media sculpture, site specificity and content. Students will produce original works of art through an understanding of issues, methods and ideas through the lens of current practices in contemporary art.

AVC 305 – SEMINAR IN CURATORIAL STUDIES (3)
This course will introduce participants to curatorial methodologies and strategies for developing a broad range of exhibitions (monographic, thematic and permanent collection shows, media-based and interactive projects, artist-curated projects, etc.). A particular focus of this course will be on providing course participants with an understanding of how museums produce knowledge, considering the ways in which art history and visual culture studies have been informed by museum collection and display policies.

AVC 306 – MINING THE MUSEUM (3)
Mining the Museum positions museums as dynamic, changing, non-neutral spaces that should be respected as extraordinary cultural assets, which were created to be explored and enjoyed. It also positions them as resources that should be challenged, critiqued, and scrutinized. By using exhibitions and works from the Spelman College permanent collection as case studies, this course encourages participants to examine the role of institutions, curators, and other museum professionals.

AVC 307 – CREATIVE CAREERS (2)
This course will expose students to creative business models, arts proposals, business plans, fiscal management, and resource development related to their creative practice. Students will learn how to create their own curriculum vitaes and resumes, craft their own branding and creative profile, develop a narrative around their work, engage an organization for funding or presentation, as well as build their own resources, patronage and network in support of their work.

AVC 309 – SMALL METAL SCULPTURE II (formerly jewelry Design II)
This course is an intensive, "hands –on" course that involves the use of different types of materials, techniques and problem-solving methods to produce functional, wearable artworks that merge fine art and craft disciplines. The course work includes manually-crafted projects and experiments; lecture/demonstration, as well as research.

AVC312 – AFRICA, ANTIQUITY AND CONTEMPORARY EXPRESSIONS (3)
This course surveys the traditional and the contemporary arts of sub-Saharan Africa. Taking the extreme cultural diversity of the continent into consideration, the first section is primarily organized according to cultural areas through which we shall examine sculptures, paintings, pottery, textiles, architecture, and body adornment. The second section focuses on a host of internationally acclaimed contemporary artists, who have emerged from colonial and postcolonial African contexts since the 1950s.

AVC 315 – CONTEMPORARY ART MAKING STRATEGIES (3)
This class will explore contemporary strategies to making images and art. The topic of this course will rotate each semester. Through assignments, critical readings, class discussions, and critiques students will utilize past technical artistic skills, thoughtful experimentation and critical thinking skills to create and develop new working methods with art making. (Topics may include: Ecology, The Body, The Archive, and Materiality.)

AVC317 – BLACK ARTS MOVEMENT (4)
This course examines the art, music, literature and film of the Black Arts Movement (1965-1972), an explosive cultural flourishing that emerged in the United States in the wake of African liberation and decolonization movements in the 1950s and 1960s as well as the Civil Rights and Black Power movements of the same period.

AVC320 – FRAMING ART HISTORIES (3)
This course is a foundational theory and methods course. It explores the practices and methods of the discipline of art history. Investigates key questions, interpretative approaches, institutional structures and modes of dissemination that define the practice of art history. It focuses on both pragmatic skills and on introducing the student to the wide variety of approaches in the field of art history as it has evolved.

AVC325 – AFRICAN AMERICAN CINEMA (4)
This seminar looks at the history of African American filmmaking from the perspective of directors, actors, studios and audiences. We will study the works of pioneering black filmmakers from Oscar Micheaux to Julie Dash. Other topics include Race Cinema, Blaxploitation films of the 1970s, the New Black Cinema, black women's filmmaking and documentary. Readings in film studies and critical race theory direct our analyses of the films. Weekly screenings in addition to regular seminar meetings.

AVC355 – CONTEMPORARY AFRICAN DIASPORA ART (4)
This seminar considers the work of artists who trace a visual genealogy of the African Diaspora through an active mnemonic aesthetics. It examines traditional art forms, including painting, sculpture and printmaking as well as the contemporary art practices of photography, installation, film, video and performance

AVC 365 – BLACK PACIFIC ART AND VISUAL CULTURE (4)
Black Pacific connections in culture and literature can be found on both sides of the world's largest ocean and scholars have traced these linkages between African American culture and Oceania as well as Asia Pacific. This seminar explores Black Pacific art and its relationship to Black Atlantic art while increasing critical reading, thinking, and writing skills. Prerequisites: AVC 141 Ways of Seeing: Pyramids to Cathedrals, or AVC 142 Ways of Seeing: Medieval to Modern or African Art or AVC 243 African American Art.

AVC375 – RULES OF ENGAGEMENT (2)
This seminar provides a basic introduction to the topics and individuals that shape and inform curatorial practice. Through roundtable discussions, structured classroom exercises, field trips, and workshops that are facilitated by a variety of arts professionals, students will discuss and analyze the challenges, limits, rules, and opportunities that have historically governed curatorial fields. Students will develop foundational skills that will help prepare them to begin developing their own curatorial voice.

AVC385 – SLAVERY AND VISUAL CULTURE (3)
This interdisciplinary undergraduate lecture examines the visual culture of slavery and the transatlantic slave trade from the 16th century to the present. Lectures present artifacts, prints, paintings, photographs, sculpture, film and installation art that images the history of slavery and its profound contemporary resonance. The course's focus on the historical/contemporary interplay between the relationship of slavery and visuality is key for studying the roots and continued impact of structural racism.

AVC387 – THE ART MARKET (4)
This course examines the history of the art market, from the 16th century to the present. We study the production, sale and exchange of works of art as well as the patrons, artists and collectors who participate in this economic, social and political form of taste-making and aesthetic valuation.

AVC 435 – THEORY AND CRITICISM IN EXHIBITION PRACTICE (3)
This advanced seminar explores the ways in which our contemporary understanding of art, history, and culture is constructed and informed by public display in museums, galleries, and the global landscape. Using a series of case studies, it considers issues of representation, display, reception, and wider social contexts in which art and culture are experienced in museums and public spaces.

AVC475 – CURATORIAL PRACTICUM (3)
In this advanced seminar students will research and write a proposal for an exhibition, which will be a culminating, capstone project for the curatorial minor. The final project may be a physical or digital exhibition. Students will also be encouraged to explore opportunities to partner with arts, education, and community organizations in the Atlanta area, and explore alternative exhibition designs and education initiatives both within and outside of traditional venues.

AVC 442 – INTERNSHIP (2)
This required course offers practical experience for students in art and visual culture majors. All intern sites must be approved prior to registering for this course.

AVC480 – ART HISTORY THESIS (6)
This course helps students to integrate coursework and to enhance critical thinking and research skills as applicable to the discipline of art history. It gives students an opportunity to conduct supervised independent research.

AVC 491 – HONORS THESIS (8)
This course provides directed study for students developing honors program thesis in the Department of Art and Visual Culture. Consent from faulty required before student registers for this course.

AVC 492 – PORTFOLIO CRITICISM I
This is the first of two courses which will prepare seniors for their required capstone experience as well as graduate and/or professional careers in the visual arts. The course will encompass theoretical instructions in the areas of critical analysis and practical methodology. Students will develop individual visual themes, artist statements and practice professional methods of preparing and installing works for exhibition.

AVC 492A – PORTFOLIO CRITICISM II
This course is the second course in a two-semester sequence that encompasses theoretical and practical aspects of research, critical analysis, professional presentation and the business of art. The course includes continuous presentations of works in progress; critical analysis of various forms of art; student development of mature perspectives pertaining to their art; technical presentation workshops; guest lectures/talks/demonstrations, gallery visits and gallery volunteer service.

Asian Studies Minor

The Asian Studies minor is designed to give students a broad, multi-disciplinary background in the society, politics, history and culture of Asian countries. Students may undertake this minor without having studied either of the two Asian languages offered at Spelman, Chinese and Japanese, but we strongly suggest the completion of two years of language study in one of them. Minor classes must be in at least two different departments, must cover at least two different Asian countries, and must have a mix of 200, 300 and 400-level classes.

Upon Completion of the minor, students will be able to do the following:

- Analyze the Asian region in terms of its historical, cultural and social connections and continuities
- Identify Asia's role in the making of the modern world
- Compare and contrast the similarities and differences among major Asian countries
- Examine and explain the contemporary issues of economy, society and polity that face the major Asian countries

To fulfill the Asian Studies minor, students must complete five classes for a total of 20 credit hours, including the required course Introduction to Asian Studies. All course must be passed with a grade of "C" or better.*

AS200 – INTRODUCTION TO ASIAN STUDIES (REQUIRED)
A survey course that introduces the Asian region through a focus on three countries. Conceptual and theoretical underpinnings and substantive problems/prospects facing the region and each country are discussed. A historical, social and political lens is adopted in examining the three countries. (Crosslisted with the Political Science Department (PSC200).

AS 345 – GOVERNMENT AND POLITICS OF INDIA
An examination of the unfolding of post-independence politics and society in India. Parliamentary and party politics, India's economic rise, women and politics, and security issues facing the country will be examined. Models of democracy and economic growth that examine India's place in the world in comparison with other emerging powers, will be discussed. We will accomplish this through engagement in relevant readings, discussions and films. This course will fulfill the requirements for the QEP for developing intercultural competence and will serve as a Political Science and Asian Studies elective.

AS400 – DIRECTED STUDY
This course is open to minors who wish to engage in independent study in areas that course offerings do not cover. Under the guidance of an instructor, the student engages in comprehensive reading, writing and discussion. Permission of the instructor required.

- ECON 350Ⓟ Japanese Economic Development
- ENG 424Ⓟ Immigrant Women's Literature
- ENG 433Ⓟ Postcolonial Literature
- HIS 241 Survey of Traditional China and Japan
- HIS 242 Survey of Modern China and Japan
- HIS 343 Modern Chinese History
- HIS 343 Modern Japan History
- HIS 344 Women in Modern China
- HIS 345 Asian Thought
- HIS444 War and Society in Modern China
- IS300 East Asia in World Politics
- PSC 342 Japan in Asia
- PSC 210 International Politics and Film
- PHI 375Ⓟ Taoism: Chinese Philosophy
- REL 270 Intro to Eastern Religious Traditions
- REL 217 Intro to Bhagavad Gita
- SFLJ/SFLC 200 Introduction to Japan and China for Business and Travel
- Chinese 345 Understanding Modern China
- Chinese language courses at the 300-level or above
- Japanese language courses at the 300-level or above
- Asia-related Internships for Paracurricular credit
- Asia-related courses during Study Abroad
- Directed Studies with individual faculty

Students may also receive credit for Asia-related Internships (paracurricular), courses during Study Abroad and Directed Studies with individual faculty.

Ⓟ Courses have prerequisites.

Biology

Biology Office Location
Science Center, Room 242

Special Entry Requirements
None

Placement Examinations
None

Goals
At the completion of the Bachelor of Science degree in the Department of Biology, a graduate will have acquired an understanding of major biological concepts and an awareness of how these are connected with areas of the biological, physical and social sciences.

Objectives
Biology majors will gain specific knowledge and skills in the following core competencies:

Disciplinary Breadth
1. Understand functional categories of biological organization and interconnections among them
2. Develop a solid foundation of basic biological concepts that inform scientific understanding
3. understand how evolutionary mechanisms apply in molecular, cellular, organismal and community level dynamics

Scientific Literacy
1. Develop skills of observation and critical reading of texts and environments
2. Interpret representations of data and models
3. Understand hypotheses and conclusions
4. Identify gaps in knowledge
5. Formulate scientific questions
6. Recognize synthesis of new ideas

Communication Skills
1. Develop skills to interpret and construct a scientifically based argument
2. Develop oral communication skills for formal presentations and informal scientific discourse
3. Develop facility with scientific writing and model making

Analyzing Scientific Data and Results
1. Interpret quantitative and qualitative representations of data in tabular, graphical or descriptive form
2. Identify significant trends in scientific data
3. Evaluate scientific results in terms of original hypothesis
4. Apply statistical analysis to scientific interpretation

Science as an Experimental Process
1. Synthesize scientific hypothesis and derived research questions
2. Design hypothesis-driven, controlled experiments
3. Construct appropriate data sets
4. Critique experimental approaches

Developing Technical Expertise
1. Develop proficiency in accurate data collection
2. Conduct proper calibration and use of scientific instrumentation
3. Develop appropriate use of scientific techniques in experimental design

Science as a Way of Knowing
1. Understanding the process of science compared to other modes of inquiry
2. Integrating scientific knowledge and biology within a social, political or historical context
3. Recognizing both the potential and limitations of scientific application

Integrated Identity
1. Exploring intersections of identity as Spelman biology majors
2. Reflecting on how academic preparation and professional aspirations impact their worldview
3. Reflect on how their worldview impacts their professional and academic aspirations and their value system

General Core Requirements
None

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet on the Spelman Web page.

Teacher Certification
See Education Department

Departmental Honors
Biology majors who score in the top 20 percent on the senior comprehensive examination, have an overall grade point average of 3.0 or better with no grade less than "C," and a biology grade point average of 3.25 or better and no repeated courses will graduate with departmental honors. All comprehensive examinations must be taken to qualify for departmental honors.

Departmental Honor Societies
Beta Kappa Chi National Scientific Honor Society and Beta Beta Beta National Biological Honor Society

Major Requirements
A major in biology consists of 42 semester hours of coursework in biology. The course of study for the major in biology (B.S.) is described below:

Required courses

- BIO 110 Biological Communities, Evolution and Biodiversity, (4)
- BIO 115 Organismal Form and Function (4)
- BIO 120 Cellular Biology (4)
- BIO 125 Molecular Biology (4)
- BIO 285 Sophomore Seminar (1)
- BIO 485 Senior Seminar (1)

Elective courses

Students must complete a total of 24 elective credits in biology, including at least one course from each of four organizational levels (Population, Organismal, Cellular and Molecular), and at least one course from each of three skills emphases (Literacy, Experimental, Analytical/technical). Elective courses designated in each of these categories will be published prior to registration each semester.

Elective credits may also be filled by other appropriate courses such as

1. upper level biology courses (300 or higher) at other AUC institutions;
2. up to 4 hours of coursework in other disciplines relevant to biology training (examples might include History of Medicine, Biostatistics, Biomedical Ethics, Epidemiology, etc.);
3. up to 4 hours of elective credit through independent research, BIO 487, with approval of a faculty supervisor and the department chair.

All biology electives taken outside of the biology department or at AUC institutions must receive prior approval from the department chair.

Cognate courses

Biology majors must complete the following cognate courses with a grade of C or better:

Chemistry

- One year of General Chemistry with lab: CHE 111, CHE 111L, CHE 112, CHE 112L
- One year of Organic Chemistry with lab: CHE 231, CHE 233L, CHE 232, CHE 234L

Mathematics

- Two semesters of Mathematics selected from the following: MAT 211, MAT 212, MAT 205

Physics

- One year of General Physics with lab: PHY 111, PHY 112

Computer Science

- One semester of Computer Science for science majors – CIS111 or higher

Course Descriptions

BIO 100 – BIOLOGY OF WOMEN (4)

Perspectives on the distinct biology of women, including evolution and gender, female development and anatomy, endocrine cyclicity, sexual differences in brain and behavior, contraception, sexually transmitted infections, infertility, pregnancy, birth and breastfeeding, menopause, and women's diseases and cancers. Also, the roles of science in society and women's empowerment through knowledge of our bodies. Three hours of lecture and one three-hour laboratory per week.

BIO 110 – BIOLOGICAL COMMUNITIES, EVOLUTION, AND BIODIVERSITY (4)

A majors-only introductory course designed to introduce the skills and foundations of biological science. Topics include ecosystem dynamics, natural selection and evolution, phylogeny, and biodiversity. This course emphasizes skills in "reading science." This course is designed for biology majors. Three hours lecture, three hours laboratory per week. Prerequisites: None. Annually, fall semester.

BIO 115 – ORGANISMAL FORM AND FUNCTION (4)

An introduction to basic themes of organismal form and function, including growth, reproduction, transport, and homeostasis. Topics include mechanisms of growth and development, adaptive strategies, physiological regulation, and organismal diversity in plant and animal systems. This course emphasizes skills in "talking science." This course is recommended for students completing biology course prerequisite for medical school. Course meets twice weekly for two and a half hours. Prerequisites: None. Annually, spring semester.

BIO 120 – CELLULAR DYNAMICS (4)

An introduction to cell structure and dynamics including molecular composition, flow of energy and flow of information in cells. Topics include cellular structure and composition, metabolism and bioenergetics, membrane transport, and cell cycle. This course emphasizes skills in "writing science." This course is recommended for students completing biology course prerequisite for medical school. Course meets twice weekly for two and a half hours. Prerequisites: None. Annually, fall semester.

BIO 125 – MOLECULAR BIOLOGY AND GENOMICS (4)

An advanced introductory course for majors that focuses on major developments in the era of genomics. Topics include molecular dynamics and gene expression, phylogenetics and molecular evolution, genomics and bioinformatics. This course emphasizes skills in "doing science." This course is reserved for biology majors. Course meets twice weekly for two and a half hours. Prerequisites: Biology majors are expected to have successfully completed the introductory core sequence of BIO 110, 115, and 120 before enrolling in BIO 125. If this is not the case, the permission of the Instructor is needed for enrollment. Annually, spring semester.

BIO 233 – MICROBIOLOGY (4)

A study of the structure, function, metabolism, growth, and genetics of microorganisms that emphasizes the diversity of the microbial world, focusing of the global public health issue of antibiotic resistance. Two weekly sessions, two hours and forty-five minutes each allow for the combination of lecture, assignments, discussion, and laboratory experiments. This course does not require a separate lab registration. This course fulfills the research requirement for Biology Majors when completing special assignments as discussed in the Research addendum to the syllabus. Prerequisites: BIO 110, 115, 120, 125. Every year, Fall semester.

BIO 285 – SOPHOMORE SEMINAR (1)

This full-year course is required for all biology majors in their sophomore year. Weekly meetings include full group meetings and breakout sessions that provide forums for students to learn about contemporary research developments, explore professional and career options, and build community with advanced biology majors. Annually, fall and spring semesters.

BIO 313 – FROM MENDEL AND BEYOND (4)

Studies of the genetic basis of cellular and organismal phenomena. Topic coverage begins with Mendelian patterns of inheritance and moves through non-mendelian genetic analyses and discussion. These new analytical tools are then used to explore the genetics of autism, lupus, heart disease, breast cancer and mental illness.

BIO/ES 314 – ENVIRONMENTAL BIOLOGY (4)
The primary goal of this course is to present the scientific information that will allow students to understand the complex environmental issues facing the global ecosystem. With the continuing growth of the human population and its impact on natural resources, and the resulting discharge of both municipal and industrial wastes, we are faced today with the global challenge of managing our dwindling resources and protecting the quality of the environment. Central to this course are concepts and applications that focus on Conservation Biology. Due to its complexity, this course will draw knowledge and methods from biology, physical sciences, economics, engineering, and sociology. The lecture topics fall under six broad categories of ecosystems: biodiversity, pollution, hazardous waste management, toxicology and human health, and energy conservation.

BIO 317 – PRINCIPALS OF HUMAN NUTRITION (4)
This course will provide students with basic understanding of human nutrition and how it influences individuals overall well-being. Students will become familiar with basic nutritional concepts, diet planning, governmental recommendations, food labeling, sources and functions of all macro and micronutrients; issues of food safety, energy balance; role of nutrition in physical fitness, chronic disease development and prevention; nutritional needs through human life cycle; and become familiar with nutritional controversies. This course is recommended for students completing biology course pre-requisites to health professional schools, as well as nursing, physical and health education.

BIO 320 – MOLECULAR GENOMICS AND PROTEOMICS (4)
Concepts and software related to mining databases of nucleic acids and proteins, including methods for gene identification, protein structure prediction, and methods of comparative genomics and proteomics. Applications related to the use of microarrays, metabolic pathways and molecular phylogenetic relationships will also be presented. Prerequisites: BIO 110, 115, 120, 125. Annually, fall semester.

BIO 325 – EVOLUTION IN ACTION (4)
The study of evolution is one that is central to an understanding of biology and health sciences. This course will explore the importance of concepts in evolutionary biology to human welfare through selected case studies. Students will gain an understanding of the relevance of evolutionary biology in medicine, industry, agriculture, and environmental sciences. Three one-hour lectures per week. Prerequisites: BIO 110, 115, 120, 125. Alternate years, spring semester.

BIO 326 – BIOLOGY IN CONTEXT (2)
A seminar course that provides an opportunity for students to apply and integrate their knowledge of biology by reading and discussing the secondary science literature.

BIO 328 – IMMUNOLOGY (4)
A study of the immune system with an emphasis on mechanisms by which the immune system protects against disease; mechanisms underlying diseases caused by deficiencies or malfunctions of the immune system; and basic technologies used in immunology. Prerequisites: BIO 110, 115, 120, 125. Alternate years.

BIO 329 – NUTRITION IN CANCER (2)
Nutrition in Cancer is an integrated biology course for majors. The purpose of this course is to discuss the role of food-derived agents on risk of developing cancer. In this student-driven class we will 1) familiarize students with effects of obesity (or energy imbalance), macro and micronutrients on cancer development and progression; 2) explore the role nutrition plays in disease therapy; and 3) apply our knowledge and critical thinking skills to evaluate controversies around nutrition and cancer.

BIO 330 – PARASITOLOGY (2)
An in-depth examination of the biology and ecology of parasitic protozoa and helminths, the causative agents of major health problems in people and domestic and wild animals world-wide. Parasitic life-cycles, host-parasite interactions, immune response, and strategies for prevention and control will be covered. Prerequisites: BIO 110, 115, 120, 125. Alternate years, spring semester.

BIO 332 – SCIENTIFIC COMMUNICATION (2)
This course is designed to develop and improve both written and oral communication skills, especially as related to science. The course consists of extensive analysis and critical evaluation of current primary literature to compose a "mini" review article that addresses a specific topic. The analysis should reveal knowledge gaps that will be used to design a potential research project and mock grant proposal. The course will help students understand and interpret scientific data, recognize the interrelatedness of multiple studies within a larger framework, and question the validity and reliability of published data. The course consists of lectures, student presentations and constructive critiques that take place throughout the semester. Prerequisites: BIO 125 or equivalent.

BIO 356 – DEVELOPMENTAL BIOLOGY (4)
This course will examine the general principles and methodologies of developmental biology, this includes how cells differentiate and organize themselves to form functional organs and systems, how the process of development allows organisms to grow, reproduce, evolve, and to adapt to their environment. Bio 356 will be taught in the form of two one hour and twenty-five minute lectures and one three hour writing lab per week. The writing intensive component of the course consists of writing practices in the genre of scientific journalism. This course is offered annually during the Fall semester.

BIO 360 – ANIMAL BEHAVIOR (4)
An advanced course that examines the relationship between hormones and behavior using a multi-disciplinary, comparative approach. Topics include hormonal regulation of social behaviors such as male/female reproduction, courtship, pair bonding, and parental care. This course is writing intensive. Prerequisites: BIO 110, 115, 120, 125. Annually, fall semester.

BIO 372 – NEUROBIOLOGY (4)
A study of the fundamental organization and principles of the nervous system. An examination of the ionic mechanisms of the membrane potential, synaptic transmission, and the cellular organization of the nervous system including general sensory systems, special senses, motor system, and autonomic nervous system. Memory, learning, and behavior are also considered. Three one-hour lectures and one three-hour laboratory per week. Prerequisites: BIO 110, 115, 120, 125. Alternate years, fall semester.

BIO 380 – CRITICAL ANALYSIS IN BIOLOGY (4)
This course provides an opportunity for students to apply and integrate their knowledge of biology by reading and discussing the primary science literature. Also, students will approach critical thinking and analysis as a formal skill to be learned and developed. The substrate on which they will learn and practice their analytic skills will be papers drawn from the primary research literature. Additionally, students will complete a semester long individual project using online datasets to develop and test a hypothesis. Opportunities will be given for students to present their analyses in written, oral, and poster formats.

BIO 394 HONORS INDEPENDENT STUDY IN BIOLOGY (3-4)
Faculty-guided student research on a problem of current interest, emphasizing and demonstrating the scientific method. Application of the concepts and techniques developed in lecture and laboratory courses to current scientific problems. Prerequisites: BIO 110, 115, 120, 125. Required: Submission of an honors thesis to the Biology department upon completion. Mandatory for biology majors in the Honors Program.

BIO 471 – CELLULAR AND MOLECULAR BIOLOGY (4)
A lecture course which seeks to develop an understanding of the cell at the molecular level. Cellular anatomy and physiology, cellular ultrastructure, molecular genetics, control of transcription, DNA replication and cell cycle, signal transduction, the cellular basis of development, and the laboratory methods of cell and molecular biology. Prerequisites: BIO 110, 115, 120, 125, and at least one upper-level (200 or higher) biology course. Annually.

BIO 472 – MAMMALIAN PHYSIOLOGY (4)
A systems physiology lecture course of the physical, chemical, and biophysical processes that compose and regulate the activities of living cells. Emphasis on the manner in which individual cells and organs are integrated into the complex functions of the living body. Prerequisites: BIO 110, 115, 120, 125. Annually.

BIO 475 – METHODS IN MODERN BIOLOGY (4)
An intensive laboratory-based course designed for senior Biology majors to familiarize students with some of the biochemical and molecular biological techniques that are standard practice in most research laborato-

ries. The students will (1) acquire biochemical and molecular technical skills, (2) gain insight into the biophysical foundations of these techniques, (3) be exposed to the growing field of bioinformatics and how computers are used in this field, and (4) enhance their verbal and written communication skills. Prerequisites: BIO 110, 115, 120, 125.

BIO 485 – BIOLOGY SEMINAR (1)
This full-year capstone course is required for all biology majors in their senior year. Weekly meetings include forums for majors to pursue selected research topics in depth, develop scientific communication skills, and build a peer network with sophomore biology majors. Graduating seniors must prepare a seminar on their selected research topic and deliver a public presentation to an audience of biology students and faculty. Annually, fall and spring semesters.

BIO 487 – UNDERGRADUATE RESEARCH (2-4)
Faculty-guided student research on a problem of current interest, emphasizing and demonstrating the scientific method. Application of the concepts and techniques developed in lecture and laboratory courses to current scientific problems. Prerequisites: BIO 110, 115, 120, 125. Required: Submission of a proposal before work commences and a research paper upon its completion. Open to juniors and seniors by permission, and mandatory for Honors Program students.

BIO 489 – BIOLOGICAL CHEMISTRY (4)
A condensed, focused biochemistry lecture course that emphasizes biological relevance of structure and biological chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membrane structure and function; bioenergetics; intermediary metabolism and regulation of cellular processes.

BIO 491A – BIOINFORMATICS (2)
This Bioinformatics course will introduce students to solving biological problems using computational tools and programming applications. Concepts will include skills useful to identify gene sequences, predict protein structure, compare nucleic acid or amino acid sequences, analyze phylogenetic relationships, describe high throughput techniques, and compare and contrast the advantages and limitations of computational techniques. Use of web-based resources will be emphasized including publicly available databases and software.

Chemistry and Biochemistry

Department Location
Science Center, Room 343

Department Approval
The Department of Chemistry & Biochemistry offers a program that is approved by the American Chemical Society. Refer to the ACS Certification description below and the Department Handbook for more details.

Special Entry Requirements
None

Placement Examinations
Students entering with an Advanced Placement (AP) Chemistry Examination score of 4 or higher may enroll in General Chemistry 112 with departmental approval based on an assessment of previous laboratory experience equivalent to the General Chemistry 111 laboratory.

A minimum of ten (10) lecture courses in the content area are required of all majors, not including seminar, research, and laboratory courses. A minimum of seven laboratory courses in the content area are required. Courses in the Department typically meet four hours a week with laboratory course being 1 credit hour and lecture courses being 3 to 4 credit hours per semester. Most lectures and laboratories are separate courses. Courses with laboratories are typically four total credit hours per semester.

The Department offers four chemistry options. All options require two semesters of General Chemistry with lab, two semesters of Organic Chemistry with lab, Analytical Chemistry and/or Instrumental Analysis, Physical Chemistry with lab (teaching option CHE 345 only) and a Senior Undergraduate Seminar in Chemistry (except for the dual degree option).

To fulfill the prerequisite requirements, the student must complete the course with a grade of a "C" or higher.

Successful completion of all chemistry courses with no grade less than "C" is required for graduation as a chemistry or biochemistry major. Other required science cognate courses (physics, math, biology) must be completed with no grade less than "C."

Mission and Vision
The Department of Chemistry and Biochemistry is a premier model for preparing women of African descent to be thought leaders in the chemical and biochemical sciences. We strive to foster an intellectual community of scholars, create innovative and rigorous curriculum and provide a competitive research environment. The Department is united in its vision of providing the best possible learning environment for our students that develops their intellectual, ethical, social consciousness and leadership potential and produces graduates who are well prepared for graduate school, professional school, and future careers.

Objectives
A student who has successfully completed courses in the Department of Chemistry & Biochemistry will

1. be able to develop and apply critical thinking and scientific reasoning skills toward problem-solving
2. be able to develop and apply chemical techniques while engaged in scientific investigations
3. demonstrate how to thoroughly search, analyze, and apply scientific literature
4. demonstrate their scientific knowledge through effective oral and written communication

Student Learning Objectives

Chemistry

1. Students will develop and apply critical thinking and scientific reasoning skills toward problem-solving
2. Students will be able to develop and apply chemical techniques while engaged in scientific investigations
3. Students will demonstrate how to integrate and apply knowledge through effective oral and written communication
4. Students will pursue careers that require high technical expertise in the chemical sciences and the health professions

Biochemistry

1. Students will develop and apply critical thinking and scientific reasoning skills toward problem-solving
2. Students will be able to develop and apply chemical techniques while engaged in scientific investigations
3. Students will demonstrate how to integrate and apply knowledge through effective oral and written communication
4. Students will pursue careers that require high technical expertise in the biochemical sciences and the health professions

Requirements for Departmental Honors
Students graduating with honors in the Department of Chemistry & Biochemistry must have (1) a 3.0 overall GPA, (2) a 3.2 GPA in Chemistry/Biochemistry courses (excluding research and seminar), (3) research experience, including dissemination of results in writing (e.g., thesis or publication), and (4) departmental service as a lab assistant, teaching assistant (tutor), or peer mentor.

Requirements for Majors in Biochemistry, Chemistry and Dual Degree Engineering
A minimum of ten (10) lecture courses in the content area are required of all majors, not including seminar, research, and laboratory courses. A minimum of seven laboratory

courses in the content area are required. Courses in the Department typically meet four hours a week with laboratory course being 1 credit hour and lecture courses being 3 to 4 credit hours per semester. Most lectures and laboratories are separate courses. Courses with laboratories are typically four total credit hours per semester.

The Department offers four chemistry options. All options require two semesters of General Chemistry with lab, two semesters of Organic Chemistry with lab, Analytical Chemistry and/or Instrumental Analysis, Physical Chemistry with lab (teaching option CHE 345 only) and a Senior Undergraduate Seminar in Chemistry (except for the dual degree option).

To fulfill the prerequisite requirements, the student must complete the course with a grade of a "C" or higher. Successful completion of all chemistry courses with no grade less than "C" is required for graduation as a chemistry or biochemistry major. Other required science cognate courses (physics, math, biology) must be completed with no grade less than "C.".

Options in Biochemistry, Chemistry and Dual Degree Engineering

The four majors within the Department are described below. Students may choose one of the following sequences:

Biochemistry

This sequence is strongly recommended for students planning to pursue graduate studies in fields related to biochemistry (i.e., pharmacology, toxicology, molecular biology, etc.). The sequence is valuable also as preparation for entry into medical or dental school, or other allied health disciplines. Students planning to enter the job market directly after graduation would also benefit from the Biochemistry sequence. Required content area courses are as follows:

Lecture Courses

- CHE 111 General Chemistry I for majors
- CHE 112 General Chemistry II for majors
- CHE 231 Organic Chemistry I for majors
- CHE 232 Organic Chemistry II for majors
- CHE 301 Analytical Chemistry or CHE 496 Instrumental Analysis
- CHE 311 Biochemistry I
- CHE 312 Biochemistry II
- CHE 345 Physical Chemistry I
- CHE 346 Physical Chemistry II
- CHE 446 Advanced Biochemistry or CHE 405 Race and Genetics)

Lab Courses

- CHE 111L General Chemistry I Lab for majors
- CHE 112L General Chemistry II Lab for majors
- CHE 233 Organic Chemistry I Lab
- CHE 234 Organic Chemistry II Lab
- CHE 301L Analytical or CHE 496 Instrumental Analysis
- CHE 313L Biochemistry Lab
- CHE 346L Physical Chemistry II Lab

In addition, students are required to take Undergraduate Senior Seminar in Chemistry (CHE 429) and two semesters of undergraduate research. Total hours required in chemistry are 43. Other required science cognate courses are Organismal Form and Function (BIO 115); Biology of the Cell (BIO 120); Physics I and II (PHY 151, 241); Calculus I and II (MATH 231, 232); Computer Science I – C++ (CIS121) or other approved computer science courses, and one semester of a biology or mathematics elective chosen from the approved departmental list.

Chemistry

This sequence is recommended for students seeking entry into graduate school in fields related to chemistry (i.e., nanotechnology, cosmetics, polymer chemistry, etc). Students planning to enter the job market directly after graduation would also benefit from sequence. Required content area courses are as follows:

Lecture Courses

- CHE 111 General Chemistry I for majors
- CHE 112 General Chemistry II for majors
- CHE 231 Organic Chemistry I for majors
- CHE 232 Organic Chemistry II for majors
- CHE 301 Analytical Chemistry and/or CHE 496 Instrumental Analysis
- CHE 410 Biochemical Principals
- CHE 421 Inorganic Chemistry
- CHE 345 Physical Chemistry I
- CHE 346 Physical Chemistry II

Lab Courses

- CHE 111L General Chemistry I Lab for majors
- CHE 112L General Chemistry II Lab for majors
- CHE 233 Organic Chemistry I Lab
- CHE 234 Organic Chemistry II Lab
- CHE 301L Analytical Chemistry Lab and/or CHE 496 Instrumental Analysis
- CHE 421L Inorganic Chemistry Lab
- CHE 346L Physical Chemistry II Lab

All students are required to take Undergraduate Seminar in Chemistry (CHE 429). The minimum number of hours of chemistry courses required for the chemistry major is 43. Other required science cognate courses are Computer Science I – C++ (CIS 121), (or other approved computer science courses), Physics I and II (PHY 151, 241), and Calculus I and II (MAT 231, 232). Differential Equations (MAT 365) and Physics III (PHY 242) are recommended courses.

Chemistry majors who are pursuing ACS certification, are required to take Undergraduate research. They are also required to take Analytical Chemistry Lecture with Lab, Instrumental Analysis, and an approved advanced chemistry elective. Students who are not pursuing the ACS certification are required to take any two of those three courses.

Chemistry, Teaching Certification in Secondary Education

This sequence is recommended for students planning to enter the teaching profession with a certification in secondary education. The required content area lecture courses are

Lecture Courses

- CHE 111 General Chemistry I for majors
- CHE 112 General Chemistry II for majors
- CHE 231 Organic Chemistry I for majors
- CHE 232 Organic Chemistry II for majors
- CHE 301 Analytical Chemistry
- CHE 345 Physical Chemistry I
- CHE 410 Biochemical Principals
- CHE 421 Inorganic Chemistry

Lab Courses

- CHE 111L General Chemistry I Lab for majors
- CHE 112L General Chemistry II Lab for majors
- CHE 233 Organic Chemistry I Lab
- CHE 234 Organic Chemistry II Lab
- CHE 301L Analytical Chemistry Lab
- CHE 421L Inorganic Chemistry Lab

Students are required to take one additional chemistry lecture, one additional chemistry lab, and Undergraduate Senior Seminar in Chemistry (CHE 429). Other science cognate courses are Introduction to Environmental Science (ES 211), Calculus I and II (MATH 231, 232) and Physics I and II (PHY 151, 241).

Dual Degree Engineering

A student enrolled in the Dual Degree Engineering program may earn a joint B.S. degree with a major in chemistry and a Bachelor of Science in an engineering field such as Chemical Engineering, Biomolecular Engineering, or Environmental Engineering. The required content area lecture courses are:

Lecture Courses

- CHE 111 General Chemistry I for majors
- CHE 112 General Chemistry II for majors
- CHE 231 Organic Chemistry I for majors
- CHE 232 Organic Chemistry II for majors
- CHE 345 Physical Chemistry I
- CHE 346 Physical Chemistry II
- CHE 421 Inorganic Chemistry
- CHE 496 Instrumental Analysis

Lab Courses

- CHE 111L General Chemistry I Lab for majors
- CHE 112L General Chemistry II Lab for majors
- CHE 233 Organic Chemistry I Lab
- CHE 234 Organic Chemistry II Lab
- CHE 421L Inorganic Chemistry Lab
- CHE 346L Physical Chemistry II Lab
- CHE 496 Instrumental Analysis

Total hours required in this option are 33. Six additional hours approved by the Department are required at 3000–4000 (junior-senior) level chemistry-related engineering courses at Georgia Institute of Technology or equivalent courses at another participating dual degree engineering school. Other science courses required are Physics I,II, and III (PHY 151, 241, 242 – depending on requirements of the engineering institution); Calculus I, II, and III (MATH 231, 232, 324). One semester of an advanced mathematics elective is required, either Applied Math or Linear Algebra (MATH 367 or 214). Other required science cognate courses are Computer Science I – C++ (CIS 121), (or other approved computer science courses.

ACS Certification

Students majoring in chemistry majors may obtain ACS certification. An ACS certified degree in chemistry is a valuable credential that provides national-level recognition for successfully completing a rigorous chemistry curriculum. In order to receive ACS certification, majors will have to complete the following courses: CHE 111, 111L, 112, 112L; Five Foundation Courses – CHE 231; 301; 311 or 410; 345; 421; Four In-Depth Courses as selected from – 232 (required), 312, 333, 346, 356, 411, 446, 451, 452, 453, 460, 496 or advanced courses offered within the AUC; Laboratory Experience – 400 hours of lab experience beyond the General Chemistry labs with lab work covering at least four of the five foundation areas. (NOTE: Up to 180 lab hours and 4 credit hours of in-depth coursework can be accounted for in research lab courses and must culminate in a comprehensive, well-documented research report or thesis, including safety considerations.)

Major Cognate Courses

PHY 151, 241; MATH 231, 232 for all tracks. BIO 115, 120 are required for biochemistry majors and recommended for students who plan to enter professional health and allied health programs.

Requirements for Minors in Biochemistry and Chemistry

The Chemistry Department also offers minors in biochemistry and chemistry.

1. Biochemistry Minor

The minor consists of 26 hours. The courses required are

1. General Chemistry 111, 112, 111L, 112L (two semesters, with laboratory);
2. Organic Chemistry 231, 232, 233L, 234L (two semesters, with laboratory); and
3. Biochemistry 311, 312, 313L (two semesters, with one semester of laboratory).

2. Chemistry Minor

The minor in Chemistry consists of 25 hours. The courses required are

1. CHE 111, 112, 111L, 112L General Chemistry (two semesters, with laboratory);
2. CHE 231, 232, 233L, 234L Organic Chemistry (two semesters, with laboratory);
3. CHE 345 Physical Chemistry (first semester, no lab); and,
4. Advanced Chemistry Elective (one semester, with its corresponding laboratory). Possible courses: CHE

301, 301L Analytical Chemistry, CHE 311, 313L Biochemistry, CHE 421, 421L Inorganic Chemistry, or CHE 496, 496L Instrumental Analysis.

All Chemistry core courses must be taken initially at Spelman College. Students may repeat one lower level core course (100-200 level) and repeat one upper level core course (300-400) at another institution. Successful completion of these courses with no grade less than "C" is required for graduation as a biochemistry or chemistry minor.

Course Descriptions

CHE 101 – FIRST YEAR SEMINAR IN CHEMISTRY (0)
This is a seminar-based class, for first year Chemistry & Biochemistry Majors to be introduced to the Department of Chemistry of Biochemistry at Spelman College. Topics to be discussed with include strategies for academic success and professional development. Students will also gain the opportunity to become acquainted with the faculty, students, and each other as a new part of the Department of Chemistry & Biochemistry.

CHE 111 – GENERAL CHEMISTRY I (3)
As the first course in the General Chemistry sequence for science majors, CHE 111 will introduce students to the basic principles of modern chemistry. The students will learn methods of scientific experimentation that will lead to the development of chemical principles used in practical problem-solving. Topics to be covered include measurement, atomic theory, nomenclature, stoichiometry, chemical reactions, gas laws, thermochemistry, electronic structure, periodic properties, and an introduction to chemical bonding. Corequisite: MATH 115; CHE 111L,R. Lecture four hours per week.

CHE 111L – GENERAL CHEMISTRY I LABORATORY (1)
The General Chemistry 111 laboratory course is the first semester lab course in the general chemistry sequence and is to be taken concurrently with the General Chemistry 111 lecture course. Experiments to be performed, based on the topics discussed in lecture, include basic lab techniques, physical properties, chemical formula determination, percent yield, gravimetric analysis, gas behavior, reactions in aqueous solutions, heat of neutralization and atomic spectroscopy. Corequisites: CHE 111 ; MATH 115. Laboratory three hours per week.

CHE 112 – GENERAL CHEMISTRY II (3)
In the second course in the General Chemistry sequence for science majors, the development of chemical principles will be discussed involving topics in chemical bonding, properties of solids, liquids and solutions, chemical kinetics, acid-base theory, aqueous equilibria, thermodynamics and electrochemistry. Prerequisite: CHE 111, 111L; MATH 115. Lecture four hours per week.

CHE 112L – GENERAL CHEMISTRY II LABORATORY (1)
The General Chemistry 112 laboratory course is the second semester lab course in the general chemistry sequence and is to be taken concurrently with the General Chemistry 112 lecture course. Experiments to be performed, based on the topics discussed in lecture, include molecular geometry, vapor pressure, colligative properties, rate of reaction, equilibrium constant determination, acid-base titrations, buffers, and qualitative analysis. Prerequisites: CHE 111, 111L; Corequisite: CHE 112. Laboratory three hours per week.

CHE 152 – MOLECULES OF LIFE (4)
Intended for the non-natural science major, this course explores the modern science of biological molecules, which exists at the intersection of chemistry, biology and medicine. The major molecular components of living cells are examined with emphasis on the role played by chemical principles in understanding the structure and function of these components. Students will develop the molecular insights necessary to understand how drugs work and how pharmaceutical treatments are designed. Lecture three hours per week; laboratory two hours per week.

CHE 159 – FOOD CHEMISTRY (4)
To fulfill the natural science requirement for non-majors, this four-credit hour course explores the chemistry of food and the cooking process from a scientific basis. Each week students will create an edible experiment and look at the science behind how it all works. Experimental and hands-on approaches will illustrate the chemical, biochemical and physical principles of chemistry, including extraction, denaturation, and phase changes. Lecture two hours per week. Laboratory two hours per week.

CHE 159A – FOOD CHEMISTRY IN ITALY (4)
To fulfill the natural science requirement for non-majors, this four-credit hour course explores the chemistry of food and the cooking process from a scientific basis. This course will be held during the summer for five weeks at the Umbra Institute in Perugia, Italy. Each week students will create an edible experiment and look at the science behind how it all works. Also, students will engage communities of the African diaspora living in Italy on issues of food to allow students to understand food practices and food as a marker of cultural identity to socially controversial issues such as economic globalization, local economic development and empowerment, and sustainability. Laboratory (food workshops), lectures and excursions three times per week.

CHE 231 – ORGANIC CHEMISTRY I (4)
This is the first course in a two-semester sequence. The course focuses on the principles of structure, bonding, and properties and their connection to conformations, stereochemistry, and reactions of organic molecules. Molecular classes covered are alkanes, alkenes, alkynes, alkyl halides, alcohols, and aromatic compounds. The lecture periods are designed for the discussion of these concepts; to provide the student an opportunity to ask questions; and to teach problem-solving techniques. Prerequisite: CHE 112, 112L. Lecture four hours per week.

CHE 232 – ORGANIC CHEMISTRY II (4)
This course is a continuation of Chem 231 (and the second course of the Organic Chemistry sequence) with an emphasis on structure and reactivity, mechanisms, synthesis of complex organic molecules and characterization using spectroscopic techniques. Lecture topics include carbonyl compounds (aldehydes, ketones, carboxylic acids and carboxylic acid derivatives), amines, and more complex molecules including polymers, biomolecules (carbohydrates, lipids, amino acids, proteins and nucleic acids) and organometallic compounds. Prerequisite: CHE 231. Lecture four hours per week.

CHE 233L, 233R – ORGANIC CHEMISTRY I LABORATORY AND RECITATION (1, 0)
A one-semester laboratory course in basic experimental techniques, stereochemistry, and reaction pathways. Isolation, purification, and compound characterization are emphasized. Corequisite or Prerequisite: CHE 231. Laboratory and recitation discussion five hours per week.

CHE 234L, 234R – ORGANIC CHEMISTRY II LABORATORY AND RECITATION (1, 0)
A one-semester laboratory course engaging students in the use of the chemical literature and experimentation in reaction kinetics, multistep synthesis, advanced qualitative analysis, and spectroscopy. Prerequisite: CHE 233L; Corequisite or prerequisite: CHE 232. Laboratory and recitation discussion five hours per week.

CHE 301, 301L – ANALYTICAL CHEMISTRY (3,1)
This course focuses on the fundamental principles of analytical chemistry. Topics include errors and uncertainty in quantitative analysis, statistics, chemical equilibrium, titrimetric methods, electrochemistry, spectroscopy and chromatography. Prerequisite: CHE 112, 112L. Prerequisite: CHE 112, 112L. Lecture three hours per week. Laboratory four hours per week.

CHE 311 – BIOCHEMISTRY I (4)
The first of a two-semester course sequence in Biochemistry, this course will focus on the structure and function of the five major classes of biomolecules or cellular components (water, amino acids and proteins, nucleotides and nucleic acids, sugars and polysaccharides, and fatty acids and lipids) with an emphasis on the roles of water and buffer systems, enzyme kinetics, genomics, membrane transport and biosignaling. Prerequisite: BIO 115 and 120; CHE 232, 233L. Corequisites: 234L, 313L. Lecture four hours per week.

CHE 312 – BIOCHEMISTRY II (3)
The second of a two-semester course sequence in Biochemistry, this course will focus on the bioenergetics of metabolism. Degradative and biosynthetic pathways of biomolecules, including their regulation and integration, will be included. Information pathways regarding gene expression, nucleic acid metabolism, as well as prokaryotic and eukaryotic

protein synthesis, will be covered. Prerequisites: CHE 311. Lecture three hours per week.

CHE 313L – BIOCHEMISTRY LABORATORY (1)
This course will acquaint students with the techniques and instrumentation essential for conducting biochemical experimentation with an emphasis on quantitative concepts. Included are experiments employing UV/Visible spectrophotometry, determination of protein and glucose concentrations, enzyme kinetics parameters, chromatography, protein isolation and purification skills, electrophoresis, immunoblotting, and microarray techniques. Corequisite: Either CHE 311, CHE 410, or CHE 312. Laboratory four hours per week.

CHE 333 – COMPUTATIONAL CHEMISTRY (4)
This course focuses on learning the principles of computational chemistry and computer-based molecular design. Students will learn a variety of commonly used techniques—such as geometry optimization, transition state finding, and molecular dynamics—and will practice using these techniques in predicting molecular and spectroscopic properties. Students will also gain familiarity with scientific programming and select software packages, including PSI4 for quantum chemical calculations and Open-MM for molecular dynamics simulations. Students who complete the course are expected to be able to ask questions that can be solved with modern computational approaches and choose right computational tools to assist in their current or future research. Prerequisite: CIS 121 (or other approved computer science courses), CHE 345.

CHE 345 – PHYSICAL CHEMISTRY I (3)
The first semester of a two-semester sequence in physical chemistry, this course covers fundamental concepts of chemical kinetics, chemical thermodynamics, and quantum mechanics. Prerequisite: CHE 232; MATH 232, PHY 151. Corequisite: PHY 241. Lecture and interactive discussion three hours per week.

CHE 346 – PHYSICAL CHEMISTRY II (3)
The second part of a two semester sequence in physical chemistry, this course covers in-depth topics in chemical kinetics, chemical thermodynamics and quantum chemistry. Several spectroscopic techniques will be discussed. Statistical thermodynamics will be introduced. Prerequisite: CHE 345. Lecture and interactive discussion three hours per week.

CHE 346L – PHYSICAL CHEMISTRY LABORATORY (1)
This one-semester laboratory course covers basic physical chemistry laboratory techniques, including chemical thermodynamics, chemical kinetics and molecular properties using various analytical, spectroscopic, and computational chemistry techniques. Computer data analysis used. Prerequisite: CHE 345. Corequisite: CHE 346. Laboratory four hours per week.

CHE/PHY 356 – LASERS, OPTICS AND SPECTROSCOPY (4)
A laboratory-based, in-depth study of the applications of lasers in Physics and Chemistry emphasizes the scientific method. Areas covered include optics, light, light-matter interaction, lasers, spectroscopy and applications of mathematics in Chemistry and Physics. Prerequisite: MATH 232, and either PHY 261 or CHE 346; or permission of the instructor. Six hours of lecture and laboratory per week.

CHE 405 – RACE AND GENETICS (3)
An advanced lecture course exploring the topic of "race" and how it has often been used to naturalize social inequality by assigning people to hierarchically ordered groupings **based on assumed biological difference**. Using a biochemical lens and various pedagogical strategies including, web-enhanced platforms, round-table discussions, group activities, blogs, and experiential/lab projects, students will unpack race as a social construct and examine links been race and medicine/science/genetics. Prerequisites: CHE 311 or BIO 489; BIO 120 or BIO 125; MAT 231 or MAT 211.

CHE 410 – PRINCIPLES OF BIOCHEMISTRY (3)
The chemistry of biological systems comprises the discipline of Biochemistry. The major classes of biomolecules and their corresponding macromolecules are emphasized both in structure and in function. The roles of enzyme catalysts, thermodynamic considerations, and the interrelationship of metabolic pathways complete the content of the material. This course is required for Option 1 majors seeking ACS certification. Prerequisite: CHE 345. Lecture three hours per week.

CHE/ES 411 – TOXICOLOGY (4)
This course will focus on the chemistry and biochemistry of toxic substances, including their detection, mechanism of action, and effects on the body. Classes of toxicants and the enzyme systems by which they are metabolized will be discussed, distinguishing between detoxification and bioactivation. This course serves as an upper division College Honors Program elective and requires an oral and written presentation on a chosen toxicant. Prerequisites: BIO 115 &120, CHE 232. Lecture and discussion four hours per week.

CHE 421, 421L – INORGANIC CHEMISTRY (3,1)
This course provides a descriptive and quantum chemical examination of the structure, properties, bonding and chemical reactivity of inorganic compounds, with emphasis on transition metal coordination, organometallic and bioinorganic complexes. Prerequisite: CHE 232 (all majors), CHE 346 (Option 1, Option 2, Secondary Education seniors); Corequisite: CHE 345 (Dual Degree Engineering juniors only). Lecture three hours per week; Laboratory four hours per week.

CHE 429 – UNDERGRADUATE SEMINAR IN CHEMISTRY (1)
This capstone course requires the student to prepare a scientific research proposal, which is at the core of the scientific process. The process involves formulation of a hypothesis, discussion of the scope and significance of the scientific problem, and an outline of the research plan. This course provides a unique opportunity to combine the knowledge acquired in previous chemistry courses with the critical thinking skills essential in solving scientific problems. Prerequisite: CHE 232, 234L. Corequisite: CHE 345. Class meets one hour per week.

CHE 431, 432, 433, 434 – UNDERGRADUATE RESEARCH IN CHEMISTRY (0-3)
This course requires research on a problem of current interest, under the supervision of a faculty member; two credit hours are required for biochemistry majors. Other interested majors also encouraged to participate. One credit hour equals three in-lab contact hours. Prerequisite: CHE 232, 234L, and departmental approval.

CHE 441 – MEDICINAL CHEMISTRY (3)
Medicinal Chemistry is the study of the structure, design and biological significance of existing and novel drugs. The course will explore the relationship between a chemical structure and its physiochemical characteristics and biological activity that explain how drugs act and why. This research-based course consists of both lectures and computational laboratory components that introduce students to computer-aided drug design (CADD) applications. Prerequisites: CIS 121 (or other approved computer science courses), CHE 232/234L

CHE 446 – ADVANCED BIOCHEMISTRY (3)
This course will focus on special topics in advanced Biochemistry, including enzyme kinetics of bi-substrate systems, structure and mechanisms of action of hormones, glycoconjugate structure and function, biosynthesis of heme, chemistry of blood clotting, eukaryotic protein synthesis, and innate and humoral immune responses. Written analysis of a current, refereed Biochemical literature article is required. Prerequisite: CHE 312. Corequisite: CHE 345. Lecture three hours per week.

CHE 451 – SPECIAL TOPICS- PHARMOCOLOGY (3)
This course is designed to provide an introduction to therapeutic effects of drugs and xenobiotics in biological systems, with emphasis on humans. The course lectures, discussions, and presentations follow a system-based approach of a xenobiotic moving through the anatomy, physiology, and pharmacology of the target organ systems. Pharmacokinetics, pharmacodynamics, and evaluation of efficacy data derived from in vivo and in vitro studies are also covered in this course.

CHE 452 – CHEMISTRY OF NATURAL PRODUCTS (3)
This is a one semester condensed advanced course in organic chemistry. This course has been crafted to familiarize students with the recent advances in isolation techniques, structure determination, synthetic methods of reaction mechanisms, biosynthesis, physico-chemical measurements and new concepts in the realm of organic natural products. This course, being interdisciplinary in nature, encourages students to pursue advanced studies in biology, biochemistry, pharmacology, medicine, biophysics, and biotechnology. Prerequisite: CHE 232. Lecture and discussion three hours per week.

CHE/ES 453 – ENVIRONMENTAL CHEMISTRY (3)
This course will expose students to concepts in environmental chemistry as it relates to the sources, reactions, transport effects, and fate of chemical species in water, soil and air. In addition, through reading as-

signments, problem-solving and group projects, students will learn the use of the technology and its impact on the environment. Prerequisite: CHE 232. Lecture and discussion three hours per week.

CHE 460- ADVANCED SPECTROSCOPY (4)
Spectroscopy is a measurement technique chemists and biochemists use to study the structure and behavior of molecules. This analytical tool is used to study, identify, and quantify compounds important in the chemical and pharmaceutical industries. This course will cover the theory and application of advanced spectroscopic techniques in chemistry, including advanced nuclear magnetic resonance (NMR), principles of mass spectrometry, advanced topics in tándem mass spectrometry, high resolution molecular spectroscopy, advanced Raman techniques, and multidimensional optical spectroscopy. The laboratory portion of the course will allow students to apply these concepts during their investigations of selected compounds. Prerequisites: MAT 232, CHE 345, PHY 241. Lecture 2 hours per week. Laboratory 4 hours per week.

CHE 496 – INSTRUMENTAL ANALYSIS (4,0)
A course in the theory and techniques of modern chemical instrumentation, it emphasizes spectroscopy and chromatography. Prerequisite: CHE 345, MATH 232, and PHY 241. Lecture and discussion three hours per week. Laboratory four hours per week.

Advanced Chemistry Courses Offered at Other AUC Schools

HCHE 422 – Chemical Instrumentation (Morehouse, 4)
This course provides chemical analysis based on the use of modern instruments. Emphasis is placed on quantitative analysis of materials using spectroscopic, electrochemical, magnetic and chromatographic techniques. Prerequisite: CHE 322/322L. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.

HCHE 423/424 – Advanced Physical Chemistry (Morehouse; 3, 3)
This course covers theoretical principles of modern physical chemistry and fundamental principles of quantum mechanics, statistical mechanics, angular momentum and group theory. Applications. Prerequisite: CHE 322/322L. Recommended: PHY 361. Lecture, 3 hours per week. Laboratory and lab lecture, 6 hours per week.

HCHE 437/322L – Introduction to Space Science (Morehouse, 4)
This course is designed to introduce students to the mysteries of the universe. Scientific disciplines covered include space astronomy, the science of celestial bodies that make up the universe; space astrophysics, the application of physical laws to the study of astronomy; space physics, the interaction of the Sun's solar wind and the Earth's atmosphere; space biology, the origin and evolution of living organisms in space; and planetary exploration, the study of the planets in the solar system. Topics will be presented via lectures, video, view graphs, class discussion, reference materials, and guest lectures. Prerequisite: CHE 322/322L. Lecture, 3 hours per week. Laboratory and lab lecture, 5 hours per week.

HCHE 471/472 – Advanced Organic Chemistry (Morehouse, 3)
This course provides a deeper understanding of the structure of organic compounds and the mechanisms of organic reactions. The three main broad topics are structure, dynamics, and synthesis. The quantum mechanical basis for aromaticity is carefully examined, and the concept of the duality of (competing) mechanisms is treated in some detail. Prerequisite: CHE 322/322L. Lecture, 3 hours per week.

CCHE 431 – Advanced Organic Chemistry (Clark Atlanta University, 4)
This course is a study of the advanced topics in carbon chemistry. The topics covered include critical evaluation of modern organic theory mechanisms and rearrangements. It also includes a detailed study of important organic reactions and their application to selected laboratory experiments. Prerequisites: CCHE 231/231L/231R and CCHE 232/232L/232R. Lecture, 3 hours per week. Lab 1 hour per week.

CCHE 432 – Advanced Organic Chemistry (Clark Atlanta University, 4)
This course covers the theory and techniques used in the determination of the structure of organic compounds. The topics covered include separation techniques as well as the use of UV/VIS, IR, NMR, ESR, Raman and mass spectroscopy to elucidate structures of organic compounds. Prerequisite: CCHE 431/431L. Lecture, 3 hours per week. Lab 1 hour per week.

CCHE 443 – Advanced Inorganic Chemistry (Clark Atlanta University, 4)
This course is an introduction to the descriptive chemistry of the elements. The topics covered in this course include: Brønsted and Lewis acids and bases, electronic and molecular structure and coordination chemistry. Prerequisites: CCHE 341/341L/341R, and CCHE 342/342L/342R. Lecture, 3 hours per week. Lab 1 hour per week.

CCHE 480 – Special Topics in Chemistry (Clark Atlanta University, 4)
This course provides a detailed study of a series of advanced topics in any area of chemistry. Students undertake independent projects. Lecture, 3 hours per week. Lab 1 hour per week.

CHE 431 – Advanced Organic Chemistry (Clark Atlanta University, 3)
This course is a study of the advanced topics in carbon chemistry. The topics covered include critical evaluation of modern organic theory mechanisms and rearrangements. It also includes a detailed study of important organic reactions and their application to selected laboratory experiments. Prerequisites: CCHE 231/231L/231R and CCHE 232/232L/232R. Lecture, 3 hours per week. Lab 1 hour per week.

CHE 432 – Advanced Organic Chemistry (Clark Atlanta University, 3)
This course covers the theory and techniques used in the determination of the structure of organic compounds. The topics covered include separation techniques as well as the use of UV/VIS, IR, NMR, ESR, Raman and mass spectroscopy to elucidate structures of organic compounds. Prerequisite: CCHE 431/431L. Lecture, 3 hours per week. Lab 1 hour per week.

CHE 480 – Special Topics in Chemistry (Clark Atlanta University, 4)
This course provides a detailed study of a series of advanced topics in any area of chemistry. Students undertake independent projects. Lecture, 3 hours per week. Lab 1 hour per week.

Comparative Women's Studies

Department Location
Camille O. Hanks Cosby Academic Center – Second Floor

Special Entry Requirements
None

Placement Examinations
None

Goals
The Comparative Women's Studies major is characterized by a flexible, faculty-monitored interdisciplinary plan of study designed to meet the needs of individual students. It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives. It also provides students with the analytical tools for understanding the lives and experiences of women in various cultural contexts. While providing conceptual models for a comparative analysis of the situation of women globally, especially women of African descent, the Comparative Women's Studies major provides opportunities to analyze the hierarchies of race, class and gender. The Department also exposes students to feminist critiques of traditional scholarship in the disciplines and masculine biases in the history of the acquisition of knowledge. The Comparative Women's Studies offerings provide the critical skills and background for students preparing for graduate study as well as professional careers.

Student Learning Outcomes
1. Demonstrated knowledge of a wide range of women's studies scholarship, theorists, research, and debates
2. Ability to apply key women's studies concepts and feminist theoretical perspectives in the critical analysis of social, political and cultural realities
3. Knowledge production using a women's studies lens and feminist theory in conducting independent research, production of creative/activist expressions
4. Experiential learning though informed engagement and participation in women-centered organizations, campaigns, and/or collective projects.

International/Comparative Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Departmental Honors
To qualify for departmental honors, a student must
1. have a 3.0 cumulative grade point average
2. have a 3.2 grade point average in the major
3. have no initial course grade in the major below a "C"
4. complete all core requirements for the major with no grade lower than a "B"

Major Requirements
Students may fulfill the requirements of the major by taking a minimum of 40 hours (10 courses). Three core courses are required: Introduction to Comparative Women's Studies, Feminist Theory, and Independent Study or Internship or Practicum. Students must select a focus from one of three areas: a Geographical focus (i.e., Africa, Caribbean, North America); a Disciplinary focus (i.e., Literature, History, the Fine Arts); or a Self-Designed Program (i.e., Women and Development, Comparative Slavery, Women and Health). Students must take four courses in the specialization options section of the major. Students are also required to take three elective or cognate courses (i.e., Racism and the Law, Race, Class and Gender, or African American History).

Comparative Women's Studies Minor Requirements
Students may fulfill the requirements of the minor by taking a minimum of 20 hours (five courses). Two courses are required: Introduction to Comparative Women's Studies (CWS 270) and Feminist Theory (CWS 471). One social science division course and one humanities or fine arts division course are also required. The minor, like the major, is a flexible, faculty monitored, interdisciplinary plan of study designed to meet the needs of individual students.

Comparative Women's Studies Courses
- CWS 270 Introduction to Comparative Women's Studies
- CWS 310 Documenting Women: Oral Narratives and Digital Media Production I
- CWS 311 Documenting Women: Oral Narratives and Digital Media Production II
- CWS 320 Cinemythic Journey: Black Woman as Hero in American Cinema
- CWS 330 Special Topics in Women's Studies:
- CWS 336 Feminist Qualitative Research Methods
- CWS 370 Women and Social Resistance Movements
- CWS 400 The Black Female Body in American Culture
- CWS 421 Independent Study/Internship/Practicum:
- 421A Practicum in Women's Activism Studies
- CWS 471 Feminist Theory and Thought
- CWS 491 Honors Thesis

The following courses are cross-listed and housed in other departments:
- CWS/ANTH 305 Gender and Sexuality in Cross Cultural Perspective
- CWS/ART 322 Issues in Women's Art
- CWS/DRA 305 Women in Theatre and Drama
- CWS/DRA 377 Women in Dance: Sexuality, Sexism and Subversion
- CWS/ECON 320 Women in the Economy
- CWS/ENG 215 20th-Century Black Women Writers
- CWS/ENG 216 Images of Women in Non-Western Literature
- CWS/ENG 314 Representations of Women in Literature
- CWS/ENG 404 Woman as Writer
- CWS/ENG 409 Images of Women in the Media
- CWS/ENG 433 Postcolonial Women Writers

- CWS/FRE 302 African/Francophone Cinema
- CWS/SHIS 314 Women in the U.S.
- CWS/SHIS 344 Women in Modern China
- CWS/SHIS 358 European Women Toward Equality
- CWS/SHIS 371 Women in Latin-American History
- CWS/SHIS 421 In Our Own Words: African-American Women's Biography and Auto-Biography
- CWS/SHIS 452 Seminar in Gender and Family in Early Modern Europe
- CWS/SHIS 462 Seminar: Race, Class and Gender in the English-Speaking Caribbean
- CWS/SHIS 471 Seminar: Race, Class and Gender in Brazil
- CWS/MUS 130 Women in Music
- CWS/PHIL 221 Feminist Philosophy
- CWS/PSY 206 Psychology of Women
- CWS/SOC 210/JSC 210 Women in Japanese Society
- CWS/SOC 291 Race, Class and Gender
- CWS/SOC 336 Qualitative Research Methods
- CWS/SOC 370 Women and Social Resistance Movements
- CWS/SOC 405 Women, Values and the Law
- CWS/SOC 415 Sociology of Women
- CWS/SOC 430 Violence Against Women
- CWS/SPA 478 Special Topics: The Universe of the Women of Color in Afro-Hispanic Literature

* For an up-to-date list, please visit the department.

Course Descriptions

CWS 270 – INTRODUCTION TO COMPARATIVE WOMEN'S STUDIES (4)
This course provides an introduction to women's studies, the interdisciplinary nature of this area of study, and the major issues involved in considering gender in intellectual inquiry. An exploration of disciplinary perspectives (especially those of sociology, anthropology, history and literature) on the study of women, as well as interdisciplinary perspectives. Cross-cultural analytic frameworks will be employed.

CWS 310 – DOCUMENTING WOMEN: ORAL NARRATIVES AND DIGITAL MEDIA PRODUCTION I (4)
The course is the first semester of a two-semester course that teaches students how to collect and use oral narratives, discussions, original and published and non-published text, and personal and media developed images to create digital video documentaries about changing social dynamics as they relate to issues of social justice for women. The context for our work is centered within exploring how historical and contemporary forms of oppression and privilege inform women's choices.

CWS 311 – DOCUMENTING WOMEN: ORAL NARRATIVES AND DIGITAL MEDIA PRODUCTION II (4)
The course is the second semester of a two-semester course that teaches students how to complete the productions started in Documenting Women: Oral Narratives and Digital Media Production I.

CWS 320 – CINEMYTHIC JOURNEY: BLACK WOMEN AS HERO IN AMERICAN CULTURE (4)
This course provides a critical analysis of how Black women have been constructed as "the Hero" in American cinema. Using the framework of archetypal images, students will view films to analyze and deconstruct how screenwriters and filmmakers are creating the journey of Black woman as hero and how this relates overall to creating popular media images of Black women. Open to juniors and seniors.

CWS 330 – SPECIAL TOPICS IN WOMEN'S STUDIES (4)
Topics of this advanced seminar in Comparative Women's Studies will vary and are announced in the semester in which the course is offered.

CWS 336 – FEMINIST QUALITATIVE RESEARCH METHODS (4)
This seminar provides an introduction to the contributions that feminists and feminism have made to the knowledge production process through the development of alternative methodologies and/or adaptation of existing methodologies or social research. It examines the feminist critiques of positivistic social science research methodologies and the power relations that they often reinforce, e.g., systems of inequality on the basis of gender, race/ethnicity, class, sexuality and culture. Grounded in a global black feminist perspective, the course encourages the use of lived experience, reflexivity and standpoint knowledge in the research processes. It explores a variety of qualitative research methodologies including oral narratives, participant observation, archival analysis, and content analysis.

CWS 370 – WOMEN AND SOCIAL RESISTANCE MOVEMENTS (4)
This course explores the activism of women in a variety of historical and contemporary social movements for human equality and liberation internationally and cross-culturally. The participation of women in national liberation, civil rights/black power, women's equality, economic and social justice, and gay and lesbian rights will be considered. The emphasis of the course is on the complex and multi-layered experience of women in all aspects and phases of social movements: i.e., emergence, strategies and tactics, structures, and outcomes. It additionally explores the ways that gender interacts with race, ethnicity, class, sexuality, and culture to both catalyze and restrict women's social movement activism.

CWS 400 – THE BLACK FEMALE BODY IN AMERICAN CULTURE (4)
This interdisciplinary course addresses the relationship between constructed corporeal representations of black women and American culture. It addresses the body as a system of symbols reproducing social categories and concerns. The black female body is analyzed in terms of the body itself as a text and as a site of political struggle. The course places black women at the center of this significant interdisciplinary discussion and acknowledges the profound importance of the story their bodies tell about historic and cultural realities.

CWS 421 – INDEPENDENT STUDY INTERNSHIP/PRACTICUM (4)
This course provides an in-depth exploration of an area of women's studies of special interest to the student which can either involve a formal research paper, an internship experience, or activist practicum. It usually involves prearranged meetings with a preselected faculty mentor and a student generated work plan. Prerequisite: Permission from the department faculty mentor with whom the independent study is arranged.

CWS 421 A – PRACTICUM IN WOMEN'S ACTIVISM STUDIES (4)
The Practicum in Women's Activism is an experiential elective that requires students to actively participate in a women's rights-related social movement campaign, network and /or organization. The activism component is accompanied by a scholarly dimension where students will conduct research on the social movement in which they are engaged. Prerequisite: CWS 270 Introduction to Comparative Women's Studies; CWS 370 Women and Social Resistance Movements and CWS471 Feminist Theory and Thought are highly recommended.

CWS 471 – FEMINIST THEORY (4)
The critical perspective of women's studies, out of which this examination of the development of feminist thought/theory emerges, establishes the social construction of gender as a focal point of analysis in a complex matrix with class, race, ethnicity, nationality, and sexuality as fundamental categories of social and cultural analysis. In an examination of the development of feminist thought, the course will consider the historical, social, intellectual and political contexts within which feminist theories developed, including the relationship between feminist theory and contemporary women's movements in the U.S. and around the globe.

CWS 491 – HONORS THESIS (4)
This course is an intensive junior/senior-year research experience in an area of Comparative Women's Studies which involves engaging and applying feminist theory, conducting primary or secondary research, analysis, and written and/or oral presentation.

Computer and Information Sciences

Department Location
Albro Falconer Manley Science Center, Room 326

Special Entry Requirements
None

General Core Requirements
CIS105 (Principles of Computing) or CIS100 (Introduction to Computers) is generally used to satisfy the college computer literacy requirement. However, CIS 121 may be used as a more challenging substitute. Computer Science, Dual Degree Engineering, Environmental Science, Mathematics and Physics majors must use CIS 121 Computer Science I to satisfy this requirement. Biology majors must use CIS 111 Discovering Computer Science or CIS 115 Introduction to Computing and Informatics.

Placement Examinations
A computer literacy examination is given each semester for the purpose of exempting students from CIS 105 or 100. The examination consists of both written and hands-on components. The examination may be taken only once. Students seeking exemption must take the examination no later than the end of the third year. Exemption from the course does not carry credit hours. The exemption examination will be given each semester during registration and early registration.

Goals
The goals of the Computer and Information Sciences Department are to prepare students for graduate training in some specialized area of computer science, to prepare students for jobs in industry, business, or government, and to provide support courses for students in engineering, mathematics, and other fields requiring computing skills.

Student Learning Outcomes
1. Demonstrate proficiency in problem-solving techniques using the computer.
2. Demonstrate proficiency in at least two high level programming languages and two operating systems.
3. Demonstrate proficiency in the analysis of complex problems and the synthesis of solutions to those problems.
4. Demonstrate comprehension of modern software engineering principles.
5. Demonstrate a breadth and depth of knowledge in the discipline of computer science.
6. Demonstrate an ability to carry out research in the discipline.

International/Women's Studies Requirement
None

Teacher Certification
None

Departmental Honors
Students must achieve an overall GPA of at least 3.0 and a GPA in Computer Science of at least 3.4 with no Computer Science grade less than "C." Completion of an Honors Thesis or Independent Study project is required.

Departmental Honor Societies
Zeta Chapter of Upsilon Pi Epsilon

Major Requirements
Forty-five to 48 semester hours are required for the Bachelor of Science in Computer Science, including 36 required core course hours and at least three additional elective courses chosen from any computer and information science courses at the 300 level or above. In addition to the credit-bearing courses, participation in first-year and senior seminars is required. Computer Science majors are required to take CIS113 Discovering Computer Science: Python as a prerequisite to CIS123 Computer Science 1: Python. Each of the courses presented for the major must be completed with a grade of "C" or better.

The numbers following the course names indicate the credit hours, lecture hours, and laboratory hours, respectively.

Core Major Requirements (36 Hours)
- CIS 113 Discovering Computer Science: Python (4-3-2)
- CIS 123 Computer Science I: Python (4-3-2)
- CIS 181, 182 First-Year Seminar (0-1-0)
- CIS 215 Data Structures and Theoretical Foundations of Computer Science (4-3-2)
- CIS 216 Computer Organization and Design (4-3-2)
- CIS 313 Data Structures and Algorithm Analysis (4-3-0)
- CIS 328 Introduction to Database Management Systems Design (4-3-0)
- CIS 343 Operating Systems and Computer Architecture (4-3-1)
- CIS 346 Theory of Programming Languages (4-3-0)
- CIS 481 Senior Seminar I (0-1-0)
- CIS 482 Senior Seminar II (1-1-0)

One of the following two courses:
- CIS 472 Software Engineering (4-3-0)
- CIS 485 Senior Design Project (4-0-3)

Note: Independent study/research hours may not be counted as required hours in computer science.

Major Cognate Courses
- MATH 231 Calculus I
- MATH 232 Calculus II
- MATH 233 Foundations of Mathematics OR MATH 205 General Statistics OR MATH 214 Linear Algebra and Application
- MATH 234 Discrete Mathematics

Two semesters of calculus-based Physics:
- PHY 151 and PHY 241 (or a student may substitute PHY241 for an alternative science course with approval of the Department Chair.)

Each of these courses must be completed with a grade of "C" or better.

Minor Requirements

Computer Science Minor

The computer science minor is designed primarily for students with a science background. It consists of six courses. The three required courses for this option are CIS 111, CIS 121, and either CIS 215 or CIS 216. One elective may be chosen from CIS courses numbered 210 or above. The final two electives must be chosen from courses numbered 300 or above with consultation from the department. For example, students may choose courses from the set CIS 313, CIS 346, CIS 346, and CIS 465, or from the set CIS 302, CIS 328, CIS 413, CIS 401, and CIS 465. The suggested mathematical cognates for this option are MATH 214 and MATH 234.

Information Science Minor

The Information Science minor is designed for non-science majors and is oriented toward business and information science. MATH 107 is the required mathematics course, but MATH 115 or higher is acceptable. The minor consists of six courses, which must include CIS 121, CIS 215, CIS 213 or CIS 216, and CIS 313 or CIS 328 or CIS 343. Two electives may be chosen from CIS courses listed as electives in the option above, or MGT 300, Principles of Management. Other substitutions may be made with approval by the Department.

Course Descriptions

CIS 100 – INTRODUCTION TO COMPUTERS (4-3-0)
This course is designed to give students an understanding of how a computer works, its capabilities, limitations, and applications. Includes system components, societal impact, applications, introduction to Web page development, and the hands-on use of software packages including word processing, spreadsheets, presentation software and databases. This course, CIS 111, CIS 115 or CIS 121 is required of all students.

CIS 105 – PRINCIPLES OF COMPUTING
Information technology plays an increasingly large role in both society and the individual lives of citizens. This course is designed to introduce computer literacy concepts and programming skills necessary to effectively use information and technology. Students will gain an understanding of how a computer works its capabilities, limitations, and applications. Students will gain programming skills using the Python programming language. The course serves as the required computer literacy component of the general education curriculum. (4-3-0)

CIS 111 – DISCOVERING COMPUTER SCIENCE (4-3-2)
This course is an introduction to Computer Science based on algorithmic problem solving. The course explores computer science in various facets with the algorithm as the common thread. The mathematical nature of algorithms is presented along with how algorithms are manifested in hardware, software and various application areas. This course is designed for computer science majors, minors and double majors. This course includes a required lab.

CIS 113 Discovering Computer Science: Python (4-3-2)
This course provides an introduction to the study of Computer Science and computer programming. The course begins with an overview of algorithm discovery and algorithmic analysis including pseudocode development, flowcharting, sequential, conditional and iterative processing. The course then focuses on developing computer executable code in Python to represent these algorithms. Python topics covered includes statements, variables, mathematical operations, conditional execution, iteration, functions, lists, tuples and an introduction to files. This course includes a required lab.

CIS 115 – COMPUTING AND INFORMATICS
This course introduces students, particularly science majors, to informatics and computing programming in Problems introduced include applications to domains of interest. Common informatics tools such as Python and BLASTare introduced as well as basic visualization of data. The course satisfies the Spelman College Computer Literacy requirement and serves as a prerequisite for upper-level, domain specific informatics courses.

CIS 121 – COMPUTER SCIENCE I (4-3-2)
This course is an introduction to programming using C++. It emphasizes problem-solving techniques, algorithm design and concepts of object oriented programming. Corequisite: MATH 115. Prerequisite: CIS111 (CS Majors only) or by permission of the instructor.

CIS 123 – COMPUTER SCIENCE I: PYTHON (4-3-2)
This course provides students with advanced Python language skills. The course covers the following topics programming concepts and language features: string slicing, dictionaries, sets, classes, object-oriented programming, inheritance, polymorphism, files, object serialization and recursion. Additionally, students will be introduced to event-based GUI programming using Python's standard tkinter module. This course includes a required lab. Prerequisite: CIS113.

CIS 131 – COMPUTER SCIENCE I: MATLAB (4-3-2)
Computer Science (MATLAB) is an introductory course for mathematics and engineering students who need to do computing using the MATLAB programming language. The course presents the fundamentals of computing programing that include the design, implementation, testing and debugging of MATLAB programs. In addition, the course explores how algorithms are used to solve problems in mathematics, engineering and computer science.

CIS 181, 182 – FIRST YEAR SEMINAR (0-1-0)
This course is an orientation to the Computer Science major and to the resources of the UNIX system and the Internet. It includes a survey of the nine basic areas of Computer Science, the role of the Computer Science professional, and an introduction to personal computer software. Also covers availability of opportunities for internships, co-ops, research programs, ethical issues affecting computer science, etc.

CIS 215 – DATA STRUCTURES AND THEORETICAL FOUNDATIONS (4-4-2)
This course teaches students advanced language features such as recursion, linear and non-linear data structures, generic/template data structures, program correctness, internal search/sort methods, and intermediate algorithm analysis. In addition, students are introduced to the theoretical foundations of computer science with emphasis on topics such as finite state machines, formal languages, and combinatorics. Prerequisite: CIS123 or CIS121.

CIS 216 – COMPUTER ORGANIZATION AND DESIGN (4-3-2)
This course provides an explanation of the basic workings of a computer, from the stored-program concept and the representation of code and data to the fetch-execute cycle and the design of the datapath hardware. It covers assembly language programming and the Instruction Set Architecture and introduces certain operating system concepts. It introduces the design of combinational and sequential logic gates and the internal operation of modern computer hardware. This course includes a required lab. Prerequisite: CIS 215.

CIS 302 – (4-3-0) DESIGN AND MANAGEMENT OF INFORMATION SYSTEMS
This course provides an introduction to the use of computers as a part of a decision support system (DSS) or a management information system (MIS). Includes information gathering and analysis, data organization and file management techniques, and information management issues. Application projects drawn from current practice and literature. Prerequisite: One high-level programming language. Prerequisite: CIS 215.

CIS 313 – DATA STRUCTURES AND ALGORITHM ANALYSIS (4-3-0)
This course covers advanced data structures and design and analysis of algorithms. Topics include balanced trees, sorting, heaps, selection, string matching, graph algorithms, algebraic problems and algorithmic complexity and computability. Algorithm design techniques include di-

vide-and-conquer, dynamic programming and depth-first-search. It covers methods for solving common summations and recurrences. Prerequisite: CIS 215, MATH 231. (Formerly MATH 251) Corequisite: MATH 214.

CIS 328 – INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS DESIGN (4-3-0)
This course teaches students the fundamental concepts underlying database system design, including design application using databases and implementation techniques used in database systems. Prerequisite: CIS 313.

CIS 343 – OPERATING SYSTEMS AND COMPUTER ARCHITECTURE (4-3-1)
This course is an introduction to major concepts in the design of operating systems at the register-transfer level. It covers interrelationships between the operating system and the architecture of computer systems and includes a significant programming component, a required lab and a major project. Prerequisite: CIS 215 or CIS 216.

CIS 346 – ORGANIZATION OF PROGRAMMING LANGUAGES (4-3-0)
This course provides a study of the fundamental concepts and general principles underlying programming languages in current use. Run-time behavior of programs. Comparison of language features and programming techniques using several languages such as Ada, C, Java, Perl, LISP, C++, and PROLOG. Prerequisite: CIS121 or CIS123.

CIS 366 – NUMERICAL ANALYSIS (4-3-0)
This course provides a study of and use of techniques for the numerical solution to the following types of problems: zeros of functions, linear systems, functional approximation, numerical integration/ differentiation, and eigen values. Error analysis will also be included for each technique studied. Prerequisite: MATH 214, and MATH 212, 232, or 295. Required: Must have computer programming skills.

CIS 381 / Math 381 – INTRODUCTION TO GRAPH THEORY
This course is an introduction to the mathematical field of graph theory. It explores fundamental graph theoretic concepts including connectivity, graph isomorphisms, trees, matchings, planarity, graph colorings, as well as Eulerian and Hamiltonian graphs. To understand these ideas, the use of both algorithms and proof techniques is emphasized throughout the course. Prerequisite: CIS 215.

CIS 390 – DIRECTED STUDIES (VARIABLE)
This course provides an in-depth study of a significant topic in computer science under the direction of a member of the computer science faculty. The student will conduct independent study/research and meet weekly with their advisor. Required: A written paper and public presentation. Prerequisite: Junior standing and consent of the department.

CIS 391 – HONORS THESIS (INDEPENDENT STUDIES) (4-0-0)
An intensive research project is required of all honors majors. Each honors major should enroll for the thesis during the second semester of the junior year. Details on the thesis can be obtained from the department's chair.

CIS 401 – COMPUTER GRAPHICS (4-3-2)
This course provides an introduction to the use of computers for manipulation and display of graphical information. It includes graphical input methods and interactive graphics, two- and three-dimensional transformations, and fundamentals of vector and raster graphics. This course includes a required lab. Prerequisite: CIS 215. Suggested: MATH 214.

CIS 428 – ADVANCED DATABASE MANAGEMENT SYSTEMS DESIGN (4-3-0)
This course teaches students advanced concepts in database systems design, including database design and implementation techniques used in database systems such as security, storage, query processing, query optimization, transactions, concurrency control and recovery. Prerequisites: CIS 328 and CIS 343 or consent of the Department.

CIS 432 – ARTIFICIAL INTELLIGENCE (4-3-2)
This course covers fundamental concepts, techniques and issues of artificial intelligence; state space search strategies; heuristic methods and programming techniques; and survey of applications in areas of problem solving, expert systems, natural language understanding, vision and learning. Prerequisite: CIS 313, CIS 346.

CIS 435 – ROBOTICS
This course will introduce students to programming mobile, autonomous robots. Students will be taught to utilize robot sensors and actuators and to program decision making abilities. Lectures will be combined with hands-on classroom learning activities and complemented with several homework implementations of robot activities. Students will learn and use a robot programming platform.

CIS 437 – SIMULATION (4-3-1)
An elective in the Computer Science major and the Environmental Science major, this course introduces students to the basics of Discrete Event Simulation and Continuous Simulation. It covers why simulation is used, how to model systems and how to ensure the correctness of the models. It explains how simulations are implemented on computers, discusses random variate generation, and describes the statistical analysis of results. Prerequisite: CIS 121; MATH 205.

CIS 443 – COMPILER CONSTRUCTION (4-3-0)
This course provides a definition and overview of a compiler, study of the basic techniques of compiler design and implementation; lexical analysis, parsing, syntax checking, and semantic analysis; and design of a sample compiler of moderate complexity. Prerequisite: CIS 343, CIS 346.

CIS 452 – THEORY OF COMPUTATION (4-3-0)
This course provides an introduction to properties of algorithmic computation, modules of computation, Turing computability, recursive functions, computability, and decidability. Prerequisite: CIS 313, MATH 234.

CIS 456 – HUMAN-COMPUTER INTERACTION (1-3-0)
This course provides a study of various aspects of the human-computer interface; methods for designing and evaluating computer systems for increased usability and efficiency; and design of a sample system of moderate complexity. Prerequisite: Junior standing; CIS 111–215.

CIS 463 – COMPUTER NETWORKS AND DATA COMMUNICATIONS (4-3-2)
This course provides an introduction to basic communication concepts, distributed systems, network architectures, networks and protocols, digital communication links, overview of local area networks, and related software design. Prerequisite: CIS 215, CIS 216, or consent of instructor.

CIS 465 – COMPUTER NETWORKS AND SECURITY (4-3-0)
This course provides an introduction to basic communication concepts, network architectures, networks and protocols, digital communication links, and overview of local area networks, and information security. Computer networks are the foundation for distributed computing. In this class students will study data communications, which enables computer networks. In addition, they will discuss information security.

CIS 470 – SPECIAL TOPICS (4-3-0)
This course provides lectures on topics of current interest. Topics vary according to the needs and interests of students. Prerequisite: Consent of instructor.

CIS 472 – SOFTWARE ENGINEERING (4-3-0)
This course provides an introduction to software engineering principles and techniques which are used in the construction of large software systems; software life cycle and the methodologies to support the various phases; CASE (Computer Aided Software Engineering); software reuse, project planning and scheduling, software cost-estimation, and documentation. Participation in a group project with extensive programming in high-level programming language is required. Prerequisite: CIS 313, or consent of instructor.

CIS 475 – SPECIAL TOPICS (4-3-1)
This is a lecture-laboratory course in topics of current interest. Topics vary according to the needs and interests of students. Prerequisite: Consent of instructor.

CIS 481 – SENIOR SEMINAR I (0-1-0)
This course provides supervised student preparation for career development and graduate study including assistance with resumes, applications for admission, and financial aid; survey of current software applications; and discussion of ethical and social issues in the discipline and gender issues in the discipline.

CIS 482 – SENIOR SEMINAR II (1-1-0)
This course provides a discussion of issues and current topics in the discipline; exploration of literature of the discipline; exposure to advanced UNIX, scripting, and programming languages; and discussion of ethical and social issues in the discipline.

CIS 485 – SENIOR DESIGN PROJECT (4-0-3)
In this course, students develop a major project requiring the integration of material from across the computer science curriculum that culminates with a written report. Students should expect to spend a minimum of 10 hours per week on the project. Prerequisite: Consent of the department.

CIS 491 – HONORS THESIS RESEARCH (4-3-0)
All honors majors are required to develop an intensive research project. Each honors major should enroll for the thesis during the first semester of the senior year. Details on the thesis can be obtained from the department chair.

Dance Performance and Choreography

Department Location
Fine Arts Building, Room 130

Special Entry Requirements
None

Placement Examinations
None

Goals
Dance at Spelman is a critical and creative thinking laboratory that nurtures women of the African Diaspora. Students investigate intersections of experimental creative practices, cultural discourse, and technology. The curriculum centers on the choreographic process through the lens of black feminist theories, contemporary dance techniques, and interdisciplinary collaborative practice. Students engage with an exciting roster of visiting artists and a departmental faculty of globally recognized working artists who mentor and guide students through scholarship, artistic production, and entrepreneurial strategies. The department cultivates freethinkers and intelligent movers interested in becoming creators, innovators, writers, historians, and scholars within the evolving field of dance.

Objectives
After completing the major, students will be able to:

1. Engage in dance as a mode of inquiry, knowledge production, and critical thinking through embodied creative process, theoretical research, literature, and performance. (KNOWLEDGE AND CRITICAL THINKING)
2. Articulate — orally, in written form, and through embodied practice — historical and contemporary sociocultural contexts of dance practice. (HISTORICAL/CULTURAL PERSPECTIVES)
3. Demonstrate high-level choreographic skills to investigate, engage in, and develop creative processes. (CHOREOGRAPHIC PROCESS)
4. Demonstrate the ability to self-generate professional opportunities and creative spaces, and maneuver within various concert, commercial and social communities locally, regionally, and internationally. (PROFESSIONAL PREPARATION PRACTICE).

General Core Requirements

Wellness
Dance technique classes fulfill Wellness Requirements

Arts
The following courses fulfill the Arts Division Requirement for non-majors:

- DAN 105 Dance Perspectives and Process
- DAN 203 Critical Writing for Dance (also WI)
- DAN 209 Contemplative Practices and the Arts (for majors, also)
- DAN 211 Dance, Community and Social Change
- DAN 241 Black Presence in American Dance

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet on the Spelman web page.

Major Requirements
The dance major consists of 50 semester credits. The major is divided into four areas: Technique, Theory, Choreographic Process, and Performance. Students majoring in dance are required to take seven technique classes, including Improvisation, all of the courses in the Theory and Choreographic Process areas, four semesters of Dance Performance—the academic frame for Spelman Dance Theatre (SDT)—and two major electives.

Dance Major Requirements and Major Electives

Technique – 7 credits total

- DAN 171 Improvisation (1)

Choose 6 technique classes from the following list:

- DAN 111 Beginning Ballet (1)
- DAN 121 African Dance Forms (1)
- DAN 131 Beginning Contemporary Modern Dance (1)
- DAN 161 Principles of Jazz (1)
- DAN 202 Jazz Funk (1)
- DAN 215 Intermediate/Advanced Ballet (1)
- DAN 233 Intermediate Contemporary Modern Dance (1)
- DAN 252 Commercial Hip Hop (1)
- DAN 333 Advanced Contemporary Modern Dance (1)

Theory – 19 credits total

- DAN 105 Dance Perspectives and Process (4)
- DAN 203 Critical Writing for Dance (4)
- DAN 206 Navigating the Business of Dance (3)
- DAN 211 Dance, Community and Social Change (4)
  OR
  DAN 300 The Art of Teaching Dance (4)
- DAN 241 Black Presence in American Dance (4)

Choreographic Process – 12 credits total

- DAN 201 Choreographic Process I: Solo/Womanist Theories (4)
- DAN 301 Choreographic Process II: Group/Art as Activism (4)
- DAN 494 Independent Study (Dance Capstone) (4)

Performance – 4 credits total

- DAN 200 Dance Performance (Spelman Dance Theatre) (1)

Major Electives – 8 credits total

- DAN 209 Contemplative Practices and the Arts (4)
- DAN 211 Dance, Community and Social Change (4)
- DAN 262 Dance for Camera (4)
- DAN 300 The Art of Teaching Dance (4)
- DAN 377 Women in Dance: Sexism, Sexuality and Subversion (4)
- DAN 396 Choreographing Lives: Women's Auto/biography and Dance (4)

Internships

Majors are encouraged to participate in at least one internship during their time in the department. Internships will earn students credit toward graduation, but will not count as core credit.

Departmental Honors

The qualifications for departmental honors include:

1. A grade point average of 3.5 or above
2. No grade lower than a "B" in Choreographic Process courses
3. No withdrawals from major courses unless for reasons of serious illness or other extenuating circumstances
4. Completion of a self-produced senior capstone project with a grade of B+ or above
5. Successfully setting a work of choreography on Spelman Dance Theatre or completing a substantive extra-curricular creation
6. Participation in an intensive dance study workshop or internship off campus
7. Giving a Research Day presentation, such as a paper, poster, performance, or panel discussion

Dance Minor Requirements

The dance minor consists of 21 semester credits. Students may choose one of four possible focus areas for the dance minor. Required courses for each are:

Choreography Focus

- (171) Improvisation (1)
- (XXX) Dance Technique Classes (1, 1, 1)
- (105) Spelman Dance Theatre (1, 1)
- (201) Choreographic Process I (4)
- (301) Choreographic Process II (4)
- (206) Navigating the Business of Dance (3)
- (211) Dance, Community and Social Change (4)

Pedagogy Focus

- (171) Improvisation (1)
- (XXX) Dance Technique Classes (1, 1, 1, 1)
- (105) Dance Perspectives and Process (4)
- (201) Choreographic Process I (4)
- (241) Black Presence in American Dance (4)
- (300) The Art of Teaching Dance (4)

Dance History Focus

- (171) Improvisation (1)
- (105) Dance Perspectives and Process (4)
- (201) Choreographic Process I (4)
- (203) Critical Writing for Dance (4)
- (241) Black Presence in American Dance (4)
- (377) Women in Dance: Sexism, Sexuality and Subversion (4) OR (396) Choreographing Lives: Women's Auto/Biography and Dance (4)

Performance Focus

- (171) Improvisation (1)
- (XXX) Dance Technique Classes (1, 1, 1, 1, 1)
- (105) Spelman Dance Theatre (1, 1, 1, 1)
- (201) Choreographic Process I (4)
- (211) Dance, Community and Social Change (4)
- (206) Navigating the Business of Dance (3)

Dance Courses that Fulfill the Divisional Arts Requirement

- (105) Dance Perspectives and Process (4)
- (203) Critical Writing for Dance (also WI) (4)
- (209) Contemplative Practices and the Arts (4)
- (211) Dance, Community and Social Change (4)
- (241) Black Presence in American Dance (4)

General Electives

All dance technique classes may be taken to fulfill the Wellness Requirement.

Dance Performance & Choreography Course Descriptions

Theory Course Descriptions

DAN 105 – DANCE PERSPECTIVES AND PROCESS (4)
Explore dance as a creative practice where individual and collective embodiment serves as a research method to examine how dance shapes and is shaped by social identity, political discourse, and community building.

DAN 203 – CRITICAL WRITING FOR DANCE (4)
Engage in thoughtful dance and contemporary art criticism as well as self-promotion through individual artist statements and short-form social media content.

DAN 206 – NAVIGATING THE BUSINESS OF DANCE (3)
Learn effective tools to take your discipline into the professional dance world as practitioners, dance makers, and scholars.

DAN 209 – CONTEMPLATIVE PRACTICES AND THE ARTS (4)
This course introduces students to the world of contemplative practices (such as meditation and journaling), to artists who create through inward-focused processes, and to the art they produce. Both practical, hands-on learning experiences and analytic learning experiences will enable students to experiment with their own creativity as they explore artistic processes and learn about and experience contemplative practices.

DAN 211 – DANCE, COMMUNITY AND SOCIAL CHANGE (4)
This experiential course introduces students to dance as a social practice that exists in the intersections of creative process, community collaboration, and activism beyond the proscenium stage. Students explore the power of dance to ignite empathy, empowerment, and collective change in communities, starting with our own bodies. Through fieldwork, students collaborate with local educators, artists, and cultural organizers to design and implement a creative project focused on their community's unique interests, needs, and goals.

DAN 241 – BLACK PRESENCE IN AMERICAN DANCE (4)
Chronological study of the function and structure of dance, principal events, developments and personalities from late Renaissance to the present. Emphasis on the dance created and performed by African American artists.

DAN 262 – DANCE FOR CAMERA (4)
Explore nuances and trends in the art of capturing movement through and performing for the camera's lens.

DAN 300 – THE ART OF TEACHING DANCE (4)
Engage in an experiential multimodal process to discover how the interrelated yet distinct modes of creating, educating, and leading intertwine within the practice of dance.

DAN 377 – WOMEN IN DANCE: SEXISM, SEXUALITY AND SUBVERSION (4)
This course examines women's history in dance by investigating gender dynamics in the art form — including the relationships between gender and power, and issues of the body, race, class, and sexuality — within the context of concert dance history. Prerequisite: upper level standing

DAN 396 – CHOREOGRAPHING LIVES: WOMEN'S AUTO/BIOGRAPHY AND DANCE (4)
This dance history course employs biography, autobiography and feminist theory to explore selected women choreographers and the ways their work expresses their own and other women's concerns, issues, and challenges in society. Prerequisite: upper level standing

Choreographic Process Course Descriptions

DAN 201 – CHOREOGRAPHIC PROCESS I: SOLO/WOMANIST THEORIES (4)
Examines choreographic devices for the creation of solo works through the writings of bell hooks with a focus on embodied analysis of space/time/energy relationships. Prerequisite: Improvisation

DAN 301 – CHOREOGRAPHIC PROCESS II: GROUP/ART AS ACTIVISM (4)
Generate distinct movement vocabularies for the creation of group works. Examine art as activism as well as Audre Lorde's writings on the dynamics of power. The course is designed to connect a student's craft to social commentary and discourse that impacts the community. Prerequisite: Choreographic Process I

DAN 4XX – CAPSTONE EXPERIENCE (4)
TBD. Prerequsite: Choreographic Process II

Technique Course Descriptions

DAN 111 – BEGINNING BALLET (1)
An introduction to ballet and the skeletal system for safe alignment of the body.

DAN 121 – AFRICAN DANCE FORMS (1)
Introduction and practice of movements from various West African countries.

DAN 131 – BEGINNING CONTEMPORARY MODERN DANCE (1)
Introductory dance technique course that examines spatial awareness and body connections such as weight, breath, and alignment to provide efficiency in movement.

DAN 161 – PRINCIPLES OF JAZZ I (1)
Introductory dance technique course that examines pioneers of the jazz aesthetic and their distinct styles, while embodying fundamental dance techniques.

DAN 171 – IMPROVISATION (1)
Introductory course to the choreographic process structure. Explore movement generating devices with embodied writing and other creative research tasks that investigate creating authentic movements.

DAN 202 – JAZZ FUNK (1)
Study of jazz dance at the intermediate level while exploring classic choreography from the 1980s to the present.

DAN 215 – INTERMEDIATE/ADVANCED BALLET (1)
Continued development of technique, skeletal and muscular systems of the body.

DAN 233 – INTERMEDIATE CONTEMPORARY MODERN DANCE (1)
Continued training in modern dance while focusing on merging Africanist aesthetics in technique.

DAN 252 – COMMERCIAL HIP HOP (1)
Investigate the evolution of the Hip Hop movement aesthetic in conjunction with history, music, performance, and the commercial dance industry.

DAN 333 – ADVANCED CONTEMPORARY MODERN (1)
Focus on complex movement sequences and experimentation with technology for dance performance.

Performance Course Description

DAN 200 – DANCE PERFORMANCE (1)
For students who have dance skills beyond the elementary level of accomplishment in contemporary modern, jazz and African and who wish to continue their development in performance techniques through Spelman Dance Theatre. Concentration will be on performance techniques, creative process, clean execution and the high disciplinary standards expected of professional performers. This course produces a four dance concerts in the academic year. Admission to course by audition.

Dual Degree Engineering Program

Program Description

The Dual Degree Engineering Program (DDEP) provides the opportunity for students to obtain both a liberal arts degree from Spelman College and an engineering degree from one of our participating engineering schools. A student pursuing a degree through the DDEP normally completes three academic years at Spelman College and two academic years at a participating engineering institution. The participating engineering institutions are Auburn University, California Institute of Technology, Clarkston University, Columbia University, Dartmouth College, Georgia Institute of Technology, Indiana University – Purdue University Indianapolis, Missouri University of Science and Technology, North Carolina A&T State University, , Rensselaer Polytechnic Institute , Rochester Institute of Technology, University of Alabama at Huntsville, University of Michigan, University of Notre Dame and the University of Southern California.

Upon successful completion of a major in Computer and Information Science, students will be able to

1. Demonstrate Design Problem Solving Skills
2. Identify and Use Engineering Symbols
3. Demonstrate Oral Presentation Skills
4. Research and Design an Engineering Design Project
5. Demonstrate basic mathematical and computer skills required for engineering

Program Requirements

Dual Degree Engineering students will complete the following courses during their three academic years at Spelman College:

- Introduction to Engineering
- Engineering Graphics
- Calculus I, II, III
- Differential Equations
- Linear Algebra
- General Chemistry 1 and II with Labs
- Physics I and II with Labs*
- Computer Programming I (C++)
- Economics (Micro or Macro)

*Additional courses may be required by the partnering institution depending upon the engineering major selected.

The DDEP student has a choice of

1. completing a major at Spelman College in either Chemistry, Physics, Computer and Informational Science, or Mathematics and an engineering major at the engineering institution. In this case, the student will receive a Bachelor of Science degree from Spelman College with a major in the designated field/DDEP as well as a Bachelor's degree from the engineering institution.
2. completing a Bachelor's degree at the engineering school without declaring a major at Spelman College. In this case, the student will receive a BS from Spelman college with a major in General Science along with the Bachelor's degree from the engineering institution.

The DDEP student can major in any engineering discipline offered by the engineering schools. Disciplines offered include

- Aerospace / Aeronautical Engineering
- Biomedical Bio mechanical Engineering
- Ceramic / Materials Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Industrial and Systems Engineering
- Mechanical Engineering
- Nuclear Engineering
- Textiles Engineering

Course Descriptions

ERG 101 – INTRODUCTION TO ENGINEERING (2)
This course is an introduction to the discipline of engineering. The topics include summaries of the various fields of engineering, the professional engineering licensing process, intellectual property, the engineering method and design process. Several group and individual design projects will be assigned to allow hands on experience with the engineering method of design.

ERG 102 – ENGINEERING GRAPHICS (3)
This course is an introduction to engineering communication using computer aided design (CAD) software. The focus is on using CAD software to design and model 2-D and 3-D objects. The students also learn to use 3-D presentation software to add materials, lighting and animation to their designs. The topics discussed include: orthographic views, dimensioning, solid modeling, lighting theory, color theory, and material mapping.

Graduation Requirements

Dual Degree Engineering students are eligible to graduate when they have

1. completed the required courses for the DDEP.
2. fulfilled the graduation requirements for Spelman College.
3. fulfilled the graduation requirements for the engineering institution.

DDEP students who are in residence at an engineering institution must provide a copy of their engineering institution's transcript at the end of each term to the Spelman Coordinator of the DDEP. They must apply for graduation from Spelman College and they are responsible for having an official transcript sent from the engineering school to the Office of the Registrar at Spelman College no later than one month prior to the expected graduation date.

Economics

Department Location
Giles Hall – 4th floor

Special Entry Requirements
None

Placement Examination
None

Goals
The goals of the Department of Economics focus on the provision of an economics instruction consistent with the finest traditions of a liberal arts education. In this respect, the student shall comprehend the discipline of economics as not only one that relies on the scientific principles of prediction and forecasting, but as a discipline whose theorizing and policy making embodies cultural and normative considerations as well. This comprehension of economics as both science and art provides the economics major with the broad educational experience that allows one to pursue varied professional and graduate school opportunities as well as immediate endeavors in the world of work upon graduation.

Student Learning Outcomes
1. To comprehend the fundamental concepts and principles of the discipline at the principles and intermediate level of analysis
2. To identify the economic dimensions of societal problems by effectively using appropriate economic concepts and definitions.
3. To apply the analytical and theoretical framework of economics in the investigation of societal problems by exhibiting a comprehension of the economic method and its mode of inquiry.
4. To apply the analytical and theoretical framework of economics in the investigation of societal problems by exhibiting a comprehension of the economic decision-making process and its underlying rationale.
5. To apply the analytical and theoretical framework of economics in the investigation of societal problems by exhibiting a comprehension of the necessity of relating economic theory to predictive and explanatory policy purpose.
6. To apply the mathematical and quantitative tools of analysis for both problem solving and analytical purposes.
7. To appreciate the role of economics in dealing with social problems traditionally examined by other social science disciplines.

General Core Requirements
The Economics Department offers ECON 141, ECON 142, ECON 241 and ECON 242 as courses that will satisfy the social science core requirement.

International/Women's Studies Requirement
None

Teacher Certification
See Education Department

Departmental Honors
The Economics Department recognizes academic excellence among its students majoring in economics who
1. have a cumulative grade point average of 3.5
2. have a departmental grade point average of 3.5

Departmental Honor Society
Departmental majors who have completed at least 16 hours of economics courses and who have a cumulative grade point average of 3.5 and a grade point average of 3.5 in the major qualify for membership in the national economics honor society, Omicron Delta Epsilon, which recognizes scholastic attainment and honors majors for outstanding achievement in economics.

Major Requirements

Sophomore Year
- ECON 203 Introduction to Statistics and Econometrics (4)
- ECON 241 Principles of Macroeconomics (4)
- ECON 242 Principles of Microeconomics (4)

Junior Year
- ECON 282 Mathematical Economics (4)
- ECON 303 Econometrics (4)
- ECON 315 Intermediate Microeconomic Theory (4)
- ECON 316 Intermediate Macroeconomic Theory (4)

Senior Year

Students will be required to take an exit exam.
- ECON 400 Senior Thesis (4) or for College-wide Honors Students
- ECON 490 Senior Thesis – Honors I (4)
- ECON 491 Senior Thesis – Honors II (4)
- Major Electives Two courses (8)

TOTAL: 40 (44 for Honors Students)

Cognate Courses
- MATH 211: Applied Calculus (4)

A major must complete 40 semester hours of economics courses and 4 semester hours of calculus. A minimum grade of "C" is required in the completion of the 40 semester hours of economics coursework and in the 4 hours of required calculus. It is strongly suggested that the student complete MATH 211 prior to the junior year. Of the 40 semester hours, 8 semester hours should be devoted to elective courses in economics at the 300 level.

Students planning to pursue graduate work in economics should take more than the required 8 semester hours of elective economics coursework. Elective spheres of concentration in economics are international economics,

industrial organization, economic development, political economy, and public policy.

Students majoring in economics as well as those majoring in other disciplines can combine major study with a minor in management and organization, the latter being housed in the Department of Economics. Completion of the coursework in the management and organization minor allows the students in other disciplines to develop a business focus.

Minor in Economics

The minor in economics consists of 24 semester hours.

Required Courses

- ECON 241 Principles of Macroeconomics (4)
- ECON 242 Principles of Microeconomics (4)

Economics Electives

The student must complete both ECON 241 and 242 before fulfilling the 16 semester hours of elective courses required to satisfy the minor requirements in economics. Economics 141 cannot be used to satisfy the minor requirement.

Refer to Management and Organization Minor for a description of this minor.

Course Descriptions

ECON 141 – INTRODUCTION TO ECONOMICS (4)
This is a one-semester introduction to the field of economics especially designed for the first-year student who is interested in economics. For the economics major and minor, this course can be used only for general college credit. It is not a prerequisite for ECON 241 and 242.

ECON 142 – HEALTH – SOCIOLOGICAL & ECONOMIC PERSPECTIVES (4)
This course focuses on the disciplinary and interdisciplinary perspectives on specific health issues used by sociologists and economists. This course satisfies the college's social science core. It does not satisfy the major or minor requirements in the Economics Department. This course is cross-listed in the Department of Sociology under Sociology 142.

ECON 203 – INTRODUCTION TO STATISTICS AND ECONOMETRICS (4)
This course is an investigation of the use of basic probability, statistical inference, and simple regression analysis to solve and/or understand economic problems. Prerequisite: MATH 115 and ECON 241 or 242, concurrently.

ECON 203L – INTRODUCTION TO ECONOMETRICS AND STATISTICS LAB (0)
This course supplements the in-class learning for Introduction to Statistics and Econometrics (ECON 203). The Lab introduces students to Excel and STATA for data management and analysis. Prerequisite: Math 115, Econ 241 or 242. Co-requisite: ECON 203

ECON 241 – PRINCIPLES OF MACROECONOMICS (4)
This course is an investigation of the foundations of aggregate economic behavior as reflected in such concepts as unemployment, inflation, economic growth and development, and of the elements utilizing both monetary and fiscal policy to correct for macroeconomic instability.

ECON 242 – PRINCIPLES OF MICROECONOMICS (4)
This course examines the Economic System as a functioning social structure; the determination of prices, wages, and distribution of goods and income, economic analysis of poverty, monopolies, pollution, foreign trade, and critiques of the U.S. economy.

ECON 282 – MATHEMATICAL ECONOMICS (4)
This course uses mathematics to build precise and succinct explanations of economic behavior. It applies linear algebra and multivariate calculus to models of economic theory. Prerequisite: ECON 241, 242 and MATH 211 or equivalent.

ECON 300 – INDUSTRIAL ORGANIZATION (4)
This course examines market structure, market conduct, market performance. Discussion of characteristics and differences of major industries is provided. Prerequisite: ECON 242.

ECON 301 – BUSINESS ENTERPRISE (4)
This course is a study of the organization and operation of the business enterprise sector of the United States. Prerequisite: ECON 242.

ECON 302 – GOVERNMENT AND BUSINESS (4)
This course covers the nature of government relations with business and society; antitrust laws, their interpretation and enforcement and current problems of government regulation of various industries. Prerequisite: ECON 241 and 242.

ECON 303 – ECONOMETRICS (4)
An extension of ECON 203, this course focuses on the use of inferential statistics, regression and econometric technique as methods for solving economic problems. Prerequisite: ECON 203 and Math 211, concurrently.

ECON 311 – MONEY AND BANKING (4)
This course examines the institutional and analytical framework of the American monetary system. It emphasizes the role of bank and non-bank financial intermediaries, contemporary monetary theories, and the application of monetary policy to macroeconomic policy problems. Prerequisite: ECON 241.

ECON 315 – INTERMEDIATE MICROECONOMIC THEORY (4)
This course provides a theoretical examination of the forces determining prices of individual goods and services and the allocation of resources among different sectors of a market system. It analyzes of choice among major decision makers such as households and firms within various market structures in which products and resources are sold as well as the welfare implications of such choices from both a partial and general equilibrium framework. Prerequisite: ECON 242, MATH 211.

ECON 316 – INTERMEDIATE MACROECONOMIC THEORY (4)
This course provides an exposition of national income determination within a framework of general equilibrium analysis. It focuses on interdependence of macroeconomic markets and on the income level that will be generated. Construction of theoretical models from which policy decisions are deduced with regard to achieving a stable, full employment economy. Prerequisite: ECON 241.

ECON 317 – MANAGERIAL ECONOMICS (4)
This course is a study of the management decision process utilizing analytical concepts from economics. It addresses these areas: profit and other goal setting, product-line additions, cost and demand studies, pricing policy, forecasting, distribution costs, break-even analysis, and capital budgeting. Prerequisite: ECON 242.

ECON 320 – WOMEN IN THE ECONOMY (4)
This course uses the issue-oriented approach to analyze the economic problems that pertain to women and to their economic status. Prerequisite: ECON 241 or ECON 242.

ECON 321 – INTERNATIONAL ECONOMICS (4)
This course examines the theoretical, empirical, and institutional issues pertaining to international economics. This course focuses on the economic problems of international trade, international commercial policies, and international investment. Prerequisite: ECON 241 or ECON 242.

ECON 324 – ECONOMIC DEVELOPMENT OF EMERGING NATIONS (4)
This course provides a comprehensive study of the characteristics and problems of less developed nations, the theory of economic development, the role of the public and private sectors, strategies of development, and the role of developed nations. Prerequisite: ECON 241 and ECON 242.

ECON 325 – COMPARATIVE ECONOMIC SYSTEMS (4)
This course examines alternative economic systems in the area of growth patterns, income distribution, standard of living, fidelity to ideology and economic models. Prerequisite: ECON 241 or ECON 242.

ECON 350 – JAPANESE ECONOMIC DEVELOPMENT (4)
This course examines the position, role, impact and influence of Japan as a significant player in the world economy. Prerequisite: ECON 241 or ECON 242.

ECON 369 – URBAN ECONOMICS (4)
This course examines the economics of urban communities; an economics analysis of urban problems and their alternative solutions. Prerequisite: ECON 242.

ECON 370 – HEALTH ECONOMICS (4)
A comprehensive study of the use of microeconomics to address health and health care issues, this course is designed to give students a history of medical care within the US and an overview of the general theoretical underpinnings used in health economic research.

ECON 370 The Economics of Crime
This course uses the rational framework approach to analyze criminal behavior; the social costs of crime and punishment; and racial, moral and ethical issues as it pertains to public policy and crime. Topics include: law and economics, public economics,labor economics, racial disparities, and income inequality.

ECON 382 – PUBLIC FINANCE (4)
This course investigates the economic criteria utilized to evaluate public sector economic activity as it pertains to public expenditure and public taxation. Emphasis on the welfare economic implications of public expenditure decisions as well as the redistributive and efficiency consequences of public taxation as it pertains to tax incidence, tax incentive, and equity considerations. Prerequisite: ECON 241.

ECON 395 Behavioral Game Theory
Using the integration of game theory, behavioral and experimental economics, this course examines how people behave in strategic situations.

ECON 400 – SENIOR THESIS (4)
The course vehicle is used for the writing and oral defense of the senior thesis. It is organized to permit independent work on the part of the student on a major economic problem or issue. Required of majors in economics during their senior year. Prerequisite: ECON 303, ECON 315 and 316.

ECON 421 – INDEPENDENT RESEARCH (1-3)
This course is designed for selected seniors who will prepare a research paper under the advisement of a member of the department. Prerequisite: ECON 303, ECON 315 and 316.

ECON 424 – HONORS SEMINAR: GLOBALIZATION AND DEVELOPMENT (4)
This course provides an in-depth investigation of globalization and development from an interdisciplinary perspective of politics, economics, history, sociology and philosophy with concern for cross-national, cross-community and cross-gender relations and interactions. Prerequisite: ECON 141 or 241 or 242 or permission from instructor.

ECON 490 – SENIOR THESIS – HONORS I (4)
The course vehicle is used for writing the first part of the honors thesis. This course is for students enrolled in the college-wide honors program. Prerequisite: ECON 303, ECON 315 and 316.

ECON 491 – SENIOR THESIS – HONORS II (4)
The honors thesis is completed in this course by students enrolled in the College-wide honors program. An oral defense is required. Prerequisite: ECON 303, ECON 315, ECON 316, ECON 490.

ECON 493 – SPECIAL TOPICS IN ECONOMICS (1-4)
This course provides an in-depth study of selected issues in Economics, focusing on discussion and investigation of theoretical, historical and contemporary literature pertaining to various areas in the discipline. Topics for investigation and discussion may vary from year to year. The course will be reading, writing, and research intensive. Prerequisite: ECON 241 or ECON 242.

Education Department

Department Location
Giles Hall, Lower Level, Suite 5

Education Department Mission Statement
The Education Department promotes academic excellence in the development and preparation of education professionals. Through an inter-disciplinary approach to education, our students acquire the knowledge, skills, dispositions and leadership abilities necessary for effective educational practice and research in diverse and global learning communities and a commitment to positive social change.

Vision and Goals
The two-fold goals of the Education Department are to develop highly qualified teachers who as knowledgeable, effective educational leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. We envision the Education Department at the forefront in preparing competent, self-confident leaders who are committed to educating children in diverse communities. Graduates are inspired to be motivated change agents, advocates for all children, and creative, risk takers who are inspired to touch the future through teaching. Secondly, the Education Department will prepare students who are not seeking teacher certification, to pursue other education-related career paths through the Education Studies Major and Education Studies Minor.

Department Offerings
The Education Department offers Teacher Certification Programs in Elementary Education (Grades Pre K–5); Secondary Education (Grades 6–12), Pre K–12 Education; Education Studies major (non-certification) and the Education Studies minor (non-certification).

Honors
To be eligible for departmental honors, a student must have

1. A 3.0 cumulative grade point average.
2. A 3.5 grade point average in education courses.
3. No grade below "B" in education courses.

Teacher Certification Programs
Conceptual Framework for the Teacher Certification Programs
The Teacher as a Leader: An Advocate for Diverse Learners

The Education Department embraces the mission and goals of Spelman College and integrates the intellectual and leadership goals of the institution into its Teacher Certification Programs' conceptual framework for developing professional educators. Our theme "The Teacher as a Leader: An Advocate for Diverse Learners", is the cornerstone of our conceptual framework and a driving force for creating effective programs. We consider teacher leaders to be individuals who embody a sense of urgency, focus, and collective purpose as they lead their students to achievement. Teacher leaders internalize an awareness of the importance of advocating for learners, building meaningful relationships with families, collaborating with colleagues, and being life-long learners. We believe that teacher leaders are developed through the Teacher Certification Programs' six teacher leader outcomes of the Conceptual Framework. The outcomes identified by the unit include: content knowledge, professional dispositions, advocacy, pedagogy, assessment and diversity inclusion.

Content Knowledge
Teacher Certification Program candidates develop content knowledge through a sequence of courses which are meaningful and interactive learning opportunities to prepare new teachers, to meet professional and disciplinary standards and the needs of diverse learners.

Professional Dispositions
It is expected that our Teacher Certification Program candidates will display dispositions such as fairness and a belief that all students can learn to support their practice and development as teacher leaders. Candidates should also demonstrate a commitment to collaborate with others to develop opportunities for student learning. Candidates are assessed at various points throughout the program so that we may ensure they are modeling dispositions appropriate to optimal student learning and creating positive environments for learning.

Advocacy
Teacher Certification Program candidates are expected to advocate effective school change and commit to improving student learning communities. It is the belief of Spelman College and the Teacher Certification Program that our teacher candidates should be leaders in their communities, schools, and classrooms who build meaningful relationships and collaborate with other professionals to create dynamic and innovative classroom environments. Teacher candidates receive instruction to challenge their perspectives of what it means to be an advocate and engage in experiences in school environments where they are challenged to be advocates for diverse students.

Pedagogy
The Teacher Certification Program believes that teacher candidates need pedagogical experiences that enable them to deliver content and experiences that are meaningful to students. Through the incorporation of relevant educational research and utilization of their knowledge of learners and learning, our teacher candidates create environments supportive of all students. Teacher candidates integrate content and pedagogical knowledge along with relevant technology and assessments to enhance student

learning. Candidates take courses on specified days (Tuesdays and Thursdays) in order to participate in progressive and rigorous field experiences and student teaching on other designated days. The field experience and student teaching add depth to the development and practice of candidates' pedagogical knowledge and their exposure to a variety of instructional practices.

Assessment

The Teacher Certification Program believes that a variety of assessments are needed to improve and monitor the performance and effectiveness of Teacher Certification Programs at the candidate, program and unit level; therefore, assessment is a major component of the unit's conceptual framework. Effective teachers display skills in pedagogy and the implementation of assessment strategies. The Education Department has a comprehensive assessment system in which candidates are taught how to effectively use assessment techniques to plan and promote student learning. This learning primarily takes place in our Teacher Certification Program methods courses (i.e., Language Arts and Social Science Methods, Reading: Teaching and Diagnosis, Science and Mathematics Methods). To monitor teacher candidates' growth as they matriculate through the program, faculty members and cooperating teachers assess candidates' use of the following rubrics in courses: Intern Keys, GACE, Professional Dispositions, Technology, and Student Teaching Final Evaluation and Observation. Candidates are also strategically assessed on their knowledge, skills, and dispositions expected by state (Georgia Professional Standards Commission), national (INTASC), and professional (i.e., NAEYC, NCTM, ISTE, IRA, NSTA) organizations.

Objectives of the Teacher Certification Programs

Upon completion of the prescribed courses, the candidates for teacher certification should be able to

- demonstrate knowledge of the central concepts, tools of inquiry and structures of disciplines being taught
- demonstrate knowledge of child and adolescent growth and development
- demonstrate knowledge of content and pedagogy
- engage in research to impact positively the teaching and learning process of children
- plan and implement developmentally appropriate instruction
- demonstrate knowledge and application of a variety of diagnostic activities and assessment strategies
- use technology to enhance the teaching and learning process
- use a variety of instructional strategies for diverse learners
- apply classroom management and organization skills
- demonstrate knowledge of language, learner, and cultural diversity
- demonstrate knowledge of the competencies of the teaching and learning processes of children in diverse settings
- apply knowledge of educational theories and instructional methods with culturally diverse students
- display ethical practices and professional dispositions
- demonstrate professional oral and written communication
- demonstrate competency in use of digital technologies
- acquire skills to facilitate life-long learning
- engage in self-reflection and self-assessment
- demonstrate knowledge of school policies and reform movements impacting student achievement

Teacher Certification Programs*

Teacher Certification Programs prepare candidates as classroom teachers in the public schools. Candidates meet the requirements for certification at program completion.

Teacher Certification Programs offering certification include:

1. Elementary Education Major: Teacher Certification in Early Childhood Education (Grades Pre K–5)
2. Secondary Education: Teacher Certification in Grades 6–12 in English, Mathematics, Chemistry, Physics, History and Political Science
3. Pre K–12th Grade Education: Teacher Certification in Music and Spanish

Admission Process for Teacher Certification Programs

Who should apply?

- Students who have taken or are currently enrolled in EDU 206 (Orientation to Education)
- Students who are seeking Teacher Certification

Please Note:

- Students who plan to earn teacher certification must be admitted to a Teacher Certification Program.
- Students seeking teacher certification who have not been admitted to a Teacher Certification Program will not be permitted to enroll in any Teacher Certification Program courses other than EDU 206.

Admissions Criteria

The Teacher Certification Program encourages early identification of students who plan to follow a career in teaching at all levels and who seek a teaching certificate. Students are advised to apply for admissions to a teacher education program during the fall semester of their sophomore year and no later than the spring semester of their sophomore year. Students submit applications and accompanying documents electronically. Following is a list of documents and activities to be or submitted or completed to be considered for admission to a teacher certification program:

1. **ESP Application for Admission to a Teacher Certification Program**
2. **Passing score on GACE Program Admissions Assessment** or proof of exemption based on one of the following (verification must be provided):
   a. SAT Score >1000 (combined total on Verbal and Math)

b. ACT Score >43 (combined total on English and Math)

3. **Education Philosophy Essay** (typed, double-spaced)
4. **Three Recommendations** (one must be from a faculty member in the Education Department)
5. **A Current Official Transcript** that verifies:
   a. Successful completion of **EDU 206** (final grade of C or better in each course)
   b. Minimum of **30 credit** hours of college coursework
   c. **Cumulative grade point average of 2.85 or above**
6. **A successful interview** with members of the Professional Education Committee
7. A rating of proficient (3.0) or higher on the **Behaviors & Characteristics of Professional Educators Rubric** as assessed by the EDU 206 instructor
8. Proof of **Liability Insurance** (GAE-SP)
9. **GaPSC PreService Certification:** After recommendation for admission by the Education Department, students apply for a Georgia Professional Standards Commission (GaPSC) Pre-Service certificate which includes taking the GaPSC Ethics Exam and having a background check. Students who are not eligible for a GaPSC Pre-Service Certificate will not be permitted to remain in the Education Department. A Pre-Service Certificate is a state requirement for field experience and student teaching, which are mandatory components of teacher education programs.

Note: Students who take Teacher Certification courses must be admitted to one of the Teacher Certification Programs. Students must successfully complete EDU 206 (Orientation to Education) with a final grade of C or better before they can be admitted to a Teacher Certification Program. (See Admissions Process and additional criteria.) Students who have not been admitted to one of the Teacher Certification Programs will not be permitted to enroll in any Teacher Certification Program courses.

Field Experiences

Most teacher certificate program courses have a field experience component. The field experience component of these designated courses are organized, sequenced and related to coursework. Field experiences provide teacher candidates with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. These field experiences are systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. The goal of these field experiences is to aid candidates' intellectual, personal and professional development as teacher-leaders by providing practical experiences at school sites. These field experiences take candidates with varying skills levels through a planned sequence giving them an opportunity to interact with students of different cognitive, affective, and psychomotor levels. These field experiences are designed to develop leadership, cultural awareness, content knowledge, confidence, and self-esteem. To participate in field experiences, students must have on file a clear Criminal Background History. Any information identified as an infraction on the candidate's Criminal Background History may prevent the candidate from participating in field experience activities. The field experience is a prerequisite and requirement for successful completion of designated courses in the Teacher Certification Program. *For candidates enrolled in the Elementary Education Program, field experience is scheduled on Monday, Wednesday, and Friday during public schools hours. Other courses that conflict with this required activity should not be taken. Candidates enrolled in a secondary or Pre K–12 teacher certification program will have a customized field experience based on the candidate's schedule.*

Student Teaching (Clinical Practice)

Student teaching is the culminating activity for candidates pursuing teacher certification. It provides an opportunity for candidates to demonstrate appropriate dispositions, knowledge, and skills acquired in a Teacher Certification Program. This year-long experience is comprised of two semesters in an assigned school with the same assigned cooperating teacher. During the fall semester, the candidate will complete the last component of the field experience program and during the spring semester the candidate will assume full-time teaching responsibilities early in the semester.

Elementary (Pre K–5): The year-long student teaching experience will begin in the fall semester of the senior year, the Elementary Education major will observe and co-teach on Mondays, Wednesdays and Fridays. During the spring semester of the senior year, the candidate will assume instructional responsibilities for a full semester in the same school with the assigned cooperating teacher.

Secondary or Pre K–12: The year-long student teaching experience will begin in the fall semester of the senior year, the Secondary or Pre K–12 candidate will observe and co-teach. The fall semester schedule will be customized based on the candidate's schedule. Program faculty will ensure that candidates complete all field experience requirements during the fall semester. During the spring semester of the senior year, the candidate will assume instructional responsibilities Monday thru Friday for the full semester in the same school with the same assigned cooperating teacher. It is important to note that the fall schedule will be customized based on the candidate's schedule.

The student teaching experience at Spelman College is designed to meet requirements of the Georgia Professional Standards Commission. To prepare teacher-candidates who are able to facilitate learning and enhance the development of all of the students that they teach. It is a period during which the student teacher assumes increasing instructional responsibility.

Admission to Student Teaching

For admission to student teaching, the candidate must fulfill the following criteria:

1. Admission to a Teacher Certification Program
2. Overall cumulative GPA of 2.85 or above
3. GPA of 2.85 or above in professional studies courses and major courses (applicable to secondary and Pre K–12 programs)
4. Completion of all prerequisite course requirements
5. Successful completion of all general college core courses (final grade of C or better)
6. Verification of a clear Criminal Background History
7. Proof of liability insurance (GAE-SP)
8. Submission of Medical Clearance Form
9. Teacher Candidates must submit completed Student Teaching Applications no later than March 30 during the spring semester of the junior year prior to the year of student teaching.
10. Teacher Candidates must meet with the senior advisor to determine if all prerequisites can be met by the end of the first semester of the senior year prior to student teaching.
11. Teacher Candidates must pass the GACE II Content examination in their field of study prior to beginning student teaching.
12. Teacher Candidates cannot be enrolled in any courses during the student teaching semester, other than EDU 452 (Seminar II Student Teaching) and the Student Teaching Experience (i.e., EDU 457, or EDU 458, or EDU 459).
13. The Student Teaching Application must be approved by the chairperson for assignment to student teaching. Upon approval of the application, the teacher candidate will receive a student teaching assignment.

Completion Requirements

A "Completer" in a Teacher Certification Program is defined as someone who has met all requirements for graduation in the major and certification in an approved teacher certification program at Spelman College. Upon becoming a Completer, the Department Certification Officer will recommend the candidate for certification in the State of Georgia:

1. Coursework for an approved Teacher Certification Program (which includes an appropriate major) with a cumulative grade point average of at least 2.85.
2. Passing scores on the GACE Content Assessment
3. Passing scores on edTPA (beginning fall 2015)

Teacher Preparation Honor Society

Kappa Delta Epsilon is an honorary professional education fraternity for students enrolled in a Teacher Certification Program. Its purpose is to promote the mission of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. Juniors and seniors who have a cumulative GPA of 3.0 or above and a GPA of 3.5 or above in their major courses are eligible for membership.

General (Core Curriculum) Requirements for Elementary Education Majors (Early Childhood Education Program)

- English 103/193 Composition
- English 250 Grammar for the Professions
- Math 107
- Psychology 302 Child Psychology (Social Science Divisional Requirement for Education majors only)
- Environmental Science 211 Introduction to Environmental Sciences (Natural Science Divisional Requirement)
- History 211 or 212 Survey of American History (Humanities Divisional Requirement)

Elementary Education Major (Elementary Education Program)

The goal of the Elementary Education major is to develop graduates who as knowledgeable, effective educational leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. We envision our graduates as competent, self-confident, thoughtful leaders who are committed to the highest standards of education for children in diverse communities. Graduates are expected to be advocates for all children and creative risk takers. The Elementary Education major requires admission, as described in an earlier section.

Program Professional Association

Georgia Association of Educators Student Program (GAE-SP) is a pre-professional program sponsored by the Georgia Association of Educators (GAE) and National Education Association (NEA) for students pursuing careers in education. It provides students with opportunities to participate as leaders at local, state, and national levels in activities that affect the teaching profession, and serves to facilitate a smooth transition from the college environment to the classroom.

Preparation for Teacher Certification

The Education Department offers comprehensive teacher certification programs in the following grades: Early Childhood (Primary through 5th grade), Secondary (6th through 12th grade), and Primary through Twelfth grade (P-12). Preparation and pedagogical training is designed to meet specific coursework requirements of the Georgia Professional Standards Commission and prepares students for certification to teach in public and private schools in Georgia. Programs build upon liberal arts coursework aimed at developing multicultural and interdisciplinary perspectives. The programs include the study of general principles of human growth and development, the relationship of teaching and learning theories to physical, social, intellectual, and emotional growth, and courses complemented by planned programs of field experience and student teaching. Programs are designed to develop scholarly teachers and educational leaders who will be innovative role models and leaders in academic communities throughout the world with special emphasis on urban environments. The curriculum is designed to prepare individuals to guide the growth and development of children through instruction

in an academic environment. The major coursework emphasizes teaching content, child and adolescent development theories, and appropriate instructional methods that are used to enhance and promote the developmental stages of children. The fields for preparation are as follows:

1. Elementary Education – Preparation for Teacher Certification in Early Childhood Education (Grades Pre K–5)
2. Secondary Education – Preparation for Teacher Certification in Grades 6–12 in English, Mathematics, Chemistry, History, Physics and Political Science
3. Pre K–12th Grade Education – Preparation for Teacher Certification in Music and Spanish

Course Requirements for Early Childhood Education

Early Childhood Education Major Requirements for B.A. Degree

- EDU 206 Orientation to Education (4)
- EDU 301 Curriculum for Preschool and Primary Grades* (4)
- EDU 304 Educational Psychology (4)
- EDU 308 Multicultural Education* (4)
- EDU 314 Health and Physical Education Content and Methods for Preschool and Primary Grades* (4)
- EDU 316 Exceptional Children* (4)
- EDU 320 Language Arts and Social Studies Methods* (4)
- EDU 330 Science and Mathematics Methods* (4)
- EDU 338 Junior Research Seminar (2)
- EDU 346 Fine Arts Content and Methods (Art, Music)* (4)
- EDU 357 Reading—Teaching and Diagnosis* (4)
- EDU 407 Advocacy in Urban Schools* (4)
- EDU 438 Senior Thesis (2)
- EDU 451 Seminar I for Student Teaching* (1)
- EDU 452 Seminar II for Student Teaching (2)
- EDU 457 Student Teaching* (12)

TOTAL: 63 Credit hours for Early Childhood Education

These general education courses are also program requirements for Elementary Education:

- English 103/193 Composition
- English 250 Grammar for the Professions
- Mathematics 107
- Psychology 302 Child Psychology (Social Science Divisional Requirement for Education majors only)
- Environmental Science 211 Introduction to Environmental Sciences (Natural Science Divisional Requirement)
- History 211 or 212 Survey of American History (Humanities Divisional Requirement)

Students admitted to the Secondary Education (Grades 6–12) teacher certification program must complete the following seven courses in addition to the major:

- EDU 206 Orientation to Education *(4)
- EDU 304 Educational Psychology (4)
- EDU 316 Exceptional Learners* (4)
- EDU 444 Curriculum and Methods for Teaching in Secondary Schools* (4)
- EDU 451 Seminar I for Student Teaching* (3)
- EDU 452 Seminar II for Student Teaching (2)**
- EDU 458 Student Teaching in Secondary Schools* (12)

TOTAL: 33 credit hours for Secondary Education

These general education courses are also program requirements for Secondary Education:

- ENG 103/193 Composition (required for English Secondary majors only; recommended for all Teacher Certification candidates)
- PSY 304 Adolescent Psychology (Counts as a Social Science Divisional Requirement for Secondary Education students)

Students admitted to the Pre K – Twelfth Grade (Pre K–12) Education teacher certification preparation program must complete the following seven courses in addition to the major:

- EDU 206 Orientation to Education* (4)
- EDU 304 Educational Psychology (4)
- EDU 316 Exceptional Learners* (4)
- EDU 443 Curriculum and Methods for Teaching Preschool through Twelfth Grade* (4)
- EDU 451 Seminar I for Student Teaching* (3)**
- EDU 452 Seminar II for Student Teaching (2)
- EDU 459 Student Teaching in Pre K – Twelfth Grade* (12)

TOTAL: 33 credit hours for Pre K–12 Education

This general education course is also a program requirement for Pre K–12 Education:

- PSY 304 Adolescent Psychology (Counts as a Social Science Divisional Requirement for Pre K–12 Education students)

Education Studies Major (non-certification)

The Education Studies major is designed for students who are interested in the field of education but not seeking teacher certification. These students would like to pursue education –related careers that do not require certification. For example, some students are interested in working in a non-profit sector of education, educational advocacy and/or policy or pursuing graduate studies in the field of education. The program builds upon strong liberal arts coursework aimed at developing multicultural and interdisciplinary perspectives. The curriculum includes a capstone experience that will allow each student to conduct research, participate in a nine-hour internship in a non-public school educational setting during the spring semester of the senior year, engage in an interdisciplinary focus and, whenever possible, participate in a study abroad experience. Upon completion of this program, students will be able to pursue education-related careers in a variety of settings, such as developing curriculum in nonprofit organizations, creating educational programming for various media outlets, and working in museums and refugee centers. The degree is structured to give a student a strong foundational background in the field of education that will support graduate study.

Objectives of the Education Studies Major (non-certification)

Upon completion of the prescribed courses, the candidate enrolled in the Education Studies major should be able to

- understand child and adolescent growth and development
- understand, evaluate and use educational research in their chosen career

- use technology to communicate with diverse audiences
- understand the impact of language diversity, learner diversity, and cultural diversity in interactions and communications when providing services
- display ethical practices and professional dispositions
- demonstrate professional oral and written communication
- demonstrate competency in use of digital technologies
- acquire skills to facilitate life-long learning
- engage in self-reflection and self-assessment

Course Requirements for the Education Studies Major

The general college requirements (completed during the first and second year) are the same for the Education Studies Major and for the Elementary Education Major. During the junior and senior year, the Education Studies Major will take the following courses:

- EDU 206 Orientation in Education (4)
- PSY 302 Child Psychology (4)
- EDU 204 Educational Psychology (4)
- EDU 210 American Sign Language I (4)
- EDU 392 Adult and Family Literacy (4)
- EDU 222 Global Education (4)
- EDU 308 Multicultural Education (4)
- EDU 338 Junior Research Seminar (2)
- PSY 304 Adolescent Psychology (4)
- EDU 407 Advocacy in Urban Schools (4)
- EDU 438 Senior Thesis I (2)
- EDU 411 Senior Thesis II (4)
- EDU 442a Internship I (4)
- EDU 442b Internship II (9)
- EDU 439 History & Philosophy of African American Education (4)
- Elective (4)
- Elective (4)
- Elective (4)

Following is a list of courses identified as possible elective courses for students enrolled in the Education Studies major. These courses have been selected based on the interdisciplinary focus of the Education Studies major in addition to the anticipated interests of students who may pursue the major:

- PSC 320 Environmental Politics and Policy
- SOC 202 Social Problems
- MGT 301 Ethics in Organizations
- MGT 300 Principles of Management
- CWS 390 Women in U.S. Higher Education
- EDU 211 American Sign Language II

Education Studies Minor Program (non-certification)

The Education Studies Minor Program (non-certification) offered in the Education Department is designed for students seeking to expand their knowledge base in the area of education. The minor program provides foundational knowledge about the field of education and allows students the opportunity to study a wide variety of important educational issues. It is open to all students regardless of major. All students completing the minor will gain valuable knowledge that will be helpful to them in their roles as citizens, and parents, and in whatever occupations they choose. The minor program also facilitates student options for continuing education and/or graduate study.

The Education Studies Minor Program includes a total of 6 courses (4 required courses and the education minor student can select two of four electives).

Course Requirements for the Education Studies Minor Program

- EDU 204 Educational Psychology (4)
- EDU 206 Orientation in Education* (4)
- EDU 308 Multicultural Education* (4)
- EDU 222 Global Education (4)

Program Electives (select two from the following courses)

- EDU 210 American Sign Language I (4)
- PSY 302 Child Psychology (4)
- PSY 304 Adolescent Psychology (4)
- EDU 392 Adult and Family Literacy (4)
- EDU 407 Advocacy in Urban Schools (4)
- EDU 439 History & Philosophy of African-American Education (4)

*Field Experience required.

Following is a description of the Education Department courses for the Teacher Certification Programs, Education Studies major and Education Studies minor.

Course Descriptions

EDU 204 – EDUCATIONAL PSYCHOLOGY (4)

This course provides an overview of theories and research in educational psychology with an emphasis on learning. Attention focused on the role of individual differences in learning, including development, and on ways to promote effective learning for all students. This course emphasizes student involvement in the learning process and provides opportunities to reflect on and examine learning in a variety of real world contexts. This course is specifically designed for the non-certification major.

EDU 206 – ORIENTATION TO EDUCATION (4)

This course is an introduction to the historical, economic, sociological, philosophical and psychological understandings of schooling and education. It provides professional knowledge pertaining to learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, classroom management, and the roles and responsibilities of the profession of teaching. Observing teachers and students in an actual school setting together with clinical engagement in this field activity provide real contexts for experiencing teaching processes and reflective thinking about teaching. Required: Field Experience.

EDU 211 – ELEMENTARY AMERICAN SIGN LANGUAGE II – ASL 2 (4)

This course covers everyday communication related to family and extended family relations. Topics also revolve around sharing information about work, errands, and everyday activities. Grammar is introduced in context, with an emphasis on developing question and answering skills. Students use more advanced conversation strategies to maintain a conversation. Interaction activities allow students to rehearse newly acquired skills. Prerequisite EDU 210 (Elementary American Sign Language I)

EDU 222 – GLOBAL EDUCATION (4)

This course is an introduction to the historical, economic, sociological, philosophical and educational understandings of global, comparative and international schooling and education. This course provides scholarly readings, relevant assignments, and a critical context that challenge the candidate's thinking about the impact of local, national, and international factors in the field of education.

EDU 301 – CURRICULUM FOR PRESCHOOL AND PRIMARY GRADES (4)

This course is an examination of the structure and organization of the curriculum and instruction in various types of preschools, kindergarten and

the primary grades. The variables of race, ethnicity, gender, religion, and exceptionality and the impact on teaching strategies are examined. Students are provided opportunities to study leadership skills in the context of teacher education. Required: Field Experience. Prerequisites: EDU 206, EDU 304

EDU 304 – EDUCATIONAL PSYCHOLOGY (4)
This course is a study of the relationship of concepts of human development to teaching and learning processes used with diverse populations of students. Emphasis is placed on an examination of the practical and theoretical applications and integration of psychology as they relate to instruction, planning, learning styles, instructional strategies, and basic statistical procedures for assessment and evaluation of learning. Required: Field Experience. Prerequisite EDU 206.

EDU 308 – MULTICULTURAL EDUCATION (4)
This course is an introduction to the knowledge, insight, and understanding needed to work effectively with students from a culturally diverse society and a global community. The variables of race, ethnicity, social class, gender, religion, sexual orientation, and exceptionality are examined. Instructional focus is on appropriate multicultural strategies used in the classroom with culturally diverse student populations. Required: Field Experience.

EDU 314 – HEALTH AND PHYSICAL EDUCATION IN PRESCHOOL AND PRIMARY GRADES (2)
This course is designed to enable the student to provide pupils (grades P–5) with a relevant, appropriate, and effective health and physical education program. Emphasis is on the development of knowledge regarding health practices that promote a healthy, well-developed total child. Course work integrates general studies major content, professional, and pedagogical knowledge. The student is guided in developing competencies for assessing pupil's health and physical status and teaching pupils the fundamentals of safe and healthy living. The student must demonstrate, through instruction, knowledge of community, cultural values and effective utilization of community resources (including parents). Required: Field Experience. Prerequisites: EDU 206, EDU 304.

EDU 316 – EXCEPTIONAL LEARNERS* (4)
This course is an introduction to, and a survey of, the characteristics and educational needs of exceptional learners, with emphasis on special education laws, identification, intervention techniques, educational alternatives and supportive services. This course prepares teacher candidates to address the instructional needs of atypical learners through implementation of best practices and technological resources. This course also addresses the importance of effective collaboration with families, school personnel, and the community as ways to enhance students' learning experiences. Required: Field Experience. Prerequisites: EDU 206, EDU 304

EDU 320 – LANGUAGE ARTS AND SOCIAL STUDIES METHODS FOR PRESCHOOL AND PRIMARY GRADES (4)
This course is an investigation and application of the theories, research, practices, pedagogies, issues, perspectives and complexities of teaching English language arts and social studies methods for Early Childhood Education majors. The course presents an integrated framework of the cognitive, social and physical development of children who are learning language and social studies. Field-based experiences are included to provide opportunities for integration of content and methodologies that positively respond to principles of development, diversity, and appropriate use of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304.

EDU 330 – SCIENCE AND MATHEMATICS METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (4)
This course examines science and mathematical pedagogical approaches in early childhood education. Topics covered include evaluation of research on science and mathematics learning, goals of science and mathematics education, and constructivist frameworks for curriculum and instruction. The course addresses curricular approaches, diversity and equity, professional resources, classroom management, and assessment of impact on student learning. Students integrate curriculum pedagogy with content knowledge to select instructional strategies and incorporate appropriate uses of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304
*Pending the Curriculum Committee's approval for a name change.

EDU 338 – JUNIOR RESEARCH SEMINAR (2)
This course is a study of research methods employed in education with specific emphasis on child development and education in urban, multicultural and international communities. Students critically examine the impact of research in the area of child development and the teaching/learning process. A proposal for the senior thesis topic is developed as part of the course. Prerequisites: EDU 206 EDU 304

EDU 346 – FINE ARTS CONTENT AND METHODS (ART, MUSIC) (4)
This course studies the principles and implications in teaching art and music in grades P-5. Course work integrates general studies, major content, professional, and pedagogical knowledge. Field-based experiences are included to develop expertise in classroom management, diversity, and appropriate use of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304

EDU 357 – READING – TEACHING AND DIAGNOSIS (4)
The overall goal of this course is to provide teacher candidates with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials within the regular classroom. Emphasis will be placed on understanding how students learn to read, strategies for improving a student's reading achievement and how to become a diagnostic/prescriptive teacher of reading. Candidates will be made aware of factors that support students learning or place students "at risk" (e.g., economic, cultural, social) and some ways to manage these factors in the regular classroom. Required: Field Experience. Prerequisites: EDU 206, EDU 304

EDU 392 – ADULT AND FAMILY LITERACY (4)
This course examines theoretical, pedagogical, and research issues on the topic of family literacy. This course also focuses on literacy learning issues as they relate to various family configurations, socioeconomic status and cultural diversity in Grades K-12. The course includes an examination of the role of contextual factors and community agencies in promoting literacy education within schools. The course reviews significant theoretical and historic perspectives on family literacy that have influenced the development of programs and policy. Finally, the course examines different approaches and programs to family literacy.

EDU 407 – ADVOCACY IN URBAN SCHOOLS (4)
This course provides a general overview of the major social policies affecting urban children, youth, and families. Emphasis is on reviewing and analyzing the impact of current legislation and exploring the roles of child, family, and teacher-leader advocates in the social policy process. Selected policy programs and case studies of children and families are used as examples. Required: Field Experience.

EDU 438 – SENIOR THESIS (2) AND EDU 441 SENIOR THESIS II (4)
The senior thesis is a two semester independent research and writing project on the topic developed during Junior Research Seminar. Students apply principles of educational research to a major research project requiring extensive reading and critical discussion with faculty and peers. During the second semester, students collect their data and complete the thesis. Additionally, the thesis is defended before an audience. Prerequisites: EDU 206, EDU 304, EDU 301, EDU 308, EDU 320, EDU 330, EDU 357.

EDU 439 – HISTORY AND PHILOSOPHY OF AFRICAN-AMERICAN EDUCATION (4)
This course examines the cultural, economic, racial, regional and socio-political factors that have shaped the history and philosophy of African American education. The readings provide a historical overview of perspectives, theories, research, and philosophical positions on this topic. Foundational to this exploration is the concept of "African Deep Thought," (ADT) which guide Students' consideration of epistemological, ontological, axiological, pedagogic and curricular issues related to the education of people of African descent. The investigation of the nature, value and construction of knowledge is central to this reflection. This approach suggests a framework for thinking about Black education from African antiquity to the continuing quest for self-determination for people of African descent in the Diaspora and the continent. Lectures and discussion inform the exploration of course topics.

EDU 440 – SPECIAL TOPICS IN EDUCATION (1–4)
This course examines contemporary issues in education, focusing on the application of theoretical principles to learning. Specific topics are published at the beginning of each semester. Prerequisites: EDU 206, EDU 304

EDU 442a (4) EDU 442b (9) – INTERNSHIP FOR EDUCATION STUDIES MAJORS (9)
This course provides an internship for students in social agencies and civic organizations. It is supervised by on-site personnel and the college instructor. Application and approval must be obtained prior to the experience.

EDU 443 – CURRICULUM AND METHODS FOR TEACHING PRESCHOOL THROUGH TWELFTH GRADE (4)
This course is a study of curriculum and methods for pre-service preschool – 12th grade teachers. The focus is on integrating content knowledge with pedagogical knowledge to develop both the knowledge and skills to select instructional strategies, technology, and resources for teaching the major subject. The course includes examining the structure and organization of age-appropriate instructional activities and experiences. Required: Field Experience. Prerequisites: EDU 206, EDU 304, EDU 308, EDU 316.

EDU 444 – CURRICULUM AND METHODS FOR TEACHING IN SECONDARY SCHOOLS (4)
This course is a study of curriculum and methods for promoting student learning in the secondary classroom. The impact of diversity and technology on curriculum and instruction is emphasized and candidates are provided with opportunities to demonstrate knowledge and skills as teacher leaders. The focus is on teacher leader candidates skillfully integrating general studies, major content, professional, and pedagogical knowledge to select and use appropriate instructional methods. Required: Field Experience. Prerequisites: EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

EDU 451 – SEMINAR I FOR STUDENT TEACHING (1)
This course is a seminar required of all applicants during the semester prior to student teaching. Focus is on student teaching procedures, classroom management, and relevant educational issues and topics. Appropriate course work for teaching should be completed. Prerequisites: EDU 206, EDU 301, EDU 304, EDU 320, EDU 330, EDU 338, EDU 357.

EDU 452 – SEMINAR II FOR STUDENT TEACHING (2)
This course is a seminar conducted during the student teaching experience to analyze and discuss relevant issues that impact the teaching/learning process and overall school experience. The seminar is required of all student teachers. Prerequisites: All courses in the selected teacher preparation curriculum (Elementary, Secondary, or Primary – Grade 12).

EDU 455 – INDEPENDENT STUDY (1-6)
This course provides opportunities for student and instructor to jointly plan and implement an individualized research project. The projects must demonstrate exceptional skill and knowledge and relate to the major or career interests of the student.

EDU 457 – STUDENT TEACHING FOR EARLY CHILDHOOD EDUCATION (12)
This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades P–5 for 12 weeks. Prerequisites: All courses in the Early Childhood Education curriculum.

EDU 458 – STUDENT TEACHING IN SECONDARY SCHOOLS (12)
This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating secondary public schools for 12 weeks. Prerequisites: All courses in the Secondary Education curriculum.

EDU 459 – STUDENT TEACHING IN GRADES PRESCHOOL THROUGH 12TH GRADES (12)
This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades Pre K through 12th for 12 weeks. Prerequisites: All courses in the P-12 Education curriculum.

*** Following is a list of courses offered in both the Elementary Education Major (Elementary Education Teacher Certification Program) the Education Studies Major (non-certification) and the Education Studies Minor (non-certification):**

- EDU 206 Orientation to Education
- EDU 308 Multicultural Education
- EDU 407 Advocacy in Urban Schools

* Please visit the Education Department for the most up-to-date information.

English

Department Location
Camille O. Hanks Cosby Academic Center – Third Floor

Special Entry Requirements
None

Placement Examination
None given by English Department. Students may not exempt Eng 103/193. AP scores of 4 or higher in Composition/Literature or IB scores of 5 or higher in Composition/Literature earn 4 general credit hours toward graduation

Goals
English at Spelman College embraces an expansive vision of the act, art and practice of language. Our curriculum fosters interdisciplinary inquiry and creativity by exploring a range of written, oral, visual and performative practices. By means of close reading, writing, and independent research, students engage in the construction and interpretation of meaning and experience the pleasures and power of words. The Department of English provides opportunities for all students to develop and enhance communication and critical thinking skills. The English major provides a foundation in humanistic knowledge important to all students planning to study and seek careers in literature, education, law, communications and business. Departmental offerings provide the necessary background for students to pursue graduate study in language, literature, communications, and other interdisciplinary fields.

Objectives
A student who has successfully completed the English major will be able to

1. Analyze, synthesize, and critically evaluate ideas and texts
2. Compose scholarly and creative texts in multiple genres
3. Recognize and apply a variety of critical and theoretical frameworks to both the reading and writing of texts
4. Evaluate, synthesize and document credible scholarly resources to produce competent undergraduate research projects
5. Articulate the ways in which selected works of literature engage and potentially challenge normative conceptions of society, culture and art
6. Demonstrate proficiency in at least one specific area of concentration (or deep study) that the student, with the assistance of faculty, formulates on their own
7. Examine and analyze the history, representations, and narratives of women, especially Black women, in literature and visual culture.
8. Explain how the English Major prepares students to engage the life of the mind, cultivate citizenship practice and/ or pursue graduate study

General Core Requirements
ENG 103, First-Year Composition, is required of all students. This course introduces general college-level communication skills essential for all majors. The submission of a writing portfolio and a grade of "C" or better in the course complete the requirement.

Humanities Distributional Requirement
- ENG 211 or 212 World Literature
- ENG 215 20th-Century Black Women Writers
- ENG 216 Images of Women in Non-Western Literature
- ENG 217 Introduction to Media Studies

International/Women's Studies Requirement
Two courses offered by the Department of English satisfy the International/Women's Studies requirement:
- English 215 Twentieth-Century Black Women Writers
- English 216 Images of Women in Non-Western Literature

Teacher Certification
See Education Department.

Departmental Honors
The English Department provides both a challenge to excellent students and a chance for recognition with departmental honors. To qualify for departmental honors, a student must have achieved the following:

1. 3.2 cumulative grade point average
2. 3.5 grade point average in the major
3. No initial course grade in the major below a "C"
4. Satisfactory completion of departmental requirements for Senior Exit Examination
5. Follow all procedures and satisfy the requirements of the English Department

Departmental Honor Society
Sigma Tau Delta, National English Honor Society encourages the writing and appreciation of literature. To qualify for membership in Sigma Tau Delta, a student must be a declared English major or minor and have achieved the following

1. 60 earned hours and a minimum cumulative GPA of 3.2
2. 12 hours of courses in the English major with no grade below "C"
3. 3.4 or higher GPA in the major.
4. Satisfactory completion of ENG 280, ENG 285, and two additional upper-level English courses.
5. Submission of application by departmental deadline

For application materials, eligible students should contact the Sigma Tau Delta faculty advisor.

English Major Requirements

Please Note: The English Major has been revised for students entering as the class of 2018 and afterward. Guidelines for the Class of 2017 and earlier follow guidelines for the revised major.

Students desiring to major in English and who are members of the class of 2018 and after are required to complete ENG 103 or 193 with a final grade of "C" or better. The required composition course is not one of the major courses. The major includes two workshops and at least 11 four-credit courses as stipulated in the following categories:

Specific Required Courses

- ENG 200 Sophomore Workshop (This two-semester course replace SYE for English majors and carries 1 credit hour)
- ENG 280 Introduction to Literary Studies (A prerequisite to upper-level literature courses)
- ENG 285 Introduction to Critical Studies in English
- Eng 400 Senior Workshop (This course carries 1 credit hour and is offered only in the fall semester.).

300-Level English courses listed below provide the academic foundation for advanced courses in the major. Two of the courses, not including Eng 310, must have the period designation before 1900. All majors are required to successfully complete these foundational courses.

- ENG 310 Shakespeare
- US Literature
- British Literature
- Global/Interdisciplinary
- ENG 375 Seminal Writers in the African American Tradition

All English majors must identify an area of Deep Study and submit a summary of their proposed plan by March of the third year. Each area of Deep Study consists of 4-5 courses and at least two of those courses must be 400-level seminars.

English Minor Requirements

The minor in English consists of 20 hours in the following categories of courses:

Required Courses

- English 280 – Introduction to Literary Studies 4 hours (A prerequisite to upper-level courses)
- English 285 – Introduction to Critical Studies 4

Elective Courses

- After completing the two baseline courses, students take three 300 or 400-level courses in their chosen subject area. As is true for students in the English major, the English minor students need to submit a "personalized plan of deep study," including a rationale explaining the coherence and focus behind their concentration within the minor.

In addition to ENG 280 and 285, students must complete at least three additional 300 or 400-level courses in their chosen subject area. Students should work with their advisor to develop a "personalized plan of deep study" or a rationale explaining the focus behind their concentration within the minor.

Writing Minor

The Writing Minor is designed for writers interested in a range of creative and critical projects. Grounded in the fundamentals of craft and form, the minor's courses bring together media literacy, creative composing, rhetorical analysis, and professional writing. Our goal is to advance students' skills and knowledge in ways that prepare them to engage with the diverse literacies of the 21st centur y. Each student works closely with her advisor to create an individual course plan that fulfills her interests and goals.

Requirements

The minor requires five courses (20 hours), with one prerequisite and four electives. Students ma y cross-register at other campuses for up to two electives. Electives taken at other campuses must be approved by the student's advis or and the English Department Chair.

Prerequisite Requirements

Students must take one required entry-level course:

- English 300 Art of Writing

Students then choose at least 4 elective courses from the following list of courses taught in regular rotation. Other special topics courses are also occasionally taught.

Electives

- English 288 Arts Journalism (cross-listed as MUS 288)
- English 305 Introduction to Creative Writing
- English 311 Poetry Writing Workshop I
- English 315 Research Methods in Writing
- English 329 Argumentation
- English 364 Writing About Film
- English 381 Journalism Workshop
- English 384a Rhetorics of Advertising
- English 385 Business and Professional Writing
- English 387 Ethnographic Writing
- English 389 Composing Disability, Health and Wellness
- English 390 Writing/Editing Digital Media
- English 391 Creative Nonfiction
- English 395 Poetry Workshop II English 396 Fiction Writing English 397 Screenwriting I
- English 398 Playwriting I
- English 405 Exploring Hybrid Forms
- English 407 Screenwriting II
- English 450 Composing Across the Arts
- English 452 Independent Stud y (can count for either sequence)
- English 453 Writing in Professional Context

Film and Visual Culture Minor

The Film and Visual Culture Minor prepares students to engage the historical, theoretical, social, and political ramifications of the cinematic and cultural image in our global society. This minor supports the traditional study of film as well as extended investigation of the culture that both produces and consumes it. The conventional framework of the Film and Visual Culture Minor invites interdisciplinary approaches. Thus, the courses are housed in several departments. English courses with Film and Visual Culture credit are marked in descriptions below by FVC.

A student who has successfully completed courses in the Film and Visual Culture Minor will be able to:

1. think and write critically about visual culture
2. communicate and compose in New Media forms
3. analyze the historical, theoretical, social, and political ramifications of the cinematic and cultural image in our global society

Requirements

Five courses (20 hours) are the minimum requirement for the FVC Minor.

Required Courses (2 Courses)

- ENG 361 Introduction to Film Theory and History**
- ENG 362 Feminist Film Criticism

Electives (3 Courses)

Students will be able to select from the following courses:

- ENG 312 Shakespeare on Film
- ENG 363 African Cinema (4)
- ENG 364 Writing About Film (4)
- ENG 369 Images of Women in the Media (4)
- ENG 397 Fiction Screenwriting I (4) or
- ENG 407 Fiction Screenwriting II (4)
- ANTH 444 Food and Culture in Film
- CWS 310 Documenting Women: Oral Narratives and Digital Media Production I***
- CWS 311 Documenting Women: Oral Narratives and Digital Media Production II
- CWS 320 Cinemythic Journeys: Black Woman as Hero in American Cinema
- FRE 302 Francophone Cinema (4)
- FRE 304 French Cinema (4)
- SPA 350 Latin-American Film (4)

Note to English Majors: Only two of the Film and Visual Culture minor courses can count as English major electives and no course shall be double counted.

** ENG 361 is a recommended prerequisite for other film courses but it is not mandatory. However, both ENG 361 and 362 are mandatory for the Film and Visual Culture Minor.

***CWS 310 and 311 are a sequential, two-semester documentary film course for juniors only, offered through the Comparative Women's Studies Program. These courses require consent of the instructor.

Course Descriptions

(Courses marked "General," or "Humanities" cannot be used for English major credit.)

ENG 103 – FIRST-YEAR COMPOSITION (4)

First-Year Composition is a course designed to provide opportunities for the student to develop and exercise critical thinking skills in reading and writing. The emphasis is on academic argumentation, working with sources, and preparing to move on to more specialized forms of writing in the majors. A minimum grade of "C" is required to receive credit for the course. Both semesters. General core.

ENG 150 – GRAMMAR AND STYLE (2)

This two-credit workshop-style course provides students with a detailed analysis of grammar, situated in the context of editorial and stylistic choices. It focuses on problem solving and revising at various levels in writing, particularly in analytical writing. It is intended for students who need to supplement their writing experience with a closer examination of writing mechanics and editing. It does not satisfy English major, writing minor, or core writing requirements. For sophomores who do not pass the resubmitted First-Year Writing Portfolio, this course (or any other four-credit writing course) will satisfy the portfolio requirement, if completed successfully. This course is recommended for students majoring in Early Childhood Education. General elective credit.

ENG 193 – HONORS ENGLISH (4)

This honors course provides a spectrum of writing experiences from analysis to argument to criticism. It emphasizes readings and extended research from literature and nonfiction prose focused on race and gender issues. Both semesters. General core. Honors.

ENG 200 – SOPHOMORE WORKSHOP (1)

This course is required for sophomore English majors. It provides an opportunity for the chairperson to contact all majors for artifacts needed for the English Major Portfolio and to explore options for the English major. This course substitutes for Sophomore Year Experience (SYE) for English majors only.

ENG 202 – CAPTURED: READING DOCUMENTARY PHOTOGRAPHS (4)

This course uses a variety of iconic photographs to explain visual rhetoric and to encourage visual literacy. Students read and write about photographs as texts. Humanities core.

ENG 211 – WORLD LITERATURE: ANCIENT TO 1600 (4)

This survey of world literatures from Africa, Asia, Europe, and the Middle East focuses on the following authors: Homer, Aeschylus or Sophocles, Kalidasa, Kouyate, Murasaki, Dante, Chaucer, and Shakespeare. Fall semester. Humanities core elective.

ENG 212 – WORLD LITERATURE: 1600 TO THE PRESENT (4)

This survey of world literatures includes poetry, drama, fiction, and nonfiction from the English, American, European, African, Asian, and African American traditions. Some authors covered include Milton, Moliere, Douglass, Ibsen, Baldwin. Spring semester. Humanities core elective.

ENG 215 – 20TH-CENTURY BLACK WOMEN WRITERS (4)

This course surveys 20th-century Black women writers from Africa, the Caribbean, and the United States with attention to the sociocultural and political developments that stimulated their expression. The course provides some exploration of the aesthetic values of Black women writers. Annually. Humanities core elective. Women's/ International core elective.

ENG 216 – IMAGES OF WOMEN IN NON-WESTERN LITERATURE (4)

This course focuses on the diverse representations of women in contemporary non-Western narrative writings by women. It examines women's struggles toward independence and modernization within a sociocultural context in works from Africa, India, China, Japan, and Iran. Annually. Humanities core elective. Women's/ International core elective.

ENG 217 – INTRODUCTION TO POPULAR CULTURE AND MEDIA STUDIES (4)

The course focuses on media and cultural studies principles and theories with an emphasis on the critical analysis of everyday life and media such as television, music, and film. It requires a film lab. It does not satisfy English major requirements. Humanities core elective. Prerequisite: 103, 193, or permission of instructor.

ENG 250 – GRAMMAR FOR THE PROFESSIONS (2)

This two-credit workshop-style course is designed for students who wish to enter professions involving the teaching or editing of writing. This course is not open to students who have completed ENG 150. It does not satisfy English major, writing minor, or core writing requirements. General elective. Education Studies Majors Requirement.

ENG 269 – INTRODUCTION TO GENDERED IMAGES (4)

This course examines the idea of gender and how it affects representations in literature, film and social media. The attitudes, beliefs and values of the society and how they shape human popular depictions are examined.

ENG 280 – INTRODUCTION TO LITERARY STUDIES (4)

This required course is designed to introduce the beginning major to the characteristics of literary genres, the components of literature, essential critical terms, and basic literary theory. Students will write several critical essays based on various literary genres and critical approaches. This course is a prerequisite to upper-division courses in literature. Both semesters. Major Requirement.

ENG 285 – INTRODUCTION TO CRITICAL STUDIES IN ENGLISH (4)
This writing intensive course develops students' critical reading, writing, and research skills through engagement of critical theory and analysis of various texts. It is required for English majors and minors who have fulfilled the first-year composition requirement. Both semesters.

ENG 300 – THE ART OF WRITING (4)
In this course, students engage with the critical tools and creative energies of a writer's life. The focus is on elements of the writer's intellectual and aesthetic work including genre, craft, editing, research, multimedia composing, and self-representation as a contemporary black woman writer. A minimum grade of "C" is required. Baseline course for the Writing minor and Writing Area of Deep Study concentration for the English Major.

ENG 301 – SPECIAL TOPICS IN LITERATURE AND CULTURE (4)
This course will focus upon literature and/or cultural studies with a rotating focus. The class will count as an English Major elective. (English Area of Deep Study unless otherwise stated).

ENG 301 F – QUEER OF COLOR CRITIQUES
This class will attend to scholars of colors' critiques of their exclusion from Queer discourses, in order to understand how Queer of Color Critique stands on its own, and what it has to say in conversation with mainstream Queer discourses. What are the conditions under which exclusion occurs? What are the implications of this exclusion for mainstream Queer theory's own mandates? What are the risks of homogenization in thinking Queer and Critical Race Theories intersectionally.

ENG 304 – AUTOBIOGRAPHY (4)
The courses in this sequence examine how writers in specific contexts represent the self through writing and other media. Courses explore the theory and practice of autobiography investigating topics such as gender, race, class, spirituality, nationality, and/or ability. Specific courses under this category are identified by the number304, and a letter of A, B or C.

ENG 304A – SPIRITUALITY AND ACTIVISM IN BLACK WOMEN'S AUTOBIOGRAPHY (4)
This course focuses on autobiography by U.S., African, and Afro-Latin women who have articulated in their work and in their stories a definitive link between service, social change, and a relationship to the transcendent. Theories of autobiographical practice and experimental learning techniques or service learning constitute a focus as well. (4) Alternate years. Category III.

ENG 305 – INTRODUCTION TO CREATIVE WRITING (4)
An introductory level course in the study of genre forms, especially poetry and fiction, ENG 305 serves as a prerequisite for upper-level poetry and fiction writing workshops. Both semesters. Writing minor. Writing Area of Deep Study.

ENG 307 – EARLY AND MIDDLE ENGLISH LITERATURE (4)
This course offers a study of British literature from A.D. 800 to 1500 in cultural context with attention to classical and continental legacy and influence. Major authors studied include The Beowulf poet, Langland, the Gawain poet and places emphasis on Chaucer. Fall semester. Category II. Before 1900.

ENG 308 – RENAISSANCE LITERATURE (4)
This course provides a study of the major English writers of the 16th and 17th centuries (excluding Shakespeare) and women writers. Course emphasizes drama and the interrelated and developing themes of authority, justice, gender, race and science. Fall semester. Category II. Before 1900.

ENG 309 – GLOBAL EXCHANGES IN EARLY MODERN LITERATURE (4)
The course provides a study of early modern literature from 1400-1700 with an emphasis on how the exchange of goods, people, texts, cultures and ideas impact literature. Category III. Before 1900. Survey.

ENG 310 – SHAKESPEARE (4)
A required course for majors and minors in English, ENG 310 examines Shakespeare's art and the major themes of his poetry and plays. It focuses on selected poems, comedies, histories, and tragedies. Both semesters. Required Major Course. It does not satisfy a period requirement.

ENG 311 – POETRY WRITING WORKSHOP I (4)
"Poetry Writing Workshop" supports practice in writing various styles of poetry, with focus on elements of craft that shape poetic technique and form. Close reading of poems, craft discussions and exercises, and critique of students' original poems are part of the format. The course offers credit in the Writing Minor and English Major Deep Study in Writing, and it is recommended as well for anyone seeking to sharpen their use of language in any discipline.

ENG 312 – SHAKESPEARE ON FILM (4)
This course is designed to build on the understanding gained in English 310 by exploring issues of interpretation, edition, direction, and performance embodied by films based on the plays of William Shakespeare. Films by Laurence Olivier, Orson Welles, Franco Zefirelli, Kenneth Branagh, and Julie Taymor will figure prominently. Film screenings outside of class will be required. Prerequisite: English 310 or permission of the instructor. Recommended: English 361.

ENG 314 – REPRESENTATIONS OF WOMEN IN LITERATURE (4)
This course provides a study of past and present attitudes toward and assumptions about women within various cultural traditions as they are revealed and critiqued in selected literary and theoretical works. Special attention is given to the literary treatment of Black women. Annually. Category III. After 1900.

ENG 315 – RESEARCH METHODS IN WRITING (4)
This course introduces qualitative approaches to investigation including textual research, interviewing, observation, and discourse analysis. It explores various means of presenting research findings to different audiences. Writing minor. Writing Area of Deep Study.

ENG 316 – SPECULATIVE FICTION (4)
This course explores themes and development of the genre through examination of representative novels and short stories. Drama and film are included as appropriate. Alternate years. Foundational Course. Category III. After 1900. Survey.

ENG 316A – BUTLER'S DAUGHTERS: IMAGINING LEADERSHIP IN BLACK SPECULATIVE FICTION (4)
The course uses the speculative fiction of Octavia E. Butler, Tananarive Due, Virginia Hamilton, and Nnedi Okorafor, et. al., as a means of examining literary models of Black women's thought leadership. The heroines in these novels demonstrate strong leadership in the face of uncertain and dangerous futures. The course examines how difference (gender, ethnicity, etc.) enables them to create new and dynamic models of leadership. Foundational Course. Category III.

ENG 317 – 18TH-CENTURY BRITISH LITERATURE (4)
The eighteenth century begins and ends in revolution. From the Glorious Revolution in England, to the revolutions in America, France, and Haiti, to revolutionary campaigns for abolition and the rights of women, this course explores how writers in Britain engaged and informed a variety of social movements that changed the world. Prerequisite: ENG 280 or 285. Annually. Foundational Course. Category II. Before 1900.

ENG 320 – HISTORY OF THE ENGLISH LANGUAGE (4)
This course explores the history of the English language, highlighting developments in phonology, morphology, syntax, and semantics. Attention is given to American dialects and to Black vernacular English. This course is strongly recommended for students seeking teacher certification in English. Annually. Foundational Course. Before 1900. Survey.

ENG 321 – 20TH-CENTURY BRITISH LITERATURE (4)
A study of major writers and themes of 20th-century British literature, ENG 321 pays attention to poetry and drama and to the development of the novel from realism to modernism to postmodernism. Students will focus on stream-of-consciousness techniques, magic realism, and postcoloniality. The course explores the cultural contexts of 20th-century British writers including multicultural and feminist writers. Annually. Foundational Course. Category II. After 1900. Survey.

ENG 323 – 19TH-CENTURY U.S. LITERATURE (4)
A study of significant writings and literary movements of the colonial period and 19th century, ENG 323 may include Native American tales, captivity narratives, transcendentalism, abolitionism, feminism, romantic and realistic fiction, slave narratives and domestic fiction. Annually. Foundational Course. Before 1900. Survey.

ENG 324 – U.S. LITERATURE AFTER 1900 (4)
A multi-ethnic study of significant writers and literary movements of the modernist and postmodernist periods, ENG 324 emphasizes regionalism,

naturalism, the Harlem Renaissance, social protest literature, and magic realism. Annually. Foundational Course. After 1900. Survey.

ENG 325 – THE SOUTH AND ITS LITERATURE (4)
This course surveys selected major writers and focuses on customs, race and gender issues, social and political problems. Consideration is given to local, cultural contexts for literary movements. Alternate years. Foundational Course. After 1900.

ENG 326 – BLACK WOMEN IN 19TH-CENTURY BRITISH LITERATURE
Interrogates imperialist aims of "British literature" as a category of knowledge through texts by and about Black women. Students examine how Black women helped to shape every major literary genre of the nineteenth century, including novels, travelogues, autobiographies, short stories, and lyric poetry. Prerequisite: ENG 280 or 285. Annually. Foundational Course. Category II. Before 1900.

ENG 327 – 19TH-CENTURY BRITISH LITERATURE (4)
Explores literary responses to some of nineteenth-century Britain's major social, scientific, political, and aesthetic transformations. Emphasizes women's participation in public and private life, including campaigns for abolition, animal rights, and early feminism. Interrogates ongoing legacies of British imperialism. Prerequisite: ENG 280 or 285. Annually. Foundational Course. Category II. Before 1900.

ENG 328 – AMERICAN MYTHOLOGIES (REPRESENTING AMERICA-CONTEMPORARY TEXTS, HISTORICAL CONTEXTS) (4)
This course uses the classic myths of American culture as a framework to study texts of American culture while using these texts as an entry into the study of enduring ideologies that shape the way Americans view themselves and the way they are viewed around the world. Foundational Course. After 1900. Survey.

ENG 329 – ARGUMENTATION (4)
Argumentation provides students with experience in arguing from sources as well as in using persuasive strategies to reach an audience. It stresses logic and clarity of thought. Writing minor. Writing Area of Deep Study.

ENG 331 – THE EPIC AND ITS ORIGINS (4)
This course introduces students to the epic as genre and traces the development of the epic form. Students explore important epic narratives and related early source texts. In subject, structure and approach, this course emphasizes the nature of the oral and art epics; students will develop a working definition of the genre, explore a range of oral epics, and, analyze how early epics frame later cultural production of the literary epic. Offered in rotation. Foundational Course. Category III. Before 1900. Survey.

ENG 333 – CONTEMPORARY INDIA: LITERATURE AND THE POLITICAL
Contemporary India: Literature and the Political is a survey course that studies India as a key player in the late twentieth and twenty-first century. India's transforming topography figures prominently in works by contemporary Indian writers (with references to Indian transnationals, sojourners and diaspora writers). The selected writers studied in the course include established literary figures, as well as new cultural and emerging voices and digital writers who are reshaping the field of literature in contemporary India.

The course is cross listed with International Studies Major and also counts in the Asian Studies Minor. The course is recommended for students planning to study abroad in India.

ENG 334 – INTRODUCTION TO CARIBBEAN LITERATURE (4)
This course introduces prominent works of Caribbean literature from the 18th century to the present, drawing from texts in English, French, Spanish and Dutch speaking Caribbean (all in English translation). Themes include slavery and its legacies; concepts of "race," "ethnicity," and "nation"; relationships to colonizing powers and to ancestral homeland; creolization; and oral traditions. Genres range from traditional literary forms (novels, short stories, poetry) to film, folklore, music and visual arts. Offered in rotation. Foundational Course. Category III. After 1900.

ENG 342 – EARLY AFRICAN AMERICAN LITERATURE (4)
This course surveys significant African American writers from 18th-century beginnings with the writings of Phillis Wheatley and Olaudah Equiano to the publication of W.E.B. DuBois' The Souls of Black Folk in 1903. Annually. Foundational Course. Before 1900.

ENG 343 – 20TH-CENTURY AFRICAN AMERICAN LITERATURE (4)
ThiThis course surveys selected African American writers from 1903 to 1999. After 1900. And Deep Study Elective.

ENG 344 – CONTEMPORARY AFRICAN AMERICAN WRITERS (4)
This course explores thematic concerns expressed in works of fiction and creative nonfiction by African American authors after 1970. Some representative authors are Octavia Butler, Paule Marshall, Toni Morrison, James Alan McPherson, and Daryl Pinkney. Alternate years. Category III. After 1900. Survey. Deep Study Elective.

ENG 345 – WHEN SORROWS COME: DEATH AND MOURNING IN AFRICAN AMERICAN CULTURE (4)
This course provides opportunities for students to engage mortality, memory, violence, and mourning in African American culture. An interdisciplinary approach will facilitate an exploration of an array of texts produced in a variety of genres regarding the intersection of death, history, identity, and culture. Time period varies. Both semesters. Foundational Course. Category III.

ENG 346 – POLITICS OF BLACK POETRY (4)
An Honors elective course that satisfies English Major requirements, this course focuses on major poets of the Black Arts Movement—Amiri Baraka, Sonia Sanchez, Haki Madhubuti, and Nikki Giovanni among others. It examines, in particular, the socio-economic and political concerns that gave rise to their distinct poetic practices. There are no prerequisites; however, students should be familiar with major American political events of the 19th and 20th centuries. Deep Study Elective. After 1900.

ENG 347 – EMMETT TILL: THE CULTURAL (AFTER) LIFE OF AN AMERICAN BOY (4)
This course examines the (after) life of Emmett Till through multiple genres of American cultural production. Humanities core; Category III; English major.

ENG 351, 352 – TUTORIAL WORKSHOP (1)
For tutors in the Comprehensive Writing Center only, this workshop enhances students' abilities to assist peers in their writing. General elective. (No major credit.)

ENG 355 – MEDIA AND "REALITY"
This course explores verite forms such as documentary films and reality television to understand how they reflect and shape contemporary social, political, and ideological priorities in the US. Annually. Honors. Prerequisites ENG285 or permission of instructor. FVC. Category III. After 1900.

ENG 361 – CINEMA LITERACIES (4)
This course introduces students to general film history and theory and provides an overview of world cinema. It emphasizes African American and women's film theory. The course requires writing about film. Film viewing is required outside of regular class meetings. Alternate years, spring semester. Survey. Foundational Course. Category III. Honors elective. (FVC)

ENG 362 – FEMINIST FILM CRITICISM (4)
Using feminist film theory as a critical framework, this course explores the notion of women as "auteurs" in cinema. We will examine work from the beginnings of film production to contemporary times in order to understand the formation and practice of feminist ideas about cinema. It covers Mulvey's treatise on the male gaze to the actual work practiced as resistance by women filmmakers. Annually. Foundational Course. Category III. (FVC)

ENG 363 – AFRICAN CINEMA (4)
The course looks at the political and cultural climates that produced a black "African" cinema and defines an African aesthetic in terms of technique, theory and style. The course explores whether Black African Cinema is inevitably a derivative of Eurocentric film practices or if the cinema manages in any way to distinguish itself from colonial and/or post-colonial practices. Annually. (FVC). Area of Deep Study Elective.

ENG 364 – WRITING ABOUT FILM (4)
This course introduces students to the vocabulary and technique necessary to write critical analyses about film. Students will write theoretical film essays, critical essays, and movie reviews. The course will be concerned with adaptation—that is literature that has been recreated on screen. We will study the ways in which the adaptation process produces

a new text and explore these writing processes. Annually. Area of Deep Study Elective. (FVC) (Writing Minor)

ENG 369 – IMAGES OF WOMEN IN THE MEDIA (4)
Students will examine images of women as projected in the mass media from 1950 to the present. Selected media presentations and related criticism will be utilized to analyze attitudes, beliefs, and values concerning women. This course is strongly recommended for students seeking secondary teaching certification in English. Foundational Course. Category III. After 1900.

ENG 375 – SEMINAL WRITERS IN THE AFRICAN AMERICAN TRADITION (4)
A required seminar-style course for junior and senior English majors and minors, ENG 375 examines seminal, creative, and critical texts in the African American literary tradition. Thus, this course explores the dynamic relationship between literary expression and the intellectual history which forms its context. Both semesters. Required Major Course.

ENG 381 – JOURNALISM WORKSHOP (4)
This hands-on class may involve the preparation of publications; for example, it may require a biweekly newsletter or an investigative news magazine that serves as a supplement to the Spotlight. Spring semester. Area of Deep Study Elective. (Writing minor)

ENG 382 – SCIENCE WRITING
This course explores the words of well-known contemporary science writers and provides students with experience in writing about the physical, chemical, & biological sciences. Alternate years. Writing minor.

ENG 384 – SPECIAL TOPICS IN WRITING (4)
A course with a rotating focus, it may cover topics such as media and business writing. Writing minor.

ENG 384A – RHETORICS OF ADVERTISING (4)
This course takes a rhetorical approach to the study of advertising, emphasizing questions of audience, context, language, and delivery. Students will examine important developments in twenty-first-century advertising practices and will produce analytical writing about advertising as well as a multi-media project. Foundational Course. Area of Deep Study Elective. (Writing Minor)

ENG 384B – PUBLIC RELATIONS WRITING
Public Relations Writing offers students a real-world environment to develop skills in public relations planning and writing. Industry models provide students with opportunities for critical analysis of contemporary practices. In addition to in-class writing assignments, students work with a local nonprofit client to research, plan, write, and present a comprehensive public relations strategy. Writing minor.

ENG 387 – ETHNOGRAPHIC WRITING: WRITING ABOUT COMMUNITY (4)
This reading and writing intensive course introduces students to the texts of ethnographic writing. Through a close examination of research methods, theoretical constructs, ethical concerns and genres of representation, students read, collect and write ethnographic texts about a community of practice. This course fulfills the writing minor elective and the Anthropology/Sociology major elective. Area of Deep Study Elective. Prerequisite: English 103 or its equivalent.

ENG 389 – COMPOSING DISABILITY, HEALTH AND WELLNESS (4)
This course uses the lenses of disability studies and medical humanities to explore texts on the subject of disability, health, and wellness. Emphasis is on the way that these concepts are composed and represented through language and visual means. Area of Deep Study Elective. Foundational Course. (Writing Minor)

ENG 390 – WRITING/EDITING FOR DIGITAL MEDIA (4)
Writing and Editing for Digital Media is designed to provide some basic content knowledge about digital media. By the end of the course, students will be able to talk about the academic and professional aspects of digital media, as well as develop self-representations in digital spaces. They will also create two major projects in the class. First, they will develop a professional ePortfolio that demonstrates their composition skills. Second, they will create and/or revise two professional social networking profiles that will link to their professional ePortfolio. Creating these projects will enable them to more skillfully balance a number of considerations that the contemporary digital writer experiences when writing for the web. Area of Deep Study. (Writing Minor)

ENG 391 – CREATIVE NONFICTION WRITING WORKSHOP (4)
An advanced workshop course in writing creative nonfiction emphasizing innovations of structure, language, and style, ENG 391 combines reading and analysis of creative nonfiction with a workshop of students' writing. Writing Area of Deep Study. Prerequisite: English 300 or permission of instructor (Writing Minor)

ENG 395 – POETRY WRITING WORKSHOP II (4)
This intermediate to advanced workshop will enlarge and extend the engagement with poetry begun in ENG 295. Writers will use tools of analysis learned in previous study of poetry and knowledge gleaned from writing to rigorously analyze poetic models and apply sharper focus to critiques and discussions. Prerequisite: ENG 300 or by permission of instructor. (Writing Minor)

ENG 396 – FICTION WRITING I (4)
This course is an advanced genre course in writing short and long fiction. Prerequisite: ENG 300 or the permission of instructor. Writing Area of Deep Study. (Writing Minor)

ENG 397 – SCREENWRITING I (4)
This course examines the fundamental structure of narrative for short screenplays. Students will learn to create and use story, plot, character behavior, conflict and sound to write screenplays with an emphasis on visual storytelling with nonsynchronous sound. Students will identify with major film genres and analyze films. Prerequisite: ENG 300, ENG 396 and by permission of the instructor. (Writing Minor)

ENG 398 – PLAYWRITING (CROSS-LISTED WITH DRA 309) (4)
This course explores the fundamental techniques and resources of playwriting. Students are required to write a play under the supervision of the instructor. Alternate years. (Writing Minor)

ENG 422 – EXCEPT SUNDAY: LABOR AND AFRICAN AMERICAN (4)
A seminar on Identity and Labor, this interdisciplinary seminar investigates past and present attitudes regarding labor and identity produced within various cultural traditions as they are revealed and critiqued in selected creative, historical, and theoretical works. Time period varies. Area of Deep Study. 20th Century. Seminar.

ENG 400 – SENIOR WORKSHOP (1)
This course is required for senior English majors. It provides an opportunity for the chairperson to contact all majors for components needed for graduation. It offers majors the chance to integrate their curricular knowledge with the lives they expect to lead after graduation. (Required Workshop)

ENG 405 – CHIMERAS, TRICKSTERS, & SHAPE SHIFTERS: EXPLORING HYBRID FORM
"Exploring Hybrid Form" instructs students in cross-genre or genre-blending writing—i.e., composing hybrid forms that straddle two or more literary genres such as fiction, memoir, poetry, essay, drama, journalism, or visual genres such as illustration, photography, and film. The course offers credit in the Writing Minor and English Major Deep Study in Writing.

ENG 407 – SCREENWRITING II (4)
A continuation and expansion of Fiction Screenwriting I, ENG 407 will allow writers to develop extensive screenplays with an emphasis on three-act and seven-act structures. The course will also focus on the art of writing dialogue and the art of implication. Prerequisite: ENG 300, ENG 396, ENG 397 and by permission of the instructor. (Writing Minor)

ENG 408 – THE ADOLESCENT IN LITERATURE (4)
This course offers a thematic study of selected literary works, which treat the basic principles of human behavior and experience as they apply to the adolescent. This course is recommended for students seeking secondary teacher certification in English. Every three years. Area of Deep Study. After 1900. (Capstone)

ENG 412 – SPECIAL TOPICS IN BRITISH LITERATURE (4)
This seminar examines a particular topic in the field of British literature. Students in the course will read closely the works of a number of authors from both primary and secondary sources to explore a specific theme or genre in British literature. Specific courses under this category are identified by the number 412, and a letter of A, B or C. Area of Deep Study Elective.

ENG 412A – RENAISSANCE TRAGEDY (4)
This course explores the development of revenge tragedy in early modern England, examining its roots in the works of the Roman playwright Seneca and recognizing the sophisticated reworking of the genre in the works of playwrights like Shakespeare and Webster. Background reading and discussion on early modern culture, the Tudor and Stuart theatre industry, problems of direction and staging, and generic traditions will support a greater understanding of Renaissance drama as a whole. It includes application of a variety of critical approaches to dramatic literature. Prerequisite: English 310 and 280 or permission of instructor. Area of Deep Study. Before 1900. In rotation. (Capstone)

ENG 412B – 19TH-CENTURY HORROR STORIES: SEX, RACE, GENDER, AND THE GOTHIC
From the haunted castles of old Europe to the haunting legacy of slavery in the US and Caribbean, students explore the Gothic has as a mode of storytelling. Using an interdisciplinary approach drawn from critical race theory, feminist theory, and sexuality studies, we interrogate how the Gothic has been used to interrogate racism, sexism, homophobia, transphobia, and xenophobia since its nineteenth-century origins. Prerequisite: ENG 280 and 285. Area of Deep Study. Before 1900.

ENG 412C – WOMEN WRITERS OF THE RENAISSANCE (4)
This course is designed to explore the many works by women writers of the early modern period, considering the wide variety of cultural, political, and literary issues and traditions in which these women participated. Necessary to this study will be the understanding of what it meant for a woman to write in an age when publication for anyone (male or female) carried the "stigma of print." For women, writing required a complex negotiation of the definitions of feminine and masculine; public and private; and fact and fiction. Prerequisite: English 310 and 280 or permission of instructor. Foundational Course. Before 1900. In rotation. (Capstone Seminar)

ENG 416 – SEMINAR ON A MAJOR BRITISH AUTHOR (4)
This course is designed for close primary reading of the major texts by a single British author, an examination of his or her critical reception through time, and an exploration of cultural and literary contexts. Specific courses under this designation will have both the number 416, and a letter of A, B, or C. Alternate years. Area of Deep Study. Time period varies. (Capstone Seminar)

ENG 417 – LITERARY CRITICISM (4)
This course offers an analysis of contemporary literary theory. Attention will be paid to the interrelations of culture, politics, and location in literary production and definitions of textuality. This course may serve as the first four hours of Honors Independent Study. It will focus on integrating research techniques and theory. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 418 – CONTEMPORARY AFRICAN LITERATURE (4)
A course focused upon contemporary writers, issues and concerns in African literary production, ENG 418 will emphasize questions of identity, politics of location and representation, and colonizing/decolonizing. Alternate years. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 419 – SEMINAR IN THE BRITISH NOVEL (4)
This course offers a study of the British novel that will focus on varied periods and feature various critical or theoretical approaches. It will emphasize close reading of primary texts with a careful exploration of critical sources. Specific courses under this designation will be listed by number419, and letter A, B, or C. Alternate years. Area of Deep Study. Period varies. (Capstone Seminar)

ENG 419A – THE 20TH-CENTURY BRITISH NOVEL (4)
This course explores the development of the 20th-century novel from realism to modernism to postmodernism and the cultural effects of each literary technique. It includes application of a variety of critical approaches to the novel: psychoanalytic, feminist, and new historical, and postcolonial. Alternate years. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 419B – SEMINAR IN THE 20TH-CENTURY BRITISH WOMEN'S NOVEL (4)
This course focuses on women's contribution to the tradition of the 20th-century novel. It examines the interaction of gender constructs with literary movements, including modernism, realism, postmodernism, and postcolonialism. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 421 – U.S. PERIOD STUDIES (4)
This course offers an intensive study of a specific period or decade in U.S. literary production. Students will explore primary materials from the period, using both canonical texts and texts from the popular culture as well as secondary sources that contextualize the material or that offer a specific theoretical approach. Specific courses under this designation will be listed by both number 421 and letter of A, B, or C. Three-year rotation. Area of Deep Study. Time period varies. (Capstone Seminar)

ENG 421A – THE "AMERICAN" 1850s (4)
An interdisciplinary seminar, ENG 421A will examine literary expression of U.S. writers in the decade before the Civil War in the context of several significant transformations in "American" intellectual and cultural life. It will explore the tensions between various historical interpretations of the period and between traditional and popular texts. Offered in rotation. Area of Deep Study. Before 1900. (Capstone Seminar)

ENG 423 – U.S. ETHNIC LITERATURE (4)
An interdisciplinary cultural studies/literature course, ENG 423 examines the vital influence of "minority" or ethnic literatures on U.S. history and literature. It emphasizes the continuity of these literatures over time and the literary/ historical interaction between African Americans and other ethnic minorities. Honors elective. Three-year rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 423B – LATINA/LATINO LITERATURES AND CULTURE IN THE UNITED STATES (4)
An examination of contemporary fiction and nonfiction written in English by Mexican, Puerto Rican, Dominican, and Cuban Americans, this course will first look at the history and social issues of US Latinas/os. It will focus on themes such as duality of identity and refusal of the melting pot ideology, representations of gender, the crossing of traditional national and racial boundaries, reappropriation and rewriting of cultural archetypes, and religion among many others. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 424 – NEW U.S. IMMIGRANT WOMEN'S LITERATURE (4)
This course examines questions of ethnicity, multiculturality, and gender in reshaping identity and experience in new U.S. immigrant women's literature, particularly by the "third wave" of Asian, Caribbean, and Latina women. Three-year rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 425 – SEMINAR ON A MAJOR U.S. AUTHOR (4)
This is a course designed for close primary reading of the major texts by a single U.S. author, an examination of his or her critical reception through time, and an exploration of cultural and literary contexts. Specific courses under this designation will have both the number 425 and a letter of A, B, or C. Three-year rotation. Area of Deep Study. Time period varies. (Capstone Seminar)

SENG 428 – CREATIVE PRODUCTION: RESEARCH AND CRAFT
This course asks students to engage with research theories, methods, and methodologies specific to research by artists. Students use this theoretical and methodological foundation to design and execute a semester-long research project that directly informs the development of a substantial creative work over the course of the semester. Seminar.

ENG 431 – RACE AND MEDIA
The course introduces ideas in contemporary race and media studies and theory. The course focuses on the interrelations of culture, politics, identity, and media. Students will also learn about integrating research techniques with media studies. Annually. FVC, Category III. After 1900.

ENG 432 – STAGES IN WOMEN'S LIVES (4)
This is a comparative literature course studying English postcolonial and contemporary British women's novels. It includes analysis of the effects of race, gender, class, and colonialism on women's lives and on the form of the novel. Representative authors may include Margaret Atwood, Tsitsi Dangarembga, Keri Hulme, Anita Desai, Buchi Emecheta, Nadine Gordimer, Paule Marshall, and Doris Lessing. Honors elective. Three-year rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 433 – POSTCOLONIAL WOMEN'S LITERATURE (4)
This course examines postcolonial theory and narrative writing by women from cultures that have been impacted by colonial history. Students will explore issues of identity, language, politics, and third-world fem-

inism. Three-year rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 434 – SPECIAL TOPICS IN GEOGRAPHIC AREA (4)
This course examines a diverse body of literature from one of the principal regions of the world: Africa, the Caribbean, Europe, Latin America, or the East. Students in this course will read primary texts accompanied by critical materials that support analysis of the region's aesthetic, cultural, and political contexts. Specific courses in this area will be listed by number 434 and by the letter of A, B, or C. Three-year rotation. Area of Deep Study. Time period varies. (Capstone Seminar)

ENG 434A – CARIBBEAN LITERATURE (4)
A study of 20th-century Caribbean literature, with a focus on Afro-Caribbean writers, ENG 434A examines formal, cultural, and political concerns of the authors in the context of the postcolonial Caribbean. Specific themes include identity construction, uses of oral tradition and "nation" language, and the politics of location. Three-year rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 434B – CARIBBEAN WOMEN WRITERS (4)
This course explores the ways that selected contemporary women novelists have voiced themselves. The course introduces critical texts and novels to examine the development of "Caribbean feminist poetics." Offered in rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 434C – TWO CARIBBEAN AUTHORS (4)
This is a course designed for intensive study of two major Caribbean writers and their critical reception Offered in rotation. Area of Deep Study. (Capstone Seminar)

ENG 436 – SPECIAL TOPICS IN GENDER STUDIES, INTERNATIONAL LITERATURE, AND CRITICAL THEORY (4)
A rotating topic seminar, ENG 436 examines some special themes in gender studies, world literature, or critical theory. This course has a defined theoretical focus through which a body of texts is explored. Specific courses in this area will be listed by number 436 and by the letter of B, C, or D. Area of Deep Study. Time period varies. (Capstone Seminar)

ENG 436B – U.S. RACIAL MASCULINITIES (4)
This course will look at the recent trend within postmodern cultural studies to theorize and turn a critical historical lens on the "other gender" — to look at various historically constructed performances and styles of masculinity. Starting with the assumption that there is no single or natural "male identity," ENG 436 will look at the way the dominant and resistant masculinities, particularly black masculinities, have been negotiated within 20th-century American films, the visual arts, music, poetry and literature. Offered in rotation. Area of Deep Study. After 1900. (Capstone)

ENG 436C – LAW AND LITERATURE: RACE AND GENDER (4)
Examines the relationship between British and US literature and the law as it emerged from the Enlightenment. Historical grounding in 18th- and 19th-century contexts informs critique of contemporary legal matters, including theories of social organization, bioslavery, rape culture, and how the law informs notions of what it means to be human. Prerequisite: ENG 280 and 285. Area of Deep Study. Before 1900. Honors elective.

ENG 436D – TRAUMA AND TESTIMONY IN WOMEN'S LIFE WRITING (4)
This seminar focuses on a number of traumatic events and their representation in contemporary U.S. literature and culture, from the historical to the "personal," from the Holocaust to more "private" stories of domestic violence and sexual abuse. Offered in rotation. Area of Deep Study. After 1900. Seminar. (Capstone Seminar) Honors elective.

SENG 440 – THINGS AND THE HUMAN IN EARLY MODERN LITERATURE
An interdisciplinary culture studies / literature course. This course investigates how things, and materials matter in early modern texts. The early modern period was a period of transition in which many of our ideas about how to study the world around us (science) and what our relationship to that world might be (philosophy) began to emerge. In a wide variety of texts, early modern authors used objects and materials, figuratively and otherwise, to ask questions about the relationship between humans and their world and explore possible answers. Area of Deep Study. Before 1900. Category III.

ENG 441 – SEMINAR ON A MAJOR AFRICAN AMERICAN AUTHOR (4)
This course is designed for close primary reading of the major texts by a single African American author, an examination of his or her critical reception through time, and an exploration of cultural and literary contexts. Specific courses under this designation will have both the number 441 and a letter of A, B, or C. Alternating years. Time period varies. (Capstone Seminar)

ENG 441A – LANGSTON HUGHES (4)
This course provides a study of four genres of Hughes' work: short fiction, novel, drama, and poetry. Students also examine the body of criticism that forms Hughes's critical reception. Preferred Prerequisite: ENG 375. Offered in rotation. Area of Deep Study. After 1900. (Capstone Seminar)

ENG 441B – TONI MORRISON (4)
This seminar provides an opportunity for the close reading, discussion, and analysis of Toni Morrison's fiction. Attention is given to main currents in critical reception, critical theory, and controversies surrounding Morrison's work. Area of Deep Study After 1900. (Capstone Seminar)

ENG 446 – FOLKLORE AND AFRICAN AMERICAN LITERATURE (4)
This course examines the diverse ways in which African American writers have critically and creatively appropriated folkloric texts in their writing. Black Atlantic folklore, as symbolic construction, process, and performance, will be studied in relation to literature, aesthetics, and group identity. Alternate years. Area of Deep Study. After 1900. (Capstone Seminar)

SENG 450 – COMPOSING ACROSS THE ARTS
This course asks students to engage with a variety of strategies for invention across artistic genres by studying authors who see genre-crossing as central to their artistic production. Students investigate theories and methods of composing in disciplines such as music, drama, dance, visual arts, and computer science to produce a creative portfolio and capstone research project. Seminar.

ENG 451, 452 – INDEPENDENT STUDY (4)
This course provides directed study for the student who desires to pursue a given topic in depth. General requirements: extensive reading, research, a major paper, and a weekly meeting with the professor who directs the study. Consent from faculty supervisor is required before a student registers for independent study.

ENG 453 – WRITING IN PROFESSIONAL CONTEXTS (2-4)
This course serves as a culminating experience for students in the Writing Minor or Area of Deep Study. Using a series of portfolios (ranging from personal/reflective to public/professional), students will collect, select, reflect upon, and share their written work. Emphasis will be on consideration of the different ways that writing will manifest in every student's post-college career. Area of Deep Study. (Writing Minor) (Capstone Seminar)

ENG 491, 492 – HONORS INDEPENDENT STUDY (4)
This course provides directed study for students developing an honors thesis in the English major. Student must be a member of the Honors Program and pursue an agreed-upon topic during weekly meetings with the directing professor. Consent from faculty supervisor is required before a student registers for honors independent study.

Environmental and Health Sciences Program

Department Location
Science Center – 331
Chair's Office: Science Center – 377

Majors
Environmental Science
Environmental Studies
Health Sciences

Special Requirements
None

Placement Examinations
None

Requirements for Completion
Students must complete all core requirements and major cognate courses as well as 12 approved electives with a grade of "C" or better. A minimum of 120 course credits must be completed upon graduation.

Goals
Consistent with the College's mission, the Environmental Science and Health Sciences Program at Spelman recognizes the global changes and responses for attaining a more sustainable environment. The Program seeks to create a learning environment in which our students can better understand these changes and be given a greater voice in planning for conservation through an interdisciplinary environmental science curriculum that is designed to enhance scientific inquiry and to strengthen scientific competence. Through these efforts, the Program aims at preparing students for graduate studies in STEM disciplines, and provide opportunities for careers in environmental sciences, environmental health, public health, and medical schools.

Objectives
Through the course sequences students will be able to

- recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment and its impact.
- develop analytical and critical thinking skills, and demonstrate problem-solving skills using scientific techniques.
- demonstrate the knowledge and training needed for graduate or professional schools, or the job market.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Major Requirements
- ES 211 Introduction to Environmental Sciences and labs (4)
- BIO/ES 225 Ecology (includes Group Projects) (4)
- ES 403 Environmental Science Seminar (2)
- ES 435 Research in Environmental Sciences (3)
- CHEM/ES 453 Environmental Chemistry (3))

Major Cognate Courses
Courses other than those listed as ESS with the appropriate department listings:

- BIO 115 Organismal Form and Function and Biology of the Cell (8)
- BIO 120 Cellular Dynamics (4)
- CHEM 111 and 112 General Chemistry and Labs (8)
- CHEM 231 and 232 Organic Chemistry I and II and Labs (10)
- CIS 111 Discovering Computer Science and Lab
- CIS 121 Introduction to Computer Programming (4)
- MATH 231 and 232 Calculus I and II (8) or
- MATH 211 and 212 Applied Calculus I and II
- MATH 205 General Statistics (4) or
- MATH 355 Biostatistics (4)
- PHY 111 and 112 General Physics I and II (4) OR
- PHY 151 & 241 Physics I & II (8)
- CHEM/ES 411 Toxicology (3)

Electives
Students must select at least 12 credit hours from courses listed below.

- BIO 314/ES 314 Environmental Biology (includes group projects) (4)
- BIO 233 Microbiology (4)
- BIO 312 Genetics (4)
- BIO 471 Cell and Molecular Biology (4)
- CHEM 311 Biochemistry (4)
- CHEM 301 Analytical Chemistry and Lab (4)
- CIS/ES 437 Computer Simulation (4)
- ES200 Introduction to Environmental Health (4)
- ES252 Introduction to Geosciences (4)
- ES 384 Industrial Ecology (4)
- ES 251 Soil and Atmospheric Science (laboratory module) (4)
- MATH 353 Decision Sciences (4)
- MATH 358 Mathematical Models (4)
- MATH 455 Probability and Statistics (4)
- MATH 470 Special Topic: Environmental Statistics Practicum (2)
- PSC 320 Environmental Policy and Politics (4)

Free Electives
Free electives may be chosen in order to complete the 120 hours for graduation.

Course Descriptions

Environmental Science Only

ES 211 – INTRODUCTION TO ENVIRONMENTAL SCIENCES (4)
This course presents a global perspective for understanding the complex relationships among living organisms and how they interact with their biotic and abiotic environments. The topics are covered under six broad areas of environmental science and ecological principles: population and environmental health, food, land, and biological resources; environmental pollution; physical resources; and society and environment.

ES 225 – ECOLOGY (4)
The study of ecology is one that is central to an understanding of major areas of science, especially in biology and environmental sciences, and is increasingly included in national exams such as the GRE for graduate

school. The course offers a unique opportunity for students to explore the great diversity of species and their interrelatedness. At the core of this course is an in-depth view of ecology through an integrated approach that focuses on the importance of individual species in their respective ecosystems. Central to this approach are six distinct areas that begin with (1) Ecology: Its meaning and scope, including experimentation models; (2) the organism and its environment; (3) the ecosystem; (4) comparative ecosystem ecology; (5) population ecology; and (6) the community.

ES 252 – INTRODUCTION TO GEOSCIENCES (4)
This course provides the fundamentals of geosciences, presenting key concepts and generalizations such as soil and rock formation, interactions with air and water, and conservation. Prerequisite: ES 211

BIO/ES 314 – ENVIRONMENTAL BIOLOGY (4)
The primary goal of this course is to present the scientific information that will allow students to understand the complex environmental issues facing the global ecosystem. With the continuing growth of the human population and its impact on natural resources, and the resulting discharge of both municipal and industrial wastes, we are faced today with the global challenge of managing our dwindling resources and protecting the quality of the environment. Central to this course are concepts and applications that focus on Conservation Biology. Due to its complexity, this course will draw knowledge and methods from biology, physical sciences, economics, engineering, and sociology. The lecture topics fall under six broad categories of ecosystems: biodiversity, pollution, hazardous waste management, toxicology and human health, and energy conservation.

ES 384 – INDUSTRIAL ECOLOGY (4)
Industrial ecology is an emerging field of study requiring that industrial systems and activity be viewed from an environmental impact perspective. This system-based approach supports the integration of technological and environmental issues in all industrial activities. This course encompasses aspects of the natural sciences. It includes aspects of economics, political science, and sociology. There are seven lecture modules that range from microbial ecology, biology, chemistry, economics, mathematics, and political science to sociology and anthropology. Students are required to complete a group project, report, and presentation, which incorporates each aspect of the lecture module.

CHEM/ES 411 – TOXICOLOGY (4)
This course is the study of the adverse effects of chemicals and physical agents on living organisms. It also examines the probability of hazardous materials and their effects on individuals, populations, and ecosystems ranging from acute to long-term exposures. The course is structured around the textbook selected. Appropriate supplementary texts and journals will be identified. Library research and extensive writing will be required.

CHEM/ES 453 – ENVIRONMENTAL CHEMISTRY (3)
This course will expose students to concepts in environmental chemistry and their relationship to the sources, reactions, transport effects, and fates of chemical species in water, soil, and air. In addition, through reading assignments, problem solving, and group projects, students will learn the use of technology and its impact on the environment.

CIS/ES 437 – COMPUTER SIMULATION (4)
Simulation of real-world testing is expensive, too dangerous, and time consuming. This course presents simulation techniques in many areas of science as a way of modeling understanding and predicting the behavior of complex systems. In addition, the course studies simulation in a variety of guises, using simulation software, including commercial software, building models of systems and investigating their behavior. The prerequisites are CIS 121 and MATH 205 (Statistics). The course is open to all science students, particularly science majors. It counts as an elective in the Computer Science and Environmental Science concentrations.

Environmental Science minor

A total of six courses (24 credits) are required for Environmental Science Minor, which include a minimum of three environmental science courses, and three courses selected from the approved lists of elective courses, and a research project in Environmental Science.

The Minor consists of three sets of requirements:

1. ***Major Requirements (three courses required)***
   Students must complete the following courses:
   - ES 211 Introduction to Environmental Science & Lab (4)
   - ES 251 Air and Atmospheric Sciences (4)
   - ES 252 Introduction to Geosciences
2. ***Three (3) elective courses***
   The courses below are approved to meet the requirements for Environmental Science Minors. They are subject to revision and this list may be updated when new courses are offered. Course substitutions may also be approved by the Department chair or Dean. Courses cannot be double-counted within the major/minor or core curriculum.
   - ES 200 Environmental Health
   - ES 215 Introduction to Toxicology
   - ES 250 Food and Energy
   - ES 312 Water Resources and Management (4)
   - ES 325 Global Environmental Changes (4)
   - ES 403 Environmental Science Seminar (2)
   - ES 420 Risk Management and Containment Systems
   - ES 499 Independent Study
   - BIO 110 Population Biology
3. ***Research Project/Independent Study***
   The research project may be a 4-hour Independent Study/Research course, or an approved research.

Environmental Studies Major

Environmental Studies is an interdisciplinary major that focuses on the natural environment and the myriad of ways in which human interact and connect with environment. The major is designed to provide students with skill sets and knowledge from various disciplinary perspectives to address environmental challenges and affect positive social change through local, national and global stewardship that fosters sustainability.

The environmental studies curriculum combines interdisciplinary breadth and depth and prepares students for graduate school, professional school, and a wide array of environmental careers.

The major consist of seven major requirements, two (2) intermediate breadth electives and three (3) upper level breadth electives for a total of forty-eight (48) credit hours.

Major Requirements – 28 hours
- ES 211 Introduction to Environmental Science with Lab (4)
- ES 252 Introduction to Geosciences with Lab (4)
- SOC 242 Health: Sociological and Economics Perspectives (4)
- ES 315 Sustainable Development (4)
- PSC 320 Environmental Politics and Policy (4)
- Math 355 Biostatistics (4) or
  MAT205 Introduction to Statistics (4)
- Capstone/Research Seminar (4)

Major Electives*

Intermediate Breadth Electives – Select 2**
- ART 130 New Genre Art Forms
- BIO 110 Biological Communities, Evolution and Biodiversity
- CHEM 111, 111L General Chemistry with Lab
- CHEM 159 Food Chemistry
- ES 200 Introduction to Environmental Health
- ES 215 Introduction to Toxicology
- ES 255 Ecology
- ES 251 Air and Atmospheric Science with Lab
- ES 312 Water Resource Management
- ES 314 Environmental Biology
- REL 285 Religion, Women, and Violence in Global Perspective
- SOC 321 Community Organizing

Upper Level Breadth Electives – Select 3*** ******
- ANTH 330 Special Topic: Food and the City
- ANTH 404 The Anthropology of Globalization
- CHEM/ES 453 Environmental Chemistry
- CHEM/ES 411 Toxicology
- CWS 370 Women & Social Resistance Movements
- ECO 369 Urban Economics
- ECO 379 Health Economics
- ECON 385 Environmental Economics
- ES 384 Industrial Ecology
- ES 420 Risk Management and Containment
- ES 425 Global Environmental Change
- HIS 380 History of Science
- PSC 420 Environmental Law
- PSC 420a Current Issues in International Politics
- Math 470 Environmental Statistics Practicum
- SOC 340 Urban Sociology
- SOC 402 Sociology of Health

Departmental Honors

To qualify for the departmental honors, a student must meet all of the following criteria

1. Minimum overall GPA of 3.0
2. Minimum GPA of 3.2 in major
3. No grade lower than "B" in the major
4. Completion of a senior thesis or research project

Environmental Studies Minor

Goals

The curriculum in Environmental Studies recognizes that global changes and responses for attaining a more sustainable environment are implemented using multiple disciplines. The Environmental Studies minor is designed to respond to this requirement through our interdisciplinary curriculum that has the capacity to add and infuse associated policies and socio-economic issues.

Minor Requirements

Six course minimum requirement

Core courses (2 Courses)
- ES 211 Introduction to Environmental Sciences (course description shown above)
- PSC 320 Environmental Policy and Politics. (See Political Science listing for course description)
- Research Experience (One 4-credit hour course)
  The Research Experience may be a 4-credit hour independent study/research course, field research, or an approved seminar
- ES 499 Independent Study
- Electives (3 Courses)

Electives include, but are not limited to, the following. Other electives may be approved by the chair.
- ART 131 Sculpture I (4)
- ANTH 203 Introduction to Anthropology (4)
- ANTH 322 Urban Anthropology (4)
- ANTH 430 Special Topic: Food and Culture (4)
- BIO/ES 314 Environmental Biology (4)
- CIS/ES 437 Computer Simulation (4)
- ECON 324 Economic Development of Emerging Nations (4)
- ES 225 Ecology (4)
- ES 384 Industrial Ecology (4)
- ES/CHEM 411 Toxicology (4)
- ES 252 Introduction to Geosciences
- ES 200 Introduction to Environmental Health
- ES 215 Introduction to Toxicology
- MATH 470 Special Topic: Environmental Statistics Practicum (2)
- PHI 295 Biomedical Ethics (4)
- PSC 480 Seminar in International Studies or Special Topic: The Politics of Global Environment (4)
- SOC 352 Urban Sociology (4)
- SOC 402 Medical Sociology (4)

Health Sciences Major

The major in Health Sciences provides an interdisciplinary approach to recognizing, evaluating and understanding key theories and concepts associated with individual health, wellness and various pathophysiologic conditions and their global impact on society.

It includes courses from the natural sciences, social sciences, humanities and fine arts to educate students and enhance their critical analysis of disease processes using both quantitative and qualitative problem-solving skills. The major will also give a comprehensive overview of the career options available in the health sciences.

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

1. Understand the issues of health equity, health disparity, mental health; as well as, emerging and zoonotic diseases;
2. Compare and contrast the diversity of careers in the health professions and appreciate the role of a liberal arts education in the context of the health sciences.

* Some listed electives may have prerequisites. Please check the catalog.
** One of the Intermediate Breadth Electives (IBE) MUST be a science course other than Environmental Science (i.e, Chemistry or Biology).
*** One elective must be from humanities, social science, humanities, or Fine Arts
**** Other electives added as approved. Check with the Department Chair.

3. Discuss historical foundations of healthcare in the United States and the contributions of women and African Americans in the healthcare field.
4. Explain the role of health professionals on an interdisciplinary healthcare team.
5. Develop community based health literacy interventions to address health disparities in an underserved community.
6. Articulate the meaning and correctly pronounce common medical terminology during scientific presentations and other formal oral and written communication activities.
7. Analyze the effectiveness of current traditional and non-traditional treatment models using a statistical review of data obtained from the Centers of Disease Control and the Health and Human Services Administration.

Major Requirements (28 hours)

- HS 201 Introduction to the Health Sciences
- Introduction to Public Health
- BIO 472 Mammalian Physiology
- BIO 233 Microbiology
- MATH 205 General Statistics
- Research and Evaluation in the Health Sciences
- Health Science Internship/Practicum

Major Electives (16 hours)

Four (4) Health Science courses

Cognate Courses for the Major

- MATH 211 Applied Calculus I
- BIO 115 Organismal Form and Function
- BIO 120 Cellular Dynamics
- CHEM 111 General Chemistry I and Lab
- CHEM 112 General Chemistry II and Lab
- CHEM 231 Organic Chemistry I and Lab
- CHEM 232 Organic Chemistry II and Lab

Environmental Health Minor*

Requirements for Completion*

Students must complete five core requirements and an approved 4-credit course elective with a grade of "C" or better. A minimum of twenty-two course credits must be completed upon graduation.

Goals

Recognizing the global importance of understanding emerging diseases and the inherent knowledge of environmental health issues as a tool that can lead to an appreciation of humankind's connection with the earth, the curriculum in Environmental Health minor is designed to broaden the knowledge base that provides insights on the precarious balance between human health and environmental resources. The minor aims to prepare students for graduate studies and provide opportunities for careers in environmental health, public health, and in related environmental policies.

Objectives

At the completion of the minor in Environmental Health, students will be able to

1. Contribute to setting priorities for research on human health effects
2. Understand how environmental health problems impact our lives
3. Prescribe procedures for an environmental health impact assessment
4. Prescribe environmental policies designed to protect all populations, especially vulnerable groups
5. Describe the impact of environmental changes on emerging infectious diseases
6. Develop an enhanced understanding of issues on health disparities and provide/identify solutions for solving the problems

Minor Requirements

The minor will require the completion of four core courses, a capstone experience, and a 4-credit course elective.

Core Courses

- Chem 411/ES411 Toxicology (3)
- Math 205 General Statistics (4 credits)
- Epidemiology offered through Morehouse College (3 credits)
- ES 200 Introduction to Environmental Health (4 credits)

Research Experience (4 credits)

The issues on climate change and its impact on the environment and health are still evolving, and require that we prepare our students to respond to these emerging challenges. The intent of this minor is to use the capstone experience in addressing these global issues in ways that would generate interests among our students in environmental health. Through this approach, our students will have enhanced understanding of issues on (of or related to) health disparity, and encouraged to explore ideas and propose creative solutions for solving the problems.

Electives (4 credits)

Students must select at least 12 credit hours from courses listed below.

- BIO 100 Biology of Women
- BIO/ES 314 Environmental Biology
- CHEM/BIO 453 Environmental Chemistry
- CWS/SOC 420 Special Topics: Violence Against Women
- ECON 142 Health: Sociological and Economic Perspectives (cross-listed with SOC 242)
- ES 211 Introduction to Environmental Sciences
- PHI 130 Introduction to Ethics
- REL 285 Religion, Women, and Violence in Global Perspective
- PSC 320 Environmental Politics and Policy
- PSC 322 Legislative Process
- PSY 420 Mental Health Practicum
- PSY 200b Risky Behaviors, Social Influence, and HIV/AIDS
- ANTH 305 Cross-Cultural Perspectives on Gender
- ANTH 322 Urban Anthropology
- ANTH 404 The Anthropology of Globalization
- SOC 242 Health: Sociological and Economic Perspectives (cross-listed with ECON 142)
- SOC 301 Violence Against Women
- SOC 310 Seminar: Sociology of Addiction and Substance Abuse
- SOC 321 Community Organizing
- SOC 402 The Sociology of Health

* Minor under review.

Food Studies Minor

The Food Studies minor positions food at the center of academic inquiry, calling attention to the multifaceted ways food—and discourses surrounding it—influence us as not only as biological beings, but social and cultural actors as well. The minor requires students to engage multiple theoretical and disciplinary perspectives, transcending individual disciplinary constraints in order to explore food in innovative ways. Food as the object of scholarly attention is not new. Many features of food are commonly explored across academic disciplines, from chemistry, biology and environmental sciences to economics, history, humanities and the social sciences. The minor seeks to guide students in questioning the very foundations of what we consider "food" to be, challenging them to consider how food—its naming, production, distribution, and consumption—is historically contingent and, as critical food studies researchers note, is simultaneously a site of pleasure and power dynamics.

Upon completion of the minor, students will be able to do the following:

- Develop a global and comparative perspective about food's cultural, social, biological significance;
- Develop an intersectional framework from which to understand gendered experiences of food production, distribution, and consumption;
- Understand that food lies at the nexus of multiple dimensions—environmental, political, biological, cultural, etc.—and approaches to addressing food-related problems must be multifaceted;
- Apply theoretical approaches to studying food to real world problems;
- Examine the ways food is centered in political discourses in both domestic and global spheres (e.g., social welfare policies, conglomeration of food corporation, food system, globalization, constructions of world hunger).

Course Requirements

To fulfill the Food Studies minor, students must complete 4 food-related classes and one independent study project for a total of twenty (20) credit hours, including the required nexus course, Food and Culture, plus one food-related course from Arts or Humanities, one course from the Natural Sciences and one course from the Social Sciences. Classes may be selected from the list below; although more courses are being developed. Students do have the option to take *approved* food-related courses at other area institutions. All courses must be passed with a grade of "C" or better.

Select Courses:

- CHE 159 Food Chemistry
- ANT 344 Food and Culture (required)
- ANT 330 Food and the City
- BIO 329 Nutrition and Cancer
- SOC 230 Poverty and Social Justice
- HIS 362 Caribbean Economic History: Food and Sustainability
- BIO 482/CHE 411 Food Toxicology
- Independent Study*

*Directed Studies with individual faculty, depending on department.

History

Department Location
Camille O. Hanks Cosby Academic Center – Fourth Floor

Special Requirements
None

Placement Examinations
None

Goals
The study of history is an important component of a meaningful and comprehensive liberal arts education. As such our major provides a unique opportunity for students to understand how the past informs our understanding of the present. The History major encompasses a series of courses that examine human dynamics, over time, from a disciplinary and interdisciplinary perspective. In addition to focusing on content, the history major develops and enhances discipline specific skills that will serve in any future endeavors.

Student Learning Outcomes
As a result of majoring in History, the student will be able to

1. read primary and secondary text critically.
2. examine an historical problem and articulate an argument via differing schools of interpretation.
3. write a research paper that demonstrates their mastery of historical research and referencing, as well as core knowledge of historical facts and processes.
4. acquire fundamental facts on all six of the department's concentration areas, including geography.
5. demonstrate leadership and communication skills and stay intellectually engaged in the major field by leading classroom discussion, presenting or defending formal research work in multimedia formats, either independently or in a team, helping organize and attending department events.

With these skills in hand, the student will be in a position to compete for admission into a variety of fields, including graduate study and law school. The history major will also be prepared for careers in the public and private sectors of the work place. These include education, the museum profession, library science, and foreign services.

General Core Requirements
Non-majors may use 200-level courses with the exception of SHIS 201, 202, and 203 to satisfy the humanities requirement.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman web page.

Major

Prerequisite
To be formally admitted to the history major is a writing infused endeavor, and therefore, we require that all history majors successfully complete English 103/193, English Composition, before they become a history major. Also, like the English department, the History department considers a minimum grade of C as successful completion.

To receive the B.A. in history, the student is required to complete successfully a minimum of eleven courses in history or forty-four credit hours with a grade of C or better.

The course distribution is as follows:

Area of Concentration	3
History Methods Sequence (SHIS 201, 202)	2
World History Sequence (SHIS 302, 303)	2
Senior Research Project (SHIS402)	1
Major Electives (outside of the area of concentration, including at least one thematic course, and no more than one course at the 200 level)	3
Total	11

Departmental Honors
Students interested in a more rigorous curriculum should consider applying for departmental honors. It is highly recommended that those planning to pursue graduate studies in history seriously consider this option. To qualify for departmental honors, students must meet the following criteria:

1. maintain a minimum GPA of 3.2 in history
2. maintain an overall minimum GPA of 3.0

To receive the B.A. in history with departmental honors, the student is required to successfully complete a minimum of 13 courses, or 52 credit hours (11 in history, plus thesis).

The course distribution is as follows:

Area of Concentration	3
History Methods Sequence (SHIS 201, 202)	2
World History Sequence (SHIS 302, 303)	2
400 level major Seminar course in the senior year	1
Major Electives (for each area other than concentration), including at least one thematic course, and no more than one course at the 200 level)	3
Senior Thesis (SHIS 491, 492)	2
Total	13

Students interested in graduating with departmental honors must submit an application to the department by April 20th of the junior year.

Phi Alpha Theta

Students meeting the following requirements may apply for induction into the Alpha Epsilon Sigma chapter of Phi Alpha Theta History Honor Society:

1. Minimum cumulative GPA: 3.0.
2. Minimum History GPA: 3.1.
3. Have completed 4 courses (12 credits) in History.
4. Be in the top 35% of their class.

Membership is not limited to history majors. Inductions are held in the spring semester.

Area of Concentration

Beginning with the fall semester of the sophomore year, the student must select at least one area of concentration and work closely with the faculty expert in the area. As a result of working within a concentration, the student will also be introduced to the major schools of thought related to the area, the most recent research in the area, and the most influential scholarship on the area subject.

To accomplish this goal, the student has to take three courses in the area of concentration with the distribution as follows:

- Two (2) survey courses (a 200-level, two-semester sequence)
- One (1) upper-level course (300/400 level)

The possible areas of concentration are as follow.

- Africa
- African American and U.S.
- Asia
- Caribbean
- Europe
- Latin America

Within these areas of concentration, the following themes are explored: social relations, cultural development, women and gender, colonialism, imperialism, urbanization, philosophy and thought, immigration, and religion. The student must select both the area of concentration and specific courses after a consultative conference with the area expert, who may suggest additional cognate or complementary courses in other disciplines which would enhance the student's preparation.

A student may choose to take more than three courses in the area of concentration. However, these courses must be taken in addition to the 11 courses which comprise the major, and will count as non-major electives.

In very rare instances, a student may elect to pursue an independent Concentration e.g. African Diaspora History, Women's History etc.

The following steps must be taken in order to pursue an independent concentration:

1. The student must submit a petition to the Department of History, defining the independent area of concentration. The petition must also explain why they seek the independent concentration and why their objectives cannot be achieved via existing concentration areas.
2. Utilizing existing courses, the student must submit a proposed program of study.
3. Both the petition and the proposed program of study must be accompanied by the signatures of two full-time History faculty. Their signatures will signify their acceptance of the petition and proposal and their agreement to supervise the individual's work.
4. All materials listed in items 1-3 must be submitted to the Department of History for approval by April of the sophomore year.

History Methods Sequence (SHIS 201, 202)

The student is expected to take the Historical Methods Sequence, SHIS 201, Introduction to History, in the in the fall semester of the sophomore year and SHIS202 Research Methods in History in the spring semester immediately following. This course sequence provides an introduction to the historical discipline and focuses upon those skills needed to successfully complete the major.

The sequence's emphases include the following:

1. Understanding of what is history and why study it
2. Understanding the varieties of history
3. Using references (e.g., journals, indices, bibliographies, microfilm and microfiche, guides, catalogs, reviews, digital, audio-visual, artifacts, and oral sources)
4. Learning to construct a written historical argument (content and style)
5. Learning to write a book review
6. Reading primary and secondary texts critically
7. Following and articulating a scholarly argument
8. Examining an historical problem via differing schools of thought
9. Providing future teachers with historical skills to use in teaching history

World History Sequence (SHIS 302, 303)

This course sequence examines major world developments and the interconnectedness of world Societies from earliest times to the modern era. Both courses are required of all majors. Minors may select either SHIS 302 Pre-Modern World or SHIS 303 Making of the Modern World. Both courses are taught both semesters and majors/minors should take them in their junior year. SHIS 303 is required of all International Studies majors and minors. SHIS 302 and SHIS 303 may not be used to satisfy Core Curriculum Requirements.

These courses examine major world developments and the interconnectedness of the world from earliest times to modern times. Both courses are required of all majors. Minors may choose either SHIS 302 or SHIS 303. International Studies majors are required to take SHSI 303. Majors should take the World History Sequence in their junior year.

Senior Research Project (SHIS 402)

The senior research project is the culminating capstone experience for the History major. The Senior Research Project must be done in the student's area of concentration. The senior research project is the culminating (capstone) experience for the History major and minor student. The Senior Research Project (SHIS 402) must be done in the area of concentration. The students will be expected to integrate primary sources and scholarly journals into their research for this course. Students will be required to complete a 20-page research project paper. A passing grade on the senior research project paper is B. The major senior research paper serves as the departmental exit examination. Only History majors and minors will be allowed to register for the senior research project. Prerequisite for majors: SHIS 201, SHIS 202, SHIS 302 and SHSI 303. Prerequisites for minors: SHIS 201, SHIS 202, and EITHER SHIS 302 OR SHIS 303.

Senior Honors Thesis

The senior honors thesis (SHIS 491, 492) is a two-semester sequence designed for those seeking to graduate with departmental honors. It is to be carried out within the area of concentration. More specific guidelines are provided in a syllabus at the beginning of the sequence. A passing grade on the thesis is B.

A student who does not receive a B on the first semester of senior thesis, SHIS 491, will be advised to withdraw from the second semester of senior thesis, SHIS 492. Perquisite: SHIS 201, SHIS 202, SHIS 302, SHIS 303, and departmental permission.

Thesis students will use the Senior Honors Thesis as their capstone experience, but must take, instead of the Senior Research Project, one 400-level major readings seminar elective in their senior year with a shorter (15-page) research paper requirement. Please note that all 400 level history courses are taught as Readings Seminars.

Major Electives

The three electives for the major are to be taken outside of the concentration. At least one of these electives must be a thematic course. No more than 1 of these 3 Elective courses can be at the survey (200) level.

Study Abroad and Domestic Exchange

A significant percentage of history majors participate in either study abroad or domestic exchange programs. Those who plan to do so should observe the following:

1. For all courses taken outside of Spelman, prior departmental approval is required for more than one course to count toward fulfilling the area of concentration requirement.
2. Required Courses: the Historical Method Sequence (SHIS 201 and SHIS 202), The World History Sequence (SHIS 302 and SHIS 303), The Senior Research Project (SHIS 402), and the Senior Honors Thesis Sequence (SHIS 491 and SHIS 492) must be taken at the Spelman College campus.
3. No more than two history courses taken on one semester study abroad or domestic exchange, and three for one year can be counted toward the requirements for the major. In any case, no more than three history courses taken outside of the Spelman College campus can be counted for major credit.

Minor

A minor consists of six courses or twenty-four credit hours.

The following courses are required:

- SHIS 201, 202 History Methods Sequence
- Either SHIS 302 Pre-Modern World OR
  SHIS 303 Making of the Modern World
- Two History electives: The two elective courses, one of which must be at the 300 or 400 level.

Teacher Certification

Students interested in teaching history and social studies at the elementary or secondary level should consult with the Education Department in the first semester of their sophomore year.

Double Majors with Women's Studies

Only three (3) courses taken for the History major may count towards the Comparative Women's Studies major. Those courses can be taken from among the following: SHIS 358A, 371, 452, 462, 464, 471. Other courses must be approved by the two major departments.

Course Descriptions

Required Courses

SHIS 201 – INTRODUCTION TO HISTORY (4);
This four-credit hour course provides an introduction to the discipline of history by focusing on what is history, the history of history, the uses and value of history, the varieties of history, historical theorizing, and approaches to history. It also discusses the difference between history and the study of history, as between history and historiography. It prepares entry level students in the major with an in-depth understanding of the nature, range and scope of the discipline. **Majors and Minors only.** No prerequisites. This course does not satisfy Core Curriculum Requirements.

SHIS 202 – RESEARCH METHODS IN HISTORY (4)
This is a writing intensive course designed to acquaint you with the methods and skills required for history research and writing. Reading and discussion for this course focus on questions essential for conducting history research: How to formulate a research topic? How to find and engage with sources? How to structure the historic narrative and analysis? This course provides writing workshops and designs various types of writing assignments to train students on history writing. **Majors and Minors only.** Prerequisite: SHIS 201. This course does not satisfy Core Curriculum Requirements.

SHIS 302 – PRE-MODERN WORLD (4)
This course provides a broad survey of world history from the origins of human civilizations in ancient times to the eve of the Age of Exploration in the fifteenth century. Major topics and themes covered include the origins of humanity, the rise of the first cities, states and empires; the emergence of trade and exchange networks among various world regions; the spread of major world religions including Christianity, Buddhism, and Islam; and the societies and belief systems of indigenous peoples of Africa, the Americas, and Australia. This is also a writing intensive

course designed to train students on knowledge and skills important for understanding pre-modern world history and for history writing. History majors and minors should take this course in their junior year. **Major/minor Prerequisites:** SHIS 201; SHIS 202. This course does not satisfy Core Curriculum Requirements.

SHIS 303 – MAKING OF THE MODERN WORLD (4)
This course sequence examines the interconnectedness of the world beginning in the 1400s. Beginning with the commercial revolution and the voyages of "discovery,' the course mov4s on to examine the scientific revolution, imperialism, the World Wars and post-colonialism. Taught every semester. Required of all majors and all International Studies majors and minors. History minors may select either SHIS 302 or SHIS 303 to fulfill minor requirements. History majors and minors should take this course in their junior year. **Major/Minor Prerequisites:** SHIS 201; SHIS 202. This course does not satisfy Core Curriculum Requirements.

SHIS 402 – SENIOR RESEARCH PROJECT (4)
The senior research project is the exit examination and culminating (capstone) experience for the History majors and minors, and must be done in the area of concentration. The Senior Research Project must be done in the senior year. **Major/Minor only. Prerequisites:** SHIS 201; SHIS 202. This course does not satisfy Core Curriculum Requirements.

Honors

SHIS 491, 492 – SENIOR HONORS THESIS SEQUENCE (4, 4)
A two-semester, intense investigation of a specific topic within the area of concentration. **Major/minor only. Prerequisites:** SHIS 201; SHIS 202. This course sequence does not satisfy Core Curriculum Requirements.

History Elective Courses

History Electives have no prerequisites).

AFRICA

SHIS 231 – SURVEY OF AFRICAN CIVILIZATION I (4)
An introduction to African history and culture from antiquity to ca. 1500. Thematic interests include statecraft, social formation, intellectual achievement, religion and philosophy, commerce and production.

SHIS 232 – SURVEY OF AFRICAN CIVILIZATION II (4)
Beginning with the consequences of the slave trade, the course follows Africa's economic and political relations with the world from the period of "legitimate" trade through colonialism to the era of independence and contemporary challenges.

HIS 334 – TRADE, ISLAM AND EMPIRE IN EAST AFRICA (4)
This course explores the economic, political, and cultural interactions that have taken place between East Africa, the Indian Ocean World, and Europe from the ancient times to modern day. It examines the ways in which those interactions have shaped the history, the economy, the culture, and politics of East Africa by focusing on select topics and themes (e.g., trading networks, Islam, Swahili city-states, colonialism, and transnational anti-colonial movements).

SHSI 431 – SEMINAR –WEST AFRICA (4)
This course examines major developments that shaped the course of West African history. The course will take a Readings approach to explore major works on specific themes in West African history.

SHIS 435 – SEMINAR: AFRICAN NATIONALIST THOUGHT (4)
A meditative course on the substance of major works concerning nationalism from Blyden through Garvey and DuBois to Nkrumah

SHIS 437 – SEMINAR: THE LIBERATION STRUGGLE IN SOUTHERN AFRICA (4)
This course is designed to familiarize students with events and issues relating to colonialism and the struggle for freedom and independence in southern Africa. The focus of the class will be to explore ways in which Tanzania aided the liberation movements, particularly in the 1960s and 1970s. We will examine movements from South Africa, Namibia, Zimbabwe, Mozambique, the OAU, and finally, Pan Africanism.

AFRICAN AMERICAN/UNITED STATES

SHIS 211 – SURVEY OF AMERICAN HISTORY I (4)
A survey of American history from the precolonial background to end of Reconstruction with emphasis on social and cultural trends such as race, ethnicity, and modernization.

SHIS 212 – SURVEY OF AMERICAN HISTORY II (4)
A survey of American history from 1877 to the present with emphasis on social and cultural trends such as race, ethnicity, and modernization.

SHIS 221 – SURVEY OF AFRICAN AMERICAN HISTORY I (4)
An examination of the broad contours of African American history. Discussion includes the development of preceding African states and societies, the origins of slavery, the slave trade, the Black family, the Black church, Black abolitionists, and the antebellum free Black community to 1865.

SHIS 222 – SURVEY OF AFRICAN AMERICAN HISTORY II (4)
The sequel to History 221, this course emphasizes the transition from slavery to "freedom." Topics include institutional and organizational growth and development, migration, urbanization, nationalism, radicalism, segregation, gender, leadership, the Civil Rights and Black Power Movements, and an examination of contemporary society.

SHIS 311 – HISTORY OF GEORGIA (4)
This course is designed to explore the making and development of Georgia's history. The course will examine Native American cultures in Georgia prior to European contact and the lives of African descended people during and after enslavement. In addition the key political, social and economic changes that occurred in Georgia from the 19th through the 21st century will be assessed. I.e., the impact of the Civil War, WW1, Cold War on Georgia's history

SHIS 312 – THE UNITED STATES IN THE 19TH CENTURY (4)
An examination of major themes during this period, including industrialization, urbanization, democratization, regionalism, the position of women, social movements, and race relations.

SHIS 313 – THE UNITED STATES IN THE 20TH CENTURY (4)
An examination of themes in this century include gender and family relations, economic expansion, the emergence of the U.S. as a world power, the growth of mass culture, and race and ethnicity.

SHIS 314 – WOMEN IN THE U.S. (4)
A survey of the historical position of women in America from the colonial era to the present. While contributions of outstanding women are noted, there is a major emphasis on the social and cultural roles of ordinary women, including African American and other women of color.

SHIS 315 – AFRICAN AMERICAN WOMEN'S HISTORY (4)
This course will examine the lives of African American women from the antebellum era through the late twentieth century. Special attention will be given to the following themes: Antebellum Slavery and the Civil War, Reconstruction and Jim Crow, Domestic labor and the Great Migration, World War II and the civil rights movement, and the Women's Movement. Exploration of these themes is supported through an investigation of such topics as motherhood, work, sexuality and sexual violence, social justice activism and black women's identities. A significant portion of this course will focus not only on the double minority status of African American women, but also the effort by which African American women dealt with this duality.

SHIS 316 – THE CONSTITUTIONAL HISTORY OF THE UNITED STATES (4)
An investigation into the development of the American Constitution from colonial to modern times.

SHIS 318 – U.S. HISTORY AND THE COLD WAR (4)
This course is an examination of the most significant geopolitical phenomenon of the 20th century and the role of the United States within it. The ideological, military and economic conflict between the nations of the East and West impacted every arena of human endeavor between the close of World War II and the fall of the Soviet Union in 1991.

SHIS 319 – THE UNITED STATES AND THE MIDDLE EAST (4)
This course is designed to teach students about the Middle East and U.S. influence in the region. The course will begin with an examination of early American interest and will conclude by examining the Gulf Wars. Students will explore the disintegration of the Ottoman Empire, the European scramble for influence, self-determination for Arab nations, the

Arab-Palestinian-Israeli conflict, Pan-Arabism, the politics of oil, the rise of fundamentalism, and the war in Afghanistan.

SHIS 322 – AFRICAN AMERICAN THOUGHT SINCE THE CIVIL WAR (4)
This course examines Black intellectual life. Figures include Douglass, Delany, Crummell, Washington, DuBois, Cooper, Wells, Frazier, King, Malcolm X, and others.

SHIS 323 – AFRICAN AMERICAN HISTORY IN THE 20TH CENTURY (4)
An in-depth look into major topics of inquiry, including rural and urban life, Black institutions, movements of protest and accommodation, and the relationship between these movements and international developments.

HIS385 – ISSUES IN US IMMIGRATION HISTORY: GENDER, RACE, CLASS AND NATIONAL ORIGIN
This course follows a chronological overview of United States immigration history and seeks to provide historical context to current debates over immigration reform and citizenship.

SHIS 424 – RACE AND GENDERED FRONTIERS: US. ENCOUNTERS WITH EMPIRE (4)
The course examines the influence of race and gender identities and ideologies on the US encounter with empire from the mid-nineteenth through the twentieth century. Course directed readings examine how, race, gender, and class, help promote a US national identity in the international world. Additionally, this course explores how these factors shaped and influenced US foreign policy and intimate, everyday interactions between men, women, and children domestically and in various countries throughout the world.

ASIA

SHIS 241 – SURVEY OF TRADITIONAL CHINA AND JAPAN (4)
A study of classical and traditional Chinese history and the traditional period of Japanese history. A focus on cultural, intellectual, social, and economic developments and a comparison of elements that make these nations unique in the pre-modern world.

SHIS 242 – SURVEY OF MODERN CHINA AND JAPAN (4)
A study of the transformation of China or Japan in the quest for modernization while confronting Westernization and colonialism. Special emphasis on the solutions that were unique to China or Japan.

SHIS 343 – MODERN CHINESE HISTORY (4)
This an upper division survey course on the history of modern China. It begins in the year 1900 and ends with the Tian An Men Incident of 1989. During these 89 years, the Chinese people dispensed with a form of government that had been used for three thousand years, attempted to establish a modern republican government, participated in two world wars, two civil wars, and finally established their version of a socialist state. In the broadest of contexts, the overall goal of this course is to provide a Sino-centric view of the importance of these events.

SHIS 343-A – MODERN JAPANESE HISTORY (4)
This course is a survey of the history of modern Japan. The substantive portion of the course begins in 1854 with the Perry Mission to Japan and ends in 1990. However, there will be a short introductory section, which will inform the student about some of the basics of Japan's geography, ethnic homogeneity, and traditional culture.

SHIS 344 – WOMEN IN CHINA (4)
A course for upper-class women who are interested in modern China and the issues that affect women in China.

SHIS 345 – ASIAN THOUGHT (4)
An upper division course that will introduce the young Asia specialist to influential aspects, ideas and issues in Asian History.

SHIS 443 – WAR AND REVOLUTION IN REPUBLICAN CHINA: 1911-1949 (4)
This upper-level seminar examines the interrelated themes of war and revolution during the period of Republican China (1911 – 1949). We will discuss revolution as an ongoing process that involved the participation from multiple forces: Chinese Nationalists and Communists, peasants, women, etc. We will also discuss the impact of war and revolution on the urban and rural areas, in the cultural sphere, and in gender relations.

SHIS 444 - WWII IN EAST ASIA: THE SECOND SINO-JAPANESE WAR, 1937-1945 (4)
This upper-level seminar is on the Second Sino-Japanese War (SJW hereafter), the East Asian theater of WWII and the largest Asian war in the 20th century. It will explore SJW from Chinese, Japanese, and American political, economic, military, and civilian perspectives.

HIS347 – GLOBAL SOUTH ASIAN MIGRATION AND DIASPORAS (4)
This course surveys historical patterns of migration from the Indian subcontinent from the seventeenth century to present. It will examine how the development of trade relations, the expansion of European colonialism in South Asia, national development projects, and decolonization have affected migration. Spanning a period of immense political and territorial change, this course will explore how the creation and enforcement of borders shape intra and international migration.

HIS386 – WOMEN AND GENDER IN WORLD WAR II (4)
This thematic course adopts the gender perspective to analyze, comparatively women's experiences in China and the West in the global World War II. Using a wide range of sources, this course explores topics including women and war mobilization, women as combatants and as victims of war, women o the home front, and women in war memories. It connects broader themes on gender and nation, war and sexuality, gender and violence/trauma, women's agency.

CARIBBEAN

SHIS 261 – HISTORY OF THE CARIBBEAN TO 1804 (4)
This course is designed as an introduction to the history and culture of the Caribbean and is the first of a two-part sequence. Beginning with a consideration of Amerindian society in the pre-contact period, the course follows developments in the Caribbean until Haitian Revolution and independence, with a particular focus on people of African descent.

SHIS 262 – HISTORY OF THE CARIBBEAN, SINCE 1804 (4)
The sequel to SHIS 261, the course begins with a consideration of the impact of the Haitian Revolution on the Caribbean. The course then follows developments in the West Indies into the present with a continued focus on the experiences of people of African descent.

SHIS 362 – CARIBBEAN ECONOMIC HISTORY (4)
This course focuses on the economic history of the region with particular reference to the period after 1750. The application of various theories and models are central to the course.

SHIS 363 – THE CONTEMPORARY ANGLOPHONE CARIBBEAN (4)
An interdisciplinary methodological examination of the social, political, and economic factors associated with 20th and 21st centuries issues in the Anglophone Caribbean region.

SHIS 462 – SEMINAR: WOMEN AND GENDER IN CARIBBEAN HISTORY (4)
This course is designed to explore the interconnected issues of women and gender in the history of the Caribbean. The substance of the course involves the application of theoretical perspectives to the social, economic, and political dimensions of women's lives in the Caribbean.

SHIS 464 (SSOC 430B) – SEMINAR: NEGOTIATING RACE, CLASS, ETHNICITY AND GENDER IN AFRICAN AMERICAN AND AFROCARIBBEAN COMMUNITIES (4)
This course is designed to continue a discussion in African Diaspora and the World. ADW provided an interdisciplinary and gendered cross-cultural analysis of identity formations, resistance movements and cultural transformations within Africa and its Diaspora. This course will continue that gendered analysis focusing on African American and Afro- Caribbean communities as they are located within globally integrated political and economic systems.

SHIS 465A – SEMINAR: THE CARIBBEAN AMERICAN DIASPORA: FROM HAMILTON TO HOMELAND SECURITY (4)
The course explores the history of Caribbean migration to America, push and pull factor determinants, Caribbean diasporic identity, intergenerational change, changing US immigration policy and law, and impact of Caribbean migration on the sending and host societies. The course also interrogates changing gender norms, notions of memory, home, belonging, citizenship, and theories of integration.

EUROPE

SHIS 251 – SURVEY OF EUROPEAN HISTORY I (4)
This course covers the period 500 B.C. through A.D. 1500 and serves as a building block for upper-level courses in European history. It examines politics, institutions, social relations, religion, church-state relations, feudalism, and the role of women in European society.

SHIS 252 – SURVEY OF EUROPEAN HISTORY II (4)
The sequel to SHIS 251 covers the period from 1500 AD to the present and serves as a building block for upper-level courses. It examines politics, institutions, social relations, religion, church-state relations, revolutions, unification movements, World Wars, and the role of women in European society.

SHIS 351A – REVOLUTIONARY FRANCE (4)
The course will cover the period of French history encompassing the Revolution of 1789, the Napoleonic era and the Revolutions of 1830 and 1848, The Age of Revolution. The course will examine the roots, nature and impact of this epoch-making period not only in the history of France and its empire.

SHIS 352 – MEDIEVAL EUROPEAN HISTORY (4)
An examination of a broad and varied terrain concerning the age of adherence to the ideal of a united Christendom, the impact of the church, church-state relations, the development of the feudal state, and the entrance into modern times.

SHIS 356 – ART AND SOCIETY IN RENAISSANCE ITALY (4)
A study of society, art, and politics in the area in which the modern period originated. Stress placed upon the rebirth of learning, changing intellectual emphasis, political development of the state, and the influence of all these on art.

SHIS 357 – THE PROTESTANT REFORMATION: SOCIETY UNDER STRESS (4)
A study of the religious, political, social, and economic factors involved in the Protestant and Catholic reformations in the 16th century. An examination of the early issues, clerical abuses, the role of women, and the early stirrings of nationalism.

SHIS 358A – EUROPEAN WOMEN TOWARD EQUALITY (4)
This course is designed to reveal what European women said, did and thought from ancient times to the present as they moved from being chattel toward positions of equality with men. It examines the perceptions women had of themselves, their relations with their natal patrilineal as well as with those families into which they married, their positions within organized religion, their roles as mothers and occasionally rulers, and their lives on farms or in factories.

SHIS 451 – SEMINAR: STATECRAFT AND MACHIAVELLI (4)
This seminar involves a detailed reading of all the works of Niccolo Machiavelli as well as some by his contemporary, Guicciardini. Machiavelli is considered the first practitioner of realpolitik and a major political philosopher. He is best known for "The Prince" and the dictum, "The end justifies the means." This course seeks to understand exactly what he meant by that statement.

SHIS 452 – SEMINAR: GENDER AND FAMILY IN EARLY MODERN EUROPE (4)
This course focuses on gender and family issues in pre-modern Europe. Through secondary literature on England, Germany and Italy, students examine topics such as family planning, women's health concerns, childbearing, and marriage.

SHIS 453 – SEMINAR: VICTORIAN ENGLAND (4)
An examination of factors which contributed to the emergence of the Victorian Era, the tenor of the era, major developments, and impact on world history. Emphasis will be placed on industrialization, urbanization, race, women and gender, imperialism, and the significance of "Pax Britannica."

LATIN AMERICA

SHIS 271 – SURVEY OF LATIN AMERICA I: THE COLONIAL PERIOD (4)
Survey of the major political, economic, and ideological issues which emerged as Iberian nations colonized land and populations in the Americas. From the pre-Columbian period to independence.

SHIS 272 – SURVEY OF LATIN AMERICA II: THE MODERN PERIOD (4)
Survey of the politics, economies, and ideological concerns of the new Latin-American nations from the post-independence period to modern times.

SHIS 371 – WOMEN IN LATIN-AMERICAN HISTORY (4)
A course focusing on the role of women in the formation and development of Latin America, including an analysis of women's contributions across racial and class lines.

SHIS 373 – AFRICANS IN LATIN AMERICA (4)
This course explores the history of the African Diaspora to Latin America from pre-Columbian times through the end of the 19th century. First, the course addresses Afro-descendants' roles in the creation of these colonial societies not only in their capacity as its main labor force but also as the main experts in agricultural, mining and domestic science. Secondly the course will explore the coping strategies that peoples of African descent developed to face dehumanizing daily experiences. Finally, the course examines their struggle for freedom and citizenship.

SHIS 471 – SEMINAR: RACE, CLASS AND GENDER IN BRAZIL (4)
An exploration of the historical literature regarding race and gender difference, and how this literary legacy affected the peoples of Brazil. Alternate years.

WORLD

SHIS 378 – HISTORY OF REVOLUTION (4)
An examination of the causes and processes of revolution in selected places throughout the world. Alternate years.

SHIS 380 –HISTORY OF SCIENCE (4)
The development of scientific inquiry from antiquity to the present with an emphasis on the interaction between science and other areas of human discourse.

NON-SPECIFIC

SHIS 400 – INDEPENDENT STUDY (1-4)
Supervised independent research. Prior approval of instructor required.

SHIS 401 – TOPICS IN HISTORY (4)
An in-depth examination of a given historical theme or problem. May be taken.

International Studies Program

Department Location
Camille O. Hanks Cosby Academic Center – Fourth Floor

Special Entry Requirements
None

Placement Examinations
None

Goals
The International Studies major is a combination of interdisciplinary and disciplinary courses to provide students with a comprehensive understanding of the interrelationships among people as they function in different cultural, economic, and political settings. The primary goal of the major is to train students as leaders who will be cognizant of and sensitive to the requirements of changing realities in the international community in the belief that such knowledge will enable them to value diplomacy over other methods of dispute resolution. It focuses on cultural predispositions, historical underpinnings, systems of governance, and diversity of interests in the global arena. The courses span a number of disciplinary boundaries including political science, economics, history, and geography.

The major is designed to offer students an opportunity to understand the diverse cultures of the world as well as to prepare them for an international career. It includes a Study Abroad experience that will increase language competency as well as improve cultural understanding by exposing students to a different geographic setting. Students will be offered an opportunity for an in-depth examination of the issues and problems associated with increasing world interdependence through coursework, as well as through interaction with international scholars and practitioners. The major is designed to be both intense and rigorous. It will provide a core of knowledge to prepare students for graduate and professional schools or the job market. In addition, it will increase opportunities for student research on international topics that will enable them to achieve a better understanding of themselves and their roles within their own culture.

Student Learning Outcomes
Upon completion of the International Studies major, a student will be able to

1. Demonstrate familiarity with a variety of cultural histories, economic theories, and political orientations
2. Recognize the contributions of target disciplines in the field of international studies
3. Conduct scholarly research using several interdisciplinary perspectives
4. Demonstrate analytical and critical thinking skills in the interpretation of international issues and events

General Core Requirements
None

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page. Introduction to International Studies (IS211) does not fulfill the international studies core curriculum (general education) requirement.

Major Cognate Course
Economics 241, Principles of Macroeconomics. This course may also be used to satisfy the Social Science requirement.

Major Requirements
Students should begin the major in the sophomore year.

In addition to the completion of major core courses and electives, the International Studies major should successfully complete at least two courses in a foreign language beyond the 200 level.

One semester of Study Abroad is also required. It is suggested that International Studies majors go abroad during the first semester of the junior year. The major advisor will work with the Study Abroad Advisor to maximize the effectiveness of the Study Abroad experience. International students may be exempt from the Study Abroad requirement.

A grade of "C" or better is required for the successful completion of major courses.

Minor in International Studies
Students who wish to minor in International Studies will complete all major requirements except SIS 411.

Students will also complete two approved electives in one IS concentration and two language courses at or above the 300 level.

Major Courses
The major will consist of 40 credit hours: 20 hours of core courses designed to represent the concepts and organizing frameworks, and 20 hours of elective courses. The elective courses must all be at the 300 level or above and in at least two departments.

Five core courses are required: IS 211 Introduction to International Studies, IS 212 World Politics, HIS 303 Foundations of the Modern World, ECON 324 Economic Development of Emerging Nations or IS 325 Development and Planning in the Developed World, IS 411 Senior Internship and Thesis. The remaining (4 elective) courses must be chosen from the following issue areas or area concentrations: International Development, Cultural Studies, Latin America, Caribbean, Africa, or Asia.

Course Descriptions

Core Courses

IS 211 – INTRODUCTION TO INTERNATIONAL STUDIES (4)
This course provides background information and an introduction to concepts and frameworks used in the analysis of international phenomena. The goal of this course is to increase the ability of students to integrate disciplinary subject matter. The emphasis is two-fold. Cultural and spatial geography provides tools for addressing issues of power and location, economic development, population density and the biosphere. The second emphasis is on the economic and political forces shaping the global political economy. These forces include, but are not limited to, human rights abuses, poverty reduction, terrorism, and just and unjust wars. Offered first semester. Does not fulfill the core curriculum requirement.

IS 212 – WORLD POLITICS (4)
This course builds on the foundation of "Introduction to International Studies." It focuses on the institutions for international interaction as well as international events that have shaped the international system. It considers the role and impact of actors in the international arena, including national political leaders, international organizations, terrorist groups, ethnic groups, and sub-national actors. The course emphasizes international law, conflict resolution, diplomacy, and intercultural communication.

HISTORY 303 – FOUNDATIONS OF THE MODERN WORLD (4)
This course examines the interconnectedness of the world beginning in 1400. Beginning with the commercial revolution and the voyages of discovery, the course moves on to examine the scientific revolution, imperialism, the World Wars and post colonialism.

ECONOMICS 324 – ECONOMIC DEVELOPMENT OF EMERGING NATIONS (4)
This course is a comprehensive study of the characteristics and problems of less developed nations, the theory of economic development, the role of the public and private sectors, strategies of development, and the role of the developed nations.

IS 325 – DEVELOPMENT AND PLANNING IN THE DEVELOPING WORLD
This course unpacks the contested concepts of development with the intent to explain inequalities in development. The gap between rich and poor countries is evolving, in some cases widening and in others shrinking. This course explores the trends in uneven development and strategies to overcome it.

IS 411 – INTERNSHIP AND SENIOR THESIS (4)
This course offers a practical experience with an international organization or an institution or agency with a global focus such as CARE International, the Carter Center, the Congressional Research Service. A research paper related to or inspired by the internship experience is required. A student whose program does not lend itself to an internship experience may register for the course as Senior thesis and choose a topic related to their programmatic interests.

Electives

IS 300 – SPECIAL TOPICS IN INTERNATIONAL STUDIES (4)
Topics vary and are announced in the semester offered. Specific courses are listed by number 300 and by letter A, B, etc.

IS 314 – DIPLOMACY AND THE UNITED NATIONS SYSTEM (4)
This course examines the role of the United Nations in providing the structure for order in an evolving international community. It emphasizes the shifting purposes that have challenged existing political, economic, and social structures during the post Cold War period. To bring clarity to this period an emerging globalization is functioning as a new paradigm. The United Nations may be viewed as a primary interpreter of the paradigm. Suggested for students interested in participating on the Spelman Model United Nations Team as well as students interested in the Foreign Service. Offered first semester.

IS 330 – GIRLS
This course focuses on the ways girls are constructed, imagined and disciplined in both the US and more broadly the Global North. While this class looks specifically at girlhood in the North American context, both historically and in the current moment, the analytics we develop center around racialized and minoritized girlhood in the Global North, or what bell hooks famously called, "the third world in the first world."

IS 410 – CAPITALISM: A GHOST STORY
This course takes a critical genealogical look at capitalism's inception and advancement from colonialism to globalization, from sexuality to family, from notions of leisure to practices of the law. Addressing the question "what is capitalism?" from a broader cultural studies point of view (rather than a narrower classical economic one), the course traces capitalism as a global system of power and its many and varied tensions, complexities and nuances.

IS 421 – RACE, SEX, AND EMPIRE
Race, Sex and Empire is an interdisciplinary course that considers the global emergence and significance of theories and practices that refute and destabilize the notion of an essential, normative biological sexuality and gender, take the position that sexuality is fluid and varied and is constructed by social, political, and economics factors, and recognize that the project of thinking of gender and sexual difference is actually a project that also has to think about forces of racialization and empire.

IS/FLP/CWS 352 – LUSO-AFRO-BRAZILIAN CINEMA (4)
This course focuses on the cinema of the Portuguese-speaking world. It covers topics such as gender, race, the city, migration, violence, and history in the cultures of Brazil, Portugal, and Portuguese-speaking Africa as represented in film in the twentieth and twenty-first centuries.

Major Electives

International Development

- SPSC 350 International Political Economy
- SPSC 346 African Politics
- SPSC 363 American World Policy
- SPSC 402 International Organizations
- SHIS 362 Caribbean Economic History
- SHIS 373 Africans in Latin America
- SMGT 390 Firms in the International Market
- SECON 321 International Economics
- SECON 325 Comparative Economic Systems
- SECON 350 Japanese Economic Development
- SANT 404 Anthropology of Globalization
- SANT 305 Cross-cultural Perspectives Gender SANT 316 – Feminist Ethnography
- SANT 450 Sexual Economies
- SEDU 407 Advocacy in Urban Schools SPSC 320 – Environmental Politics SPSC 321 – International Relations
- SPSC 325 Comparative Political Systems SPSC 328 – Forced Migration in and from Africa
- SPSC 380 Human Rights and Conflict Resolution SPSC 422 – Law Across Cultures
- SHIS 452 Gender and Family – Early Modern Europe

Cultural Studies

- SADS 300 Activism in Afro-Latin America SADS 301 – Black Women in Latin America
- SADS 320 Peoples and Cultures of the Global African Diaspora
- SADS 350 Reading and Writing Selves and Societies through Autobiography and Biography
- SADS 405 Blackness and Nation in Latin America and the Caribbean
- SANT 305 Cross Cultural Perspectives on gender
- SIS 330 Girls
- SIS 410 Capitalism: A Ghost Story
- SIS 421 Race, Sex, and Empire
- SSOC 360 Women in Japanese Society
- SANT 404 The Anthropology of Globalization
- SSOC 407 Race Relations (Prerequisites: any 200 level Sociology or Anthropology course)
- SHIS 333 Islam in Africa
- SHIS 373 Africans in Latin America

- SHIS 462 Women and Gender in English-Speaking Caribbean
- SHIS 471 Race, Class, and Gender in Brazil SREL 361 – Introduction to Eastern Religious Traditions
- SPSC 422 Law Across Cultures
- SANT 316 Feminist Ethnography
- SANT 330 Special Topics SANT 344 – Food and Culture
- SANT 430 Special Topics Sem in Anthropology SANT 450 – Sexual Economies
- SCWS 412 Gender Health in Cross-Cultural Perspective
- SEDU 308 Multicultural Education SFLC 345 – Understanding Modern China SFLF 302 – Francophone Cinema
- SFLS 478 Special Topics in Spanish
- SHIS 358A European Women Toward Equality SHIS 347 – Global South Asian Migrations
- SHIS 362 Caribbean Economic History SHIS 385 – Issues in US Immigration History
- SHIS 452 Gender and Family – Early Modern Europe SIS 314 – Diplomacy & the UN System
- SIS 300 Special Topics
- SPHI 325 Native American Philosophy SSOC 430 – Special Topics in Sociology

Area Studies

Africa
- History 333 Islam in Africa
- History 335 South Africa in Transition
- History 337 – Africa in Antiquity
- History 441 – West Africa
- Art 312 African Art
- FL302/CWS 302 African/Francophone Cinema
- Religion 315 – Judeo Christian Beginnings in Africa
- Religion 321 – Islamic Civilizations
- Religion 331 Introduction to African Religions and Philosophy
- Political Science 346 African Politics
- SAVC 312 Africa Antiquity and Contemporary Expressions
- SCWS 302 Francophone Cinema
- SANT 430B – Special Topics
- SIS 314 Diplomacy & the UN System

Asia
- Political Science 342 Japan in Asia Economics
- 350 – Japanese Economics
- Sociology 360 Women in Japanese Society
- History 343 – Modern Chinese History
- History 344 – Women in Modern China
- History 441 Seminar: History of Vietnam S
- ANT 344 – Food and Culture
- SFLC 345 Understanding Modern China
- SIS 300B Asia in World Politics
- SIS 314 Diplomacy & the UN System
- SPSC 321 – International Relations
- HFLC 402 Chinese Language and Culture II

Latin America
- ADS 300 Activism in Afro-Latin America
- ADS 301 – Black Women in Latin America
- ADS 405 Blackness and Nation in Latin America and the Caribbean
- Spanish 331 Latin American Civilization Spanish
- 321 – Spanish Civilization
- Art 214 Issues in Latin American Art
- History 371 Women in Latin American History
- History 373 – Africans in Latin America
- History 471 Seminar: Race, Class and Gender in Brazil
- SIS 314 Diplomacy & the UN System
- SFLS 311 – Gen Survey of Spanish Lit I SFLS 350
- SFLS 360 Women of Color – Honors
- SPSC 363 – American Foreign Policy

Caribbean
An interdisciplinary Caribbean concentration may also be chosen by IS Majors. The courses are in the History and English Departments. Please note, however, that the student may only take two courses from any one department.
- History 362 Caribbean Economics
- History 363 The Contemporary Anglophone Caribbean
- History 462 Seminar: Women and Gender in the English-Speaking Caribbean
- English 434A Caribbean Literature English 434B – Caribbean Women Writers

General Major Elective
- IS 314 Diplomacy and the United Nation System*

*The course is suggested for students interested in participating on the Spelman Model United Nations Team as well as students interested in the Foreign Service. Offered first semester.

Students may design programs within the major, however, all programs will include the required major courses. Students interested in World Language concentrations will find the major useful for combining language study with other disciplines focused on the country in which the language is spoken.

This list of electives is not exhaustive.

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Japan Studies Minor

The Japan Studies Minor is an inter-disciplinary program that offers students abundant opportunities to gain some working knowledge of Japanese history, culture, and contemporary Japanese political, economic and social dynamics, and to develop essential Japanese language skills. In addition, this minor provides students with experiential learning through exchange programs with Tsuda University and Fukuoka Women's University. Students are required to complete 20 credit hours for this minor.

Objectives

Upon successful completion of the Japan Studies Minor, students will be able to

1. demonstrate essential knowledge of Japanese society and its civilization from inter-disciplinary perspectives;
2. identify and evaluate specific Japanese societal concepts;
3. use various methods for research on Japanese society;
4. understand distinctive characters of Japanese society and its relationship to the rest of the world;
5. possess a general knowledge of the Japanese language and cross-cultural communicative competence, and
6. demonstrate a strong academic foundation for graduate-level studies and professional preparedness for Japan-related careers.

Requirements

The Japan Studies Minor requires 20 credit hours. Students using JPN 101 through 202 as the College language requirement start the Japan Studies Minor with JPN 303 or equivalent. Students using another language to fulfill the College language requirement must complete JPN 202 as an additional requirement. Students must pass each of the following courses with a minimum grade of "C."

2 Required Courses (8 credit hours)

- AS/PSC 200 Introduction to Asian Studies (4)
- FLJ 303 Advanced Japanese (4)

3 Elective Courses (12 credit hours)

(Choosing any 3 from the following course list)

- HIS241 Survey of Traditional China and Japan (4)
- HIS242 Survey of Modern China and Japan (4)
- PSC342 Japan in Asia (4)
- ECON350 Japanese Economic Development (4)
- REL270 Introduction to Eastern Religious Traditions (4)
- PSC420 Japan-Africa Relations (4)
- FLJ 200 Introduction to Japan for Business and Travel (4)
- FLJ 402 Advanced Japanese in Cultural Contexts (4)
- FLJ 478 Special Topics in Japanese (4)
- AS400 Directed Studies (4)

One of these elective courses may be fulfilled through an Independent Study (JPN 400) with departmental consent.

Transfer of Credits

Students may take some courses at other colleges and may transfer a maximum of 10 credit hours to satisfy the 20 credit-hour requirement for the Japan Studies Minor. Courses taken elsewhere do not need to be social science courses but must be Japan-related. Transfer of credits must be approved by the Asian Studies director.

Course Descriptions

JPN 101, 102 – ELEMENTARY JAPANESE I & II (4, 4)
These first-year courses introduce the elementary Japanese language and are specially designed for students with little or no previous exposure to Japanese. They help students acquire a basic structural and communicative competence in Japanese through listening, speaking, reading and writing practice. The course content covers essential Japanese pronunciation and intonation, hiragana, katakana, kanji, sentence patterns, and common idiomatic expressions.

JPN 201, 202 – INTERMEDIATE JAPANESE I & II (4, 4)
These courses develop and strengthen students' Japanese proficiency in listening, speaking, reading and writing skills as acquired through the 100-level Japanese courses. They introduce more kanji and some more complex sentence constructions requiring the use of verb and adjective conjugations and modifiers to enrich expressions in the subject and predicate structures for communicating on familiar topics. Prerequisite: JPN 102 or placement.

JPN 303, 304 – ADVANCED JAPANESE I & II (4, 4)
These courses provide students with more advanced reading comprehension and writing skills using sufficient kanji, translation skills, and situational conversations. They introduce students to different speaking and writing styles, and idiosyncrasies of Japanese culture and society. These courses enhance students' Japanese language knowledge and communicative competence. Prerequisite: JPN 202 or placement.

JPN 400 – INDEPENDENT STUDY (1-4)
This course offers students an independent study of specially selected topics, including reading assignments, investigative papers or research projects in specific areas of Japanese language, literature or culture supervised by the instructor. Prerequisite: departmental consent.

JPN 401, 402 – ADVANCED JAPANESE IN CULTURAL CONTEXTS (4, 4)
These courses bring students to a more advanced level of Japanese language knowledge and skills in reading comprehension, conversation, and composition. The reading materials specially selected for these courses cover idiosyncrasies and traits of Japanese culture, including its society and people, lifestyle, and selected literary works. They help students study the Japanese language by looking at how it is used in real-life situations. Prerequisite: JPN 303 or equivalent.

JPN 478 – SPECIAL TOPICS IN JAPANESE (4)
This course focuses on Japanese social, cultural, political, and economic phenomena as reflected in Japanese civilization, traditional and contemporary culture, literary tradition, and educational features. It is designed for students with essential knowledge of Japan and sufficient Japanese language proficiency. The course requires reading assignments and in-class discussion. Prerequisite: JPN 303 or equivalent.

SFLJ & SFLC 200 – INTRODUCTION TO JAPAN AND CHINA FOR BUSINESS AND TRAVEL
This course offers students the opportunity to learn the essential Japanese and Chinese business cultures in relation to their respective traditions and etiquettes. Each special topic is introduced through selected readings, popular media and films, and popular business communication settings. It increases students' cross-cultural understanding and valuing of the similarities and differences between Asia and the United States. This course is counted as an elective for the Japan Studies Minor and the Asian Studies Minor. No prerequisite.

Management and Organization Minor

The Management and Organization minor is designed to provide students with an understanding of management theory, practices, and principles within a liberal arts curriculum.

Objectives

Upon completion of the Management and Organization minor, a student will be able to

1. comprehend the fundamental concepts and principles of financial accounting.
2. identify the key relationships and concepts associated with various theories of management.
3. identify the central role of marketing as an economic activity linking physical production to the ultimate consumption of goods and services.
4. comprehend within an economic context the strategic role and relationships involving marketing institutions, final consumers, marketing functions, and marketing policies;
5. apply the theories, concepts and techniques of finance to real-world business decision-making.
6. comprehend the application of management and organization theory to actual work situations.
7. develop their decision-making capacity and confidence from the vantage point of actual work situations.
8. develop their and capabilities required to succeed in the world of work and to successfully pursue graduate study in business.

Requirements

For the minor, a student is required to take 28 semester hours in the following courses: (ECON 241) Principles of Macroeconomics, (ECON 242) Principles of Microeconomics, Basic Statistics, (MGT 261) Principles of Accounting, (MGT 300) Principles of Management, (MGT 305) Principles of Marketing, (MGT 320) Principles of Finance. Economics majors must take either an additional 4 hours of Economics or 4 hours of a Management and Organization elective. All minor courses must be passed with a minimum grade of "C." For further information, contact the program coordinator in the Economics Department.

MGT 261 – PRINCIPLES OF ACCOUNTING (4)
An introduction to accounting principles and practices used in the preparation of financial statements. Emphasis on the theoretical aspects of financial reporting and the mechanics of providing such information to those outside of the organization as well as management. The course provides the foundation for study in other business disciplines.

MGT 300 – PRINCIPLES OF MANAGEMENT (4)
A survey of basic management theory and practice in both for-profit and not-for-profit organizations. The managerial functions plus organization theory. Short cases to provide applications in a real-world context.

MGT 301 – ETHICS IN ORGANIZATIONS (4)
This course is an introduction to business ethics as it relates to the public and private sectors of the economy. It is designed to increase student understanding of moral organizational issues, and to provide the necessary skills required for addressing ethical dilemmas nationally and internationally.

MGT 305 – PRINCIPLES MARKETING (4)
A focus on that phase of economic activity that lies between physical production and ultimate consumption of goods. Emphasis on marketing institutions, functions, and policies. The importance of marketing functions from a social viewpoint.

MGT 320 – PRINCIPLES OF FINANCE (4)
An investigation of theories, concepts, and techniques that will help students make reasonable real-world financial decisions. Financial analysis and planning, acquisition of funds, current asset management, capital budgeting, and cost of capital. Prerequisite: MGT 261.

MGT 390 – FIRMS IN THE INTERNATIONAL MARKET (4)
This course is an introduction to international business and multinational corporations as they relate to global interdependency of the world economy. The course explores some of the challenges confronting managers in multinational corporations in the formation of pricing and international marketing policies. Topics such as the increase in the number of multinational corporations are addressed. Prerequisite: ECON 241 and ECON 242.

MGT 395 Behavioral Game Theory
An examination of how people actually behave in strategic situations using the integration of game theory, behavioral and experimental economics.

MGT 401 Women in Management and Entrepreneurship
A comprehensive and real-life, hands on approach to concepts learned in MGT 300. Business plans developed for presentation to business professionals.

Mathematics

Department Location
Science Center – Room 324

Special Requirements
1. All mathematics majors are required to take and pass Math 200 (Introductory Seminar in Mathematics) during their first year. Students who declare mathematics as a major after their first year are required to take the course at the first available opportunity.
2. Mathematics majors are required to take a major field exam in February of their senior year. Data from this exam is used for departmental awards, recommendations, and advising.

Placement Examinations
Upon entrance to the College, all students must take the math placement exam. On the basis of performance on the placement exam, all students will be assigned to appropriate courses, such as MATH 101, 107, 115, 116, 120, 193, 211, 212, 231, 232, 324, or they may be exempted from taking a mathematics course. Placement depends on the selected major or minor in addition to performance on the placement examination.

Goals
The primary goal of the Mathematics Department is to teach all students to think logically and critically. The curriculum supports the development of higher level mathematical skills and computing expertise for students in fields such as the natural, computer, engineering, and social sciences. Furthermore, the departmental programs and activities provide opportunities for academic excellence and leadership development, which enhance a liberal arts education.

Objectives
Upon completion of the prescribed program of study in mathematics, the students should be able to
1. recognize that mathematics is an art as well as a powerful foundational tool of science with limitless applications.
2. demonstrate an understanding of the theoretical concepts and axiomatic underpinnings of mathematics and an ability to construct proofs at the appropriate level.
3. demonstrate competency in mathematical modeling of complex phenomena, problem solving and decision making.
4. demonstrate a level of proficiency in quantitative and computing skills sufficient to meet the demands of society upon educated women as global leaders.

General Core Requirements
MATH 107, 115, 193 or 120 or any higher level mathematics course may be used to satisfy the core curriculum requirement in mathematics. First-year students are placed in these courses on the basis of their performance on the mathematics placement examination.

International/Women's Studies Requirement
None

Teacher Certification
See Education Department

Departmental Honors
The following criteria for Departmental Honors for Mathematics majors have been adopted by the Mathematics Department: (1) Overall GPA > 3.0, (2) GPA in major courses > 3.5, (3) No grade less than "C" in a major course, (4)* Honors thesis. Students meeting these standards may petition to graduate with Departmental Honors whether or not they are in the College's Honors Program.

*If the student is in the College's Honors Program, the honors thesis will satisfy this requirement; otherwise, a student can complete the thesis through independent study and research or can expand the Senior Seminar project into a thesis.

Departmental Honor Societies
Students who qualify may be elected to membership in the Pi Mu Epsilon Mathematics Honorary Society, Georgia Delta Chapter. This chapter is composed of students from all Atlanta University Center schools. In addition, high-achieving students may join the Beta Kappa Chi Scientific Honor Society.

Off-Campus Course Requirements
Mathematics majors and minors are expected to take all of their required and elective mathematics courses at Spelman College. In the case of a student having justifiable difficulties, the student's advisor(s) and the chair of the department will be willing to review a formal written request, which is required for a student to receive approval to take a course at another institution. This course will be approved to count toward the math major only if all parties agree. Please note:
1. No math course can be taken off campus without prior written approval.
2. Requesting approval is not a guarantee of obtaining approval.
3. A separate approved application form is needed for each mathematics course.
4. Of the entire sequence of required math courses, two (at most) such courses can receive this type of approval.
5. At most, one of Math 371/472/463/464 (or equivalent) may be taken off campus.
6. Neither a required course nor an elective may be taken off campus in a semester in which it is offered at Spelman.
7. Courses can only be taken off campus if all prerequisites have been met.
8. Courses taken in violation of the above stipulation must be successfully retaken at Spelman.

Major Requirements

A major in mathematics provides an excellent background for a variety of careers. Students have the option of selecting electives designed to prepare them for graduate study in pure mathematics, mathematics education, operations research, computer science, statistics, business administration, actuarial science or other applied mathematics areas, secondary school teaching, medical or dental school, or employment in business, government, or industry upon graduation. The Department will assist students in planning elective courses that will give maximum support to their career objectives.

The major in mathematics consists of at least 13 courses (at least 43 hours) in mathematics: MATH 200, 231, 232, 214, 233, 324, 371, 463, 487, and either 464 or 472 are required along with three approved electives above the 200 level. Elective courses at Spelman include MATH 314, 322, 355, 358, 361, 365, 366, 367, 368, 455, 456, 464, 472, and 481. Students may elect to work towards the Bachelor of Arts or the Bachelor of Science degree in mathematics. The requirements specified below apply to students who entered the College in Fall 2020 or later. All other students should refer to the Bulletin with the requirements that were in place at the time that they entered the College.

The Bachelor of Arts degree will be awarded in this major after the successful completion of the major cognate courses and the 13 courses (at least 43 hours) as outlined above. Students opting for the Bachelor of Arts degree have no required science course for the major, but must satisfy the College's natural science core requirement.

The Bachelor of Science degree will be awarded upon the completion of all the requirements for the Bachelor of Arts degree plus an additional three courses that adhere to **one** of the three options listed below. Students seeking the Bachelor of Science degree are not required to complete the College's natural science core requirement.

- **Option 1**: A two-semester sequence of a laboratory science course (biology, chemistry, or physics) at the level of the majors in the discipline plus one additional semester of science that may include computer science or any natural science course
- **Option 2**: A two-semester sequence of a laboratory science course (biology, chemistry, or physics) at the level of the majors in the discipline plus one additional math elective
- **Option 3**: One semester of a laboratory science course (biology, chemistry, or physics) at the level of the majors in the discipline plus two additional math electives.

Major Cognate Courses

All majors are required to complete a one semester computer science course in a high-level programming language (e.g., a C++, MatLab, Java, or Python course such as CIS 111). Cognate courses must be completed with grades of "C" or better.

Both degrees require successful completion of all courses with no grade lower than a "C" in those courses counted toward the 43 (54) hours for graduation. Students must make a grade of "C" or better to progress to a subsequent course.

Minor Requirements

The minor in mathematics consists of one computer programming course, such as CIS 121, and five mathematics courses (at least 19 hours): MATH 231 and 232 (or 295 and 296), 214, 233, and one approved mathematics elective above the 200 level.

Course Descriptions

MATH 101 – COLLEGE ALGEBRA (4)
This course covers the fundamentals of algebra and the mathematics needed for precalculus. Topics include the real number system, algebraic expressions, linear and quadratic equations, and an introduction to functions. Prerequisite: College placement exam. **Cannot be used to fulfill the core curriculum requirement.**

MATH 107 – CONTEMPORARY MATHEMATICS (3)
An introduction to mathematics in the real world, including elementary probability and statistics, financial and consumer mathematics, with emphasis on quantitative reasoning skills and problem solving.

MATH 115 – PRECALCULUS MATHEMATICS I (3)
This course covers applications of algebra in problem solving, functions, graphs and transformations, polynomials and rational functions, exponential and logarithmic functions, and complex numbers. Prerequisite: College placement exam.

MATH 116 – PRECALCULUS MATHEMATICS II (3)
A continuation of MATH 115. Topics covered include trigonometric functions, systems of equations, matrices and determinants, sequences and series, the binomial theorem. Prerequisite: MATH 115 or college placement exam.

MATH 120 – PRECALCULUS (ACCELERATED) (4)
A fast-paced course that reviews polynomial, exponential, logarithmic, and trigonometric functions, systems of equations, and mathematical induction. A student may not receive credit for both MATH 120 and the 115-116 sequence. Prerequisite: MATH 101 or college placement exam.

MATH 200 – INTRODUCTORY SEMINAR IN MATHEMATICS (0)
This seminar provides a forum for new mathematics majors to interact and learn about the major. Course topics include an introduction to mathematical software, careers in mathematics, technical writing and mathematical problem solving.

MATH 205 – GENERAL STATISTICS (4)
This course provides an introduction to statistics suitable for liberal arts students. Topics covered include descriptive statistics, graphs and charts, introduction to probability and probability distributions, sampling, hypothesis testing, and an introduction to data analysis using the computer while stressing a wide variety of applications from real-world situations. Prerequisite: MATH 107 (or 115, 116, 120, or 193). Does not count as a math elective.

MATH 211 – APPLIED CALCULUS I (4)
An introduction to the basic ideas of calculus expressly designed for biology and economics majors. Topics include functions and graphs, tangent lines, derivatives, rate of change, maxima-minima problems, exponential and logarithmic functions, integration, multivariable and calculus applications to biology and economics. Prerequisite: MATH 115 (or 120) or college placement exam.

MATH 214 – LINEAR ALGEBRA AND APPLICATIONS (4)
This course is a study of systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, diagonalization, orthogonality and the Gram-Schmidt algorithm, and selected applications. Emphasis is on introduction to proof techniques as well as computer implementation. Prerequisite: MATH 231 (or equivalent).

MATH 231 – CALCULUS I (4)
This course introduces single variable calculus, including limits and continuity, derivatives of algebraic and trigonometric functions, optimization, related rates of change, integration, and applications. Prerequisite: MATH 115 and 116 (or MATH 120), or college placement exam.

MATH 232 – CALCULUS II (4)
This course is a continuation of MATH 231. Topics covered include derivatives of exponential, logarithmic, and trigonometric functions, methods of integration, polar coordinates, improper integrals, de L'Hopital's rule, sequences, series, power series and Taylor polynomials. Prerequisite: MATH 231 (or 295), or college placement exam.

MATH 233 – FOUNDATIONS OF MATHEMATICS (4)
This course provides a transition to higher mathematics emphasizing logic, set theory, propositional calculus and proofs, partitions, relations and functions, and cardinality. Prerequisite: MATH 231 (or equivalent), or permission of Department Chair.

MATH 234 – DISCRETE MATHEMATICS (4)
This course examines algorithms, counting methods, recurrence relations, algorithmic analysis, graph theory, paths, spanning trees, traversal, Boolean algebra, circuits, and elementary probability. Prerequisite: CIS 121 (or equivalent). Offered spring semesters. Does not count as a math elective.

MATH 314 – LINEAR ALGEBRA II (4)
This course is a continuation of Math 214. Topics include the theory of linear operators, canonical forms, unitary transformations, and the spectral theorem. Prerequisite: MATH 214 and 233. Offered fall of odd years.

MATH 322 – GEOMETRY (4)
This course includes varying topics chosen from finite geometries, axiomatic systems, foundations of geometry, congruences and isometries, metric problems, and non-Euclidean geometries (e.g., spherical and hyperbolic). Prerequisite: MATH 233. Offered spring of odd years. Honors elective.

MATH 324 – CALCULUS III (4)
This course is an introduction to multivariable calculus, covering parametric equations, vectors, functions of several variables, partial derivatives, multiple integrals, vector calculus. Prerequisite: MATH 232 (or 295), or college placement exam.

MATH 355 – BIOSTATISTICS (4)
A basic statistics course, it emphasizes applications of statistics in the biomedical and health sciences, statistics in the health sciences, probability distributions, statistical inference, and descriptive analysis of health statistics. It stresses use of calculators and computers. Prerequisite: A calculus course or consent of the instructor. MATH 355 offered fall of even years.

MATH 358 – MATHEMATICAL MODELS (4)
Varying topics, include linear programming models, analytical queuing models, forecasting models, and computer simulation. Corequisite: MATH 232. Offered spring of even years.

MATH 361 – THEORY OF NUMBERS (4)
An introduction to number theory, this course includes Euclid's algorithm, primes, unique factorization, linear diophantine equations, linear congruences, the Chinese Remainder Theorem, Fermat's theorem, arithmetic functions, Euler's theorem, primitive roots, quadratic congruences and quadratic reciprocity, sums of squares, and Fermat's Last Theorem. It stresses modern primality testing, factoring techniques and applications to public key cryptography. Prerequisite: MATH 233. Offered fall of odd years.

MATH 365 – DIFFERENTIAL EQUATIONS (4)
A first course in ordinary differential equations, it includes separable and exact equations, integrating factors, linear first-order equations and applications, equations with homogeneous coefficients, constant coefficient linear equations, methods of undetermined coefficients and variation of parameters, systems of equations, Laplace transforms, numerical solutions, and applications of higher-order equations and systems. Prerequisite: MATH 212, 232, or 295.

MATH 366 – NUMERICAL ANALYSIS (4)
This course is a study of the derivation and use of techniques for the numerical solution of problems involving zeros of functions, linear systems, functional approximation, numerical integration/differentiation and eigenvalues. Error analysis will also be included for each technique studied. Prerequisite: MATH 214 and MATH 212, 232, or 295. It requires computer programming skills in one language. Cross-listed with Computer Science. Offered fall of even years.

MATH 367 – APPLIED MATHEMATICS (4)
This course is a study of partial differential equations and boundary value problems with applications in physics and engineering. Special emphasis is on the use of Fourier series, Bessel functions, Legendre polynomials, and Laplace transforms in solving partial differential equations. Prerequisite: MATH 232 and 365. Offered spring of odd years.

MATH 368 – COMPLEX VARIABLES (3)
This course provides an introduction to the theory of complex variables. The major topics explored in this course are the complex plane, functions of a complex variable, differentiation, integration and the Cauchy Integral formula, sequences, power series, the calculus of residues, conformal mappings, and applications. Prerequisite: MATH 324 and either MATH 214 or MATH 233. Offered spring of even years.

MATH 371 – ABSTRACT ALGEBRA I (4)
This course is a study of algebraic structures, focusing on groups, rings, and fields, including normal subgroups, ideals, quotient groups, quotient rings, integral domains, and homomorphisms. Prerequisite: MATH 232, 214 and 233. Offered each semester.

MATH 381 / CIS 381 (4) INTRODUCTION TO GRAPH THEORY
This course is an introduction to the mathematical field of graph theory. It explores fundamental graph theoretic concepts including connectivity, graph isomorphisms, trees, matchings, planarity, graph colorings, as well as Eulerian and Hamiltonian graphs. To understand these ideas, the use of both algorithms and proof techniques is emphasized throughout the course.

MATH 394 – HONORS THESIS RESEARCH (4)
This course offers departmentally supervised research that could lead to a thesis. Required: Oral presentation of research findings.

MATH 431 – INDEPENDENT STUDY AND RESEARCH (2-4)
This course is an in-depth study of a significant topic in mathematics under the direction of a member of the mathematics faculty. The student will engage in independent study or research and meet weekly with their advisor. Required: A written paper or public talk. Prerequisite: Junior standing and consent of the Department.

MATH 455 – PROBABILITY AND STATISTICS I (4)
An introduction to the theory of probability and statistics, this course includes combinatorial methods, sample space, probability, random variables, probability distributions and densities, mathematical expectation, Chebyshev's theorem, moment generating functions, and descriptive statistics. Prerequisite: MATH 324 or departmental approval. Offered fall of odd years.

MATH 456 – PROBABILITY AND STATISTICS II (4)
This course is a continuation of MATH 455. Topics covered include sampling theory, statistical inference, estimation, testing hypotheses, decision theory, correlation and regression, goodness of fit, nonparametric statistics, and analysis of variance. Prerequisite: MATH 455. Offered spring of even years.

MATH 463 – REAL VARIABLES I (4)
This course provides a theoretical treatment of the real number system, topological properties of the real line, sequences of real numbers, and properties of continuous functions. Prerequisite: MATH 324, 214 and 233. Offered every semester.

MATH 464 – REAL VARIABLES II (4)
This course is a continuation of MATH 463. Topics covered include differentiation of functions of one variable, Riemann-Stieltjes integration, infinite series, convergence tests, series of functions and Fourier series. Prerequisite: MATH 463. Offered each spring.

MATH 470 – SPECIAL TOPICS (1-4)
This course provides lectures on topics of current interest. The topics for a given semester are selected by the instructor offering the course and in consideration of the needs and interests of the students. Prerequisite: Consent of the instructor.

MATH 472 – ABSTRACT ALGEBRA II (4)
This course is a continuation of MATH 371 and covers additional topics in groups, rings, and fields, including the Sylow theorems and field extensions. Prerequisite: MATH 371. Offered each spring.

MATH 481 – TOPOLOGY (4)
This course is a study of the structure imposed on point sets in order to give a meaningful notion of continuity of mappings, convergence of sequences, etc. It includes metric topology of the real line and of finite-dimensional Euclidean spaces, connectedness, compactness, properties of topological spaces, and continuous mappings. Prerequisite: MATH 324 and 371. Offered fall of even years.

MATH 487 – SENIOR SEMINAR (2)
This course includes readings and weekly student lectures or student-led discussions of a variety of mathematical topics determined by the interests of the students and the instructor. It emphasizes independent research and clear exposition. A paper is required. Prerequisite: Successful completion of either 371 or 464, and senior standing or departmental approval.

MATH 491 – HONORS THESIS RESEARCH (4)
This course provides departmentally supervised research. Required: A written paper and public talk. Prerequisite: Consent of the Department.

Music

Department Location
John D. Rockefeller, Jr. Fine Arts Building – Room 103

Accreditation
Spelman College is an accredited institutional member of the National Association of Schools of Music (NASM) and is subject to the standards set by NASM.

Special Entry Requirements
In addition to the general requirements for admission to the College, the incoming student must do the following:

1. Complete an audition in person or by videotape recording in their major medium. Auditions will be evaluated by department faculty members. Audition information may be secured by calling the Department of Music.
2. Take a theory assessment test. Students with little or no prior music training should plan to take Fundamentals of Music (MUS 100) before taking MUS 113A. For transfer students, all credits in music from another institution are subject to evaluation by the Department of Music and must be validated upon entrance by examination and audition. Transfer students may have to spend longer than the customary four years to complete the music requirements for the baccalaureate degree at Spelman College.

Goals
The program of the Department of Music is designed primarily for the music major or minor who wishes to study music as one of the liberal arts and who seeks a solid foundation for further study leading to a professional career in performance, scholarship, music education, or related fields. The following set of broad goals drives the Department of Music:

1. to offer, within the framework of the Bachelor of Arts degree in music, varied curricula to meet the diverse needs and interests of students in today's society.
2. to foster excellence in teaching, learning, and performing with an ongoing awareness of the need for creativity, scholarship, innovation, and currency, e.g., in technology.
3. to maintain faculty involvement in the music profession, arts organizations, and service to the College and the community.
4. to act as respected leaders in arts and educational communities, particularly in the immediate community.

More specific student learning outcomes of the music program are to

1. Acquire a knowledge of rhythm, melody, harmony, form, timbre, texture, their interaction, and apply this knowledge as the basis of all musical activity.
2. Understand significant chronology and historical contexts, contributions of ethnic groups, particularly those of African-¬- Americans.
3. Demonstrate maximum skill in at least one major area of applied music sufficient for performance.
4. Understand and creatively use new technologies as they apply to music.
5. Make appropriate decisions regarding further study or gainful employment.

Additional Requirements

1. All courses in the major must be taken at Spelman unless the Department Chair grants special permission. Such permission must be obtained in writing.
2. All music majors and minors must exhibit satisfactory piano proficiency or take courses in class piano before the end of the junior year. (See Departmental Handbook.)
3. All music majors must present an exit project (senior recital, thesis, composition) during the senior year prior to graduation. All majors must present a junior recital.
4. All music minors must present a half-recital during the senior year prior to graduation or take an upper-level four-credit music history or music theory course culminating with an exit project.
5. All music majors and minors must register each semester for the Music Seminar, a Pass/Fail course based on class attendance, concert attendance, and website portfolios. (See Departmental Handbook.)

General Core Requirement

Fine Arts
MUS 120, MUS 130, MUS 150, MUS 209, MUS 206, MUS 240, MUS 241, MUS 242, or MUS 330 may be selected to satisfy divisional core requirements in the Fine Arts. Music majors and minors must select Fine Arts courses outside the Department of Music.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Teacher Certification
See Education Department

Departmental Honors
The Music Department offers departmental honors for music majors who by the end of the senior year achieve an overall GPA of 3.3 and a GPA of 3.5 in music courses, and demonstrate exceptional quality in their final project.

Departmental Honor Society
Spelman music majors who achieve academic excellence and display exceptional musicianship and leadership may be elected to membership in Pi Kappa Lambda National Music Honor Society.

Recital Requirements

All Bachelor of Arts candidates are required to give a Junior Recital, the duration of which will be approximately 30 minutes. A student who successfully performs a Junior Recital may have the privilege of giving a full Senior Recital as an exit project. Students who wish to give a Senior Recital must declare their interest and receive approval from their Applied Music teacher prior to the beginning of the senior year. A Senior Recital will be approximately 60 minutes in duration and will occur at the end of the senior year. Students are expected to begin work on their recitals during the summers preceding the recitals.

Music Major Requirements

To receive the B.A. in Music, a student must successfully complete 48 credit hours of music courses with no grade below "C." The following music core courses are required for all music majors:

Music Cognate and Core Courses

- MUS 000 Music Seminar (0)
- MUS 001 Piano Proficiency Test (0)
- MUS 113A Music Theory I (4)
- MUS 113B Music Theory II (4)
- MUS 113C Music Theory III (4)
- MUS 121 Introduction to World Musics (Cognate Course) (4)
- MUS 202 Music Technology for Majors (2)
- MUS 240 Survey of African American Music (4)
- MUS 313 Orchestration and Arranging (2)
- MUS 321 Form and Analysis I (2)
- MUS 350 History of Western Music I,(4)
- MUS 351 History of Western Music II (4)
- MUS 490A Senior Project (1)
- MUS 490B Senior Project (1)

The music major must also complete the following:

- enrollment in applied music, an ensemble that serves as a laboratory supporting the primary applied music study, and Music Seminar each semester.
- an applied jury in their major medium evaluated by the faculty each semester, except when they are scheduled to give a Junior or Senior Recital.
- a piano proficiency examination before the end of the junior year.
- an exit project (senior recital, thesis, or composition) during the senior year prior to graduation.

Music Minor Requirements

Students wishing to pursue a music minor must audition for the Music Department faculty and begin a course of study no later than fall semester of the sophomore year. For minors, MUS 113A and 113B are prerequisites for all other core courses in the department. After acceptance into the minor, the following courses are required (26 hours with no grade below "C").

- MUS 113A Music Theory I (4)
- MUS 113B Music Theory II (4)
- MUS 121 Introduction to World Musics (4)
- MUS 240 Survey of African American Music (4)
- MUS 350 or 351 History of Western Music I or II (4)

Music Minors must be enrolled in Applied Music, Ensemble, and Music Seminar for six successive semesters.

Electives

Music majors are required to take eight (8) credit hours of elective courses in order to complete the degree in music. Students may choose any of the courses listed below to satisfy this requirement. Students are encouraged to take courses that apply to their area of interest.

- MUS 011-058 Secondary Applied Instrument (up to 4 credits)
- MUS 130 Women in Music (4)
- MUS 200 Introduction to Music Technology (2)
- MUS 210 Choral Conducting and Literature (2)
- MUS 310 Vocal Diction for Singers† (2)
- MUS 330 History of Jazz (4)
- MUS 451/452 Introduction to Composition (2)

†Required for all vocal performance majors

Music Seminar

Music Seminar is a zero-credit, pass/fail, weekly meeting of all music majors and minors for the purpose of student recitals (matinées), seminars, workshops, special lectures, guest recitals, and listening labs. Music majors must be enrolled in Music Seminar each semester for a total of eight (8) semesters. Music minors must be enrolled in Music Seminar for six (6) successive semesters.

Music Seminar meets every Wednesday at 3:00 pm in the Fine Arts Building Room 107.

Applied Music (Private Lessons)

The study of voice or an instrument is an integral part of the musical education of every music student. Therefore, the student must complete a minimum of six (6) semesters of private lessons on a single instrument. All Applied Music students will attend group performance classes as scheduled by the instructor in addition to the private lesson. Private lessons require a minimum of six (6) hours of practice and offer one (1) credit per semester. Two Applied Music courses may not be taken concurrently for credit nor may they be taken concurrently without permission of the Department Chair.

Private lessons are offered in the following instruments:

- MUS 011-018 Strings (Violin, Viola, Cello, Harp)
- MUS 021-028 Voice
- MUS 031-038 Piano
- MUS 041-048 Organ
- MUS 051-058 Wind and Brass Instruments
- MUS 061-068 Percussion

Recital Requirement

All Bachelor of Arts candidates are required to give a Junior Recital, the duration of which will be approximately thirty (30) minutes.

Group Lessons – Class Piano

Group instruction for students with little or no keyboard experience is offered in Class Piano. This class will introduce basic reading skills, piano technique, and composi-

tions in small forms by Bach, Mozart, Kabalevsky, Donahue, and others.

Lesson Policies for Non-Music Students

Private lessons for non-music students are offered on a limited basis and by audition only. Students enrolled in private lessons must be concurrently enrolled in a Spelman College ensemble. (See Music Department Chair before registration).

Ensembles

Ensemble participation is open by audition to all students of the College, with or without credit. A full year commitment is expected.

Music majors and minors are required to register each semester for an ensemble that serves as a laboratory supporting the primary Applied Music study. Upper-level music students may elect an additional ensemble (for 1 credit or zero credit) only with the approval of the primary Applied Music teacher and the Department Chair. A maximum of eight (8) semester hours of ensemble credit may be used in meeting departmental graduation requirements for both the music major and the music minor.

The following performance ensembles are offered:

- MUS 060 String Ensemble
- MUS 070 Glee Club
- MUS 080 Woodwind Ensemble
- MUS 081 Jazz Ensemble
- MUS 392 AUC Orchestra

* Vocal majors and minors are required to participate in Glee Club for a maximum of eight (8) semesters hours. This participation does not preclude concurrent participation in the other Music Department Ensembles.

Course Descriptions

MUS 000 – MUSIC SEMINAR (0)
This course is a weekly meeting of all music majors and minors for the purpose of student recitals (matinées), seminars, workshops, special lectures, guest recitals, and listening labs.

MUS 100 – FUNDAMENTALS OF MUSIC (2)
This course provides a study of the basic materials used in the graphic and phonal aspects of music expression: notation, intervals, chord progression, via sight singing, ear training and keyboard principles.

MUS111A KEYBOARD SKILLS I
Keyboard Skills I is the first level of three Keyboard Skills courses. This course is designed to provide music majors and minors with the keyboard skills necessary to be functional at the piano.

MUS111B – KEYBOARD SKILLS II
Keyboard Skills II is the second level of three Keyboard Skills courses. This course is designed to provide music majors and minors with the keyboard skills necessary to be functional at the piano.

MUS111C – KEYBOARD SKILLS III
Keyboard Skills III is the second level of three Keyboard Skills courses. This course is designed to provide music majors and minors with the keyboard skills necessary to be functional at the piano.

MUS113A – MUSIC THEORY & MUSICIANSHIP I
This course is first of two Music Theory and Musicianship (sight-singing/ear training) courses required by music majors and minors. Music Theory & Musicianship I (MWF) focuses on the study of harmony and voice leading from the late seventeenth-century to early-nineteenth century. Musicianship classes are designed to develop student's reading, dictation, and aural skills.

MUS113B – MUSIC THEORY & MUSICIANSHIP II
This course is second of two Music Theory and Musicianship (sight-singing/ear training) courses required by music majors. Music Theory & Musicianship II (MWF) focuses on the study of harmony and voice leading from the late seventeenth-century to early-nineteenth century. Musicianship classes are designed to develop student's reading, dictation, and aural skills.

MUS 113C – MUSIC THEORY III (4)
This course involves advanced analytical, compositional and aural development skills in the music of the post-Romantic and modern time periods. Prerequisite: MUS 113A and 113B.

MUS 120 – MUSIC HISTORY AND APPRECIATION (4)
This listening course is designed to give the general student a chance to develop an appreciation for music of the Ancient, Medieval, Renaissance, Baroque, Classic, and Romantic periods. Records, lectures, and concerts are the basic tools used.

MUS 121 – INTRODUCTION TO WORLD MUSIC (4)
This course surveys selected musical traditions from around the world, studied within their cultural contexts. Music from Africa, Asia, the Caribbean, Europe, North America, Oceania, and South America.

MUS 130 – WOMEN IN MUSIC (4)
This course is designed to highlight the achievements of women in all aspects of musical life from the Middle Ages to the present. The course focuses on the woman's important role in and influence on culture at various points in history.

MUS150 – INTRODUCTION TO COMPUTER MUSIC
This course is designed as a general introduction to the basic concepts, equipment, and software of creating music using the computer. Students will focus on specific skills for developing techniques of recording, manipulating, and mixing sounds.

MUS 200 – INTRODUCTION TO MUSIC TECHNOLOGY (2)
This course provides a comprehensive introduction to computers and their uses in music sequencing and digital audio recording. It also provides a workshop experience with current music notation software, sequencing software, sampling and an overview of mixing and studio technology.

MUS 201 – INTRODUCTION TO MUSIC TECHNOLOGY II (2)
This course provides a comprehensive introduction to computers and their uses in music sequencing and digital audio recording with a focus on ProTools.

MUS 202 – MUSIC TECHNOLOGY FOR MAJORS* (2)
Designed to teach music majors the basics of computer technology, particularly the use of computers in music notation and music production. Introduces various concepts of music notation, sequencing, sampling, and mixing through a number of project-based activities. Software applications that will be covered in the course will include Finale, Logic Pro, Pro Tools, iWeb, and iDVD.

MUS 203 – SURVEY OF MUSIC BUSINESS AND ENTREPRENEURSHIP* (2)
This course provides a general overview of the functional areas of the music industry, including production, marketing, publishing, distribution, copyright, etc. Attention is given to practical applications of business practices within the music industry and how the various segments of the industry operate on a day-to-day basis.

MUS206 – INTRODUCTION TO MUSIC BUSINESS AND ENTREPRENEURSHIP
This course is a general overview and a study of the major functional areas of current artistic (music) practices in today's society. This course further examines how music, as an art form, functions in the broader arena of the music industry. Attention is given to practical applications of music business skills including copyright & publishing, artist management, producing, manufacturing & distribution, contracts and licenses, and career opportunities.

MUS209 – MUSIC AND SOUND FOR FILM AND VIDEO
This course is designed to introduce students to concepts of music and sound for a variety of media with a primary focus on creating original music and/or sound tracks. Topics include music structures, production

and editing, film and video synchronization, game audio and other sound for film related topics.

MUS 210 – CHORAL CONDUCTING AND LITERATURE (2)
This course focuses on conducting skills, choral literature, and techniques for organizing different choral ensembles. Students are expected to have skills in sight singing and playing the piano.

MUS 230 – OPERA AND SOCIETY (2)
This course surveys operatic literature from 1600 to the present and examines opera both as performance genre, stressing historical development of styles and techniques in the repertoire, and also for a range of social and cultural messages embedded in representative works. An Honors course, open to non-majors by permission.

MUS 240 – SURVEY OF AFRICAN AMERICAN MUSIC (4)
This course surveys the music of African Americans from the antebellum period to the present. Major genres include slave songs, blues, gospel, jazz, and art music. It is designed to articulate the sociocultural experiences from which this music has grown.

MUS 241 – AMERICAN POP (4)
This course provides a sociocultural and historical study of American popular music development from the 1870s to the present. Lectures, readings, discussions and audiovisual materials unearth the tremendous impact African Americans have made in general to the evolution of popular music in the United States.

MUS 242 – AFRICAN AMERICAN RELIGIOUS MUSIC (4)
This course examines African American religious music and its social, cultural and historical contexts as it has evolved from indigenous African ritual practices throughout the development of the antebellum and postbellum periods to urban contemporary or newly composed forms in the United States.

MUS 288 – ARTS JOURNALISM: WRITING ABOUT THE ARTS (4)
This workshop course in arts criticism and analysis emphasizes personal experience and creative presentation. It provides orientation in concepts, terms, and considerations of arts writing, including basic aesthetic theory, theories of arts mediation, and mechanics of shaping and publishing one's work. All artistic genres are included, and subject to student interests. Cross listed ENG288.

MUS 309 – VOCAL LITERATURE AND PEDAGOGY (2)
This course provides a survey of significant literature for the voice. It is principally concerned with the following: textural analysis of songs, problems with interpretation, poets, function of the accompaniment, repertoire for all voices, and program building. Designed for music majors and minors only.

MUS 310 – VOCAL DICTION FOR SINGERS (2)
This course provides a study of the fundamentals of lyric diction used by singers-English, French, German, and Italian. A study of the International Phonetic Alphabet and its application to singing in these languages will be included.

MUS 313 – ORCHESTRATION AND INSTRUMENTATION (2)
This course is a study of the instruments of the orchestra, their playing techniques, capabilities, and tonal characteristics, and essentials of instrumental combinations. It includes an analysis of typical problems in orchestration. Prerequisite: MUS 113A and 113B.

MUS 319 – KEYBOARD LITERATURE AND PEDAGOGY (2)
A survey of literature for keyboard instruments from the 16th century through the 20th century. Such elements as medium, form, keyboard style, idiom, and performance problems are considered in relation to the music of specific composers or periods. Designed for music majors and minors only.

MUS 321 – FORM AND ANALYSIS I (2)
This course examines the design and tonal structure of music of the traditional period, ranging from simple binary form to complex sonata and concerto forms. Analysis included. Prerequisite: MUS 113A and 113B.

MUS 330 – HISTORY OF JAZZ (4)
The course exposes the general student to the fundamental concepts of "jazz" (African American classical music), along with its chronological development, outstanding repertoire, and major innovators.

MUS 341 – THE STUDY OF MUSIC IN THE AFRICAN DIASPORA (4)
This course provides a study of traditional, popular and art musics that have emerged from the dispersal of Africans throughout North, South and Central America and the Caribbean based on the ethnomusicological paradigm which views music as culture, learned behavior and the sum total of life experiences translated into sound.

MUS 342/EDU, 450 – METHODS AND MATERIALS FOR TEACHING MUSIC (4,4)
These courses are designed to provide opportunities to explore music teaching procedures at the elementary and high school levels. Activities include supervised observation in the public schools of Atlanta. MUS 342 is required for Child Development majors. MUS/EDU 342-Grades Preschool through 5 (4) and MUS/ EDU 450-Grades Preschool through 12 (4) are required of music majors who wish to teach.

MUS 350 – HISTORY OF WESTERN MUSIC I (4)
This course surveys of major styles, significant creative figures and important musical works in Western art music from antiquity through the late Baroque era. Prerequisite: MUS 113C.

MUS 351 – HISTORY OF WESTERN MUSIC II (4)
A survey of major styles, significant creative figures and important musical works in Western art music from the pre-Classical era to the present. Prerequisite: MUS 113C.

MUS 353 – SPECIAL TOPICS IN MUSIC HISTORY (4)
Course will be offered periodically in order to help students meet graduation requirements and explore one major genre, one creative figure or one cultural movement in greater depth. Prerequisite: MUS 113C.

MUS 392 – AUC ORCHESTRA (1)
This course is designed for the study of symphony orchestra performance. Emphasis is placed on the development of performance skills and the study of a variety of styles and period symphony orchestra literature.

MUS 451, 452 – INTRODUCTION TO COMPOSITION (2, 2)
This course introduces the student to the basics of composition with an emphasis on 20th-century techniques. Prerequisite: MUS 113A, 113B, and 113C.

MUS 490A, 490 B – SENIOR PROJECT (1)
This course provides directed research leading to completion of a project in music history, theory, jazz studies, African American music, or performance. Students will meet periodically to engage in critical dialogue related to their projects and other related musical topics. Prerequisite: For seniors only. The Piano Proficiency Exam must be successfully passed.
*Approval pending.

Naval Science Minor

The Naval Science minor is open to all students, even if they do not participate in the NROTC program. Non-ROTC students, pursuing the minor, will be required to complete 18 credit hours and may pursue the Navy, Marine or general (combined) tracks. Navy Option Midshipmen (those training to become officers in the United States Navy) are required by the NROTC program to complete 24 credit hours of Naval Science courses, a nationally approved curriculum, to earn a commission in the Navy. Marine Corps Option Midshipmen (those training to become officers in the United States Marine Corps) are required to complete 18 credit hours of Naval Science courses to earn a commission in the Marine Corps After completing the Naval Science Minor, students will be able to

1. Demonstrate knowledge in specific areas of naval science.
2. Apply critical thinking to leadership, management, and ethics problems.
3. Discuss intelligently, at a level expected of all military officers, naval history, engineering, warfare, military technology, and a breadth of general military knowledge topics.
4. Execute the duties of their assigned office in the Navy or Marine Corps, if commissioning as officers.

Naval Science Courses at Morehouse College

NS 1321 – INTRODUCTION TO NAVAL SCIENCE (3)
This course is an introduction and orientation class designed to give students a broad overview of the roles of the U.S. Navy and Marine Corps. This course also provides an introduction to the structure, terminology, customs, and uniforms of the Navy and Marine Corps.

NS 1323 – NAVAL MARITIME HISTORY (3)
This course surveys U.S. Naval history from its European origin to the present with emphasis on major developments and the geographical forces shaping these developments. The course also covers present day concerns on seapower and maritime affairs, including the economic and political issues of maritime commerce, the law of the sea, and the rise and decline of the Soviet Navy.

NS 2321 – NAVAL LEADERSHIP AND MANAGEMENT (3)
This course surveys managerial functions, communication, and major theories of leadership and motivation applied to the Navy organization. The course culminates with focus on naval core values.

NS 2323 – NAVIGATION (3)
This course develops and broadens the student's understanding of basic piloting and the laws of vessel operations by applying the fundamentals of navigation at sea.

NS 3325 – NAVAL WEAPON SYSTEMS (3)
This course develops and broadens the student's understanding of basic engineering concepts and principles as applied to naval weapon systems with a focus on sensors and weapon delivery.

NS 3326 – NAVAL SYSTEMS ENGINEERING (3)
This course develops and broadens the student's understanding of basic engineering concepts and principles as applied to naval engineering.

Philosophy and Religious Studies

Department Location
Camille O. Hanks Cosby Academic Center – Fourth Floor

Philosophy and Religious Studies
The Department of Philosophy and Religious Studies offers two majors, one in Philosophy and the other in Religious Studies. While the two majors complement and enhance each other, they retain their separate identities and missions.

General Core Requirements
PHI 171, PHI 181, PHI 191, REL 111, REL 112 may be used to satisfy the divisional requirements in the humanities.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

PHILOSOPHY MAJOR

Goals
The courses in philosophy are offered in order to help all students appreciate and interrogate philosophical inquiry in the Western world and writings of peoples of African descent and people of color around the globe-especially women. Students will also be exposed to the philosophical thought of women of African descent and the contributions of Black women to the discipline of philosophy. The program in philosophy emphasizes the development of analytical skills, critical thinking, and interdisciplinary approaches to philosophical inquiry. The major prepares students for graduate study in philosophy as well as for professional study and careers (e.g., law, journalism, medicine, diplomacy, and diverse social justice and creative projects).

Student Learning Outcomes
A student who has successfully completed a major in philosophy will be able to

1. Apply critical skills to demonstrate knowledge of the intersection of the intellectual traditions of women of African descent in philosophy.
2. Express self clearly, cogently, and critically in written work.
3. Recognize informal logical fallacies as well criteria for well-formed conceptual analyses.
4. Engage in philosophic practice within analytic and Continental philosophy.

Major Requirements
A major in philosophy consists of 44 hours (11 courses) in philosophy. Required are eight core courses totaling 32 hours: PHI 220, PHI 230, PHI 231, either PHI 200 or 201, either 383 or 384 and two of 304, 381, and 382, and REL 111.

Core Courses
- PHI 200 Practical Reasoning or PHI 201 Formal Logic
- PHI 220 Introduction to Philosophy
- PHI 230 History of Western Philosophy: Ancient and Medieval
- PHI 231 History of Western Philosophy: Modern
- PHI 383 Epistemology or PHI 384: Metaphysics

Each major must complete at least two (2) courses: PHI 304: Ethics, PHI 381: Aesthetics, or PHI 382: Social/Political Philosophy.

Each major must complete REL 111: Introduction to the Study of Religion.

Electives
Each major must complete at least three (3) electives courses. One of these electives must be PHI 421 Directed Reading or PHI 431 Special Topics or PHI 490/491 Honors Thesis.
- PHI 240 African American Philosophy
- PHI 250 Caribbean Philosophy
- PHI 295 Bio-Medical Ethics
- PHI 325 Native American Philosophy
- PHI 326 Philosophy of Sex and Domination
- PHI 375 Taoism - Chinese Philosophy
- PHI 391 Honors Seminar in Philosophy and Literature
- PHI 392 On the Origins of Postmodernism
- PHI 400 Latin American Philosophy
- PHI 421 Directed Reading
- PHI 431 Special Topics
- PHI 431-A Ecological Aesthetics, Ethics and Praxis
- PHI 431-B Introduction to Neurophilosophy
- PHI 490/491 Honors Thesis

Phi Sigma Tau
Phi Sigma Tau is the international Philosophy honor society. Its essential purpose is to promote ties among students in philosophy and philosophy departments in accredited institutions nationally. Phi Sigma Tau is instrumental in developing and honoring academic excellence as well as philosophical interests among its members. It awards distinction to its members with high scholarship and promotes interest in philosophy among the general collegiate public.

Major Requirements
A major in philosophy consists of 44 hours (11 courses) in philosophy. Required are five core courses totaling 20 hours: PHI 171, PHI 230, PHI 231, either PHI 181 or 201, and PHI 421 (writing intensive). In addition to these core courses, students must complete one course in four distinct areas: Post-Continental or non-Western philosophy, Metaphysics or Theory of Knowledge, Value Theory, and Women and Gender. These courses are writing intensive. The required philosophy courses and areas include:

Minor Requirements

The Department of Philosophy offers a minor in philosophy, which can be adapted to the student's philosophical interests and major field of study. A minor in philosophy consists of 24 hours in philosophy. The required philosophy courses include the following:

- PHI 200 Practical Reasoning or PHI 201 Formal Logic
- PHI 220 Introduction to Philosophy
- PHI 230 History of Western Philosophy: Ancient and Medieval
- PHI 231 History of Western Philosophy: Modern
- Two (2) Philosophy Electives

Philosophy Course Descriptions

PHI 191 – HONORS PHILOSOPHY SEMINAR (4)
An introduction to ancient and modern philosophy. Reading intensive course, concentrating on six dialogues by Plato, Descartes' Meditations on First Philosophy, selected readings from Suzuki's Zen Buddhism, and certain chapters of Nordenstam's Sudanese Ethics.

PHI 201 – FORMAL LOGIC (4)
An introduction to elements of formal logic. Truth tables, logical operators, valid argument forms, the propositional calculus, applications of formal logic in computer science, etc.

PHI 200 – PRACTICAL REASONING (4)
An introduction to the basic principles and procedures of reasoning. Main topics include recognition of arguments, premises and conclusions, analysis of the structure of arguments, evaluation of arguments, validity and soundness, and informal fallacies.

PHI 220 – INTRODUCTION TO PHILOSOPHY (4)
An introduction to some of the major philosophical questions and authors in the history of the discipline. Encourages the development of critical thinking on philosophical issues.

PHI 220 – INTRODUCTION TO PHILOSOPHY (4)
An introduction to some of the major philosophical questions in the Western tradition. Encourages the development of critical thinking on philosophical issues.

PHI 230 – HISTORY OF WESTERN PHILOSOPHY: ANCIENT AND MEDIEVAL (4)
A survey of the history of Western philosophy from its origins in Greece to the end of the Middle Ages. Selected texts of such major figures as Plato, Aristotle, St. Augustine, and St. Thomas Aquinas. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 231 – HISTORY OF WESTERN PHILOSOPHY: MODERN (4)
A survey of the history of Western philosophy from the Renaissance to the present. Selected texts of such major figures as Descartes, Locke, Berkeley, Hume and Kant. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 240 – AFRICAN AMERICAN PHILOSOPHY (4)
A critical examination of the moral and philosophical questions raised in the discourse on the experiences of African Americans. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 250 – CARIBBEAN PHILOSOPHY
An introduction to Caribbean thought. Selected texts pose challenges to Western philosophy from the modern and contemporary periods. Emphasis is given to a philosophical examination of the Caribbean experience.

PHI 295 – BIO-MEDICAL ETHICS
Bio-Medical Ethics is the study of the ethical issues raised by the practice of medicine and/or the complexities of scientific research into health and human flourishing. Bioethics concerns a broad range of subjects, including the doctor-patient relationship, environmental issues in public health, research ethics, minority access to health care, informed consent, gender discrimination in clinical trials, reproductive justice and disability rights. Topics may include: euthanasia, genetic engineering, climate change, class actions against tobacco, pharmaceutical and/or medical tech companies, and the right to health care. This course assumes a prior course in philosophy as a prerequisite or permission of the instructor.

PHI 304 – SEMINAR IN ETHICS (4)
An advanced course in ethics and ethical theory. May involve a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Nietzsche, Kant, Sartre) or a systematic examination of some critical issues in ethics. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 325 – NATIVE AMERICAN PHILOSOPHY
The purpose of this course is to orient ourselves with a Philosophy that asks the same sorts of questions that Western philosophy has posed but that approaches these questions from a different world-view articulated through a set of alternative concepts and values. Questions such as "What is there?", "What do we know?", and "What is good?" are reexamined from the Native framework of values.

PHI 326 – PHILOSOPHY OF SEX AND DOMINATION
The goal of this course is to understand the effects Patriarchy has on the ways in which we have sex and perform sexuality. Generally, we will explore the effects of power and privilege on sexuality. Specifically, we will examine how woman's experience of sex is shaped by a social conception of gender defined as and through dominance. Issues of race, sexual orientation, and class are central to our discussion of gender and sexuality.

PHI 375 – TAOISM – CHINESE PHILOSOPHY
A study of Taoism, emphasizing the writings of Taoist sages Lao Tzu and Chuang Tzu and highlights the similarities and differences between Eastern and Western philosophy. Prerequisite: PHI 131 or PHI 220 or permission of the instructor.

PHI 381 – AESTHETICS (4)
An examination of theories of, and approaches to, art, literature, and music. Topics: the nature of art, evaluation of art, implications of art, etc. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 382 – SOCIAL AND POLITICAL PHILOSOPHY (4)
An examination of the major issues of social and political philosophy: the legitimacy of government, individual autonomy, justice and equality. Prerequisite: A previous course in philosophy or permission of instructor. (Writing Intensive)

PHI 383 – EPISTEMOLOGY (4)
An examination of some of the central issues in the theory of knowledge. Topics may include skepticism and certainty, fallibilism, foundationalism, coherentism, and pragmatism. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 384 – METAPHYSICS (4)
An examination of some of the central questions concerning the nature of reality. May involve close study of major metaphysical works in Western philosophy, e.g., Aristotle's Metaphysics, Hegel's Logic, Kant's Critiques. Prerequisite: PHI 220, a previous course in philosophy or permission of instructor.

PHI 391 – HONORS SEMINAR IN PHILOSOPHY AND LITERATURE (4)
An examination of philosophical themes in literature and the philosophical dimensions of literary interpretation. Involves close study of a work by Aeschylus, Sophocles, Euripides, St. Augustine, Shakespeare, Dostoevsky, Kafka, Tolstoy, Sartre, Mishima, and Toni Morrison. Prerequisite: A previous course in philosophy or permission of instructor (Writing Intensive)

PHI 392 – ON THE ORIGINS OF POSTMODERNISM (4)
A seminar devoted to the reading of contemporary postmodern philosophy and its antecedents. Thinkers covered may include Kant, Hegel, Kierkegaard, Nietzsche, Foucault, Derrida and Butler. This course is an honors elective. Prerequisite: A previous course in philosophy or permission of the instructor.

PHI 400 – LATIN AMERICAN PHILOSOPHY (4)
An exploration of the history of Latin American philosophy. This includes examination of the following: pre-colonial and early colonial thought, role of Enlightenment, humanism, positivism, traditionalism, rationalism, political/revolutionary thought, and some twentieth century thought. This course also will explore native and African thought as it converses, emerges or relates to the aforementioned periods. Prerequisite: A previous course in philosophy or permission of instructor (Writing Intensive).

PHI 421 – DIRECTED READING (1-4)
An approach to the study of philosophy through a comprehensive reading, writing, and discussion about pertinent philosophical issues. Prereq-

uisite: Majors must have completed at least three courses in philosophy and obtained special permission of instructor via completion of petition form available in the department's office. Non-majors interested must petition the department via completion of petition form available in the department's office. (Writing Intensive)

PHI 431-B – INTRODUCTION TO NEUROPHILOSOPHY
An introduction to neurophilosophy. Selected texts focus on philosophy's contribution to neuroscience.

PHI 431 – SPECIAL TOPICS (4)
Seminars devoted to specialized issues, topics, or philosophically related fields. Prerequisite: A previous course in philosophy or permission of instructor.

PHI 431 A – ECOLOGICAL AESTHETICS, ETHICS AND PRAXIS (4)
A study of various perspectives in environmental ethics and aesthetics, including individualist and holistic approaches, and examine some contemporary ecophilosophies and how representations of the natural world contribute to our understanding of environmental problems. Among the issues discussed include the beauty of nature; deforestation; world population growth; climate change; development and economic globalization; and environmental justice.

PHI 490/491 – HONORS THESIS (4, 4)
A departmentally supervised research project of a philosophy major. Students must be members of the Honors Program. Prerequisite: Students must present a proposal to the Department (form is available at the department's office) and gain special permission to work with one of its faculty.

RELIGIOUS STUDIES MAJOR

Goals

The Religious Studies program at Spelman College offers students the opportunity to engage in the academic, interdisciplinary study of religion. Courses explore the nature of religion as a significant phenomenon of human life. Religion is studied by analyzing sacred texts, by examining the histories of distinct religious traditions, and by exploring the general interaction of religion with social and cultural life in diverse settings. Focus is also placed on the roles of women in religions and on the meanings of religion in the African Diaspora.

Objectives

Upon completion of a major in religion, a student should be able to

1. demonstrate understanding of the academic study of religion,
2. identify and analyze various methods in the study of religions,
3. understand historical developments of a variety of religious traditions, including the roles and statuses of women within the traditions,
4. demonstrate knowledge of the critical developments of a variety of religious traditions in the African Diaspora,
5. demonstrate critical writing and reasoning skills, especially in regard to roles of religion in social life,
6. identify and critically assess their participation in religious traditions and institutions as a Black woman.

Religious Studies Honor Society

Theta Alpha Kappa

Theta Alpha Kappa is the only national honor society that serves those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels. It honors students who have shown promise for continued growth in the study of religion. The society aims to further the study of Religion by encouraging research, good teaching, publication and intellectual and social exchange among students, teachers, and writers in the field as well as with persons in other scholarly disciplines.

Major Requirements

A major in religious studies consists of 44 hours. Four core courses totaling 16 hours include REL111 Introduction to Religion, PHI220 Introduction to Philosophy, REL380 Theory and Methods in Religious Studies, and REL480 Senior Project. In addition to these core courses, each major must complete at least two courses in two different religious traditions: two historical introductions to two different traditions from Area II and two corresponding electives from either Area I, II, or III. Each major must complete at least one course in each of the three curricular areas. The remaining courses shall be electives.

- REL 111 Introduction to the Study of Religion (4)
- PHI 220 Introduction to Philosophy (4)
- REL 380 Theory and Methods in Religious Studies (4)
- REL 480 Senior Project (4)
- Area I Sacred Texts: at least one courses in this area is required (4)
- Area II History of Religions: at least two courses in this area are required (8)
- Area III Religion and Culture: at least one course in this area is required (4)
- Corresponding Electives (4-8)
- Open Electives (4-8)

TOTAL: 44

Minor Requirements

The religious studies minor is designed for students seeking to expand knowledge of religious studies to complement their major interests in other disciplines. The minor also will provide students with the option of continuing their education in a variety of religious studies programs. The religious studies minor consists of five courses (20 credit hours):

- REL 111 Introduction to the Study of Religion (4)
- PHI 220 Introduction to Philosophy (4)
- One historical introduction to a religious tradition from Area II (4)
- One corresponding elective from any area in the same religious tradition (4)
- One religious studies elective (4)

Religious Studies Course Descriptions

REL 111 – INTRODUCTION TO THE STUDY OF RELIGION (4)
This course explores the nature and role of religion as a source of meaning in human life. It combines academic study of religion with analysis of beliefs, symbols, ideas, and practices of African/African-derived religions, and at least two other religious traditions. Students examine a variety of dimensions and ways of being religious within each tradition.

REL 112 – WOMEN AND RELIGIONS (4)
This course aims to introduce students to various views and evaluations of religious traditions by contemporary women scholars. Religious traditions include Buddhism, Confucianism, Islam, Christianity, Judaism, and Shamanism. The focus of this course is to explore how religious traditions

have been the source of both oppression and liberation in the lives of women by examining religious teachings as well as attitudes about the roles of gender, sexuality, and other issues concerning women. (Area III)

REL 202 – INTRODUCTION TO OLD TESTAMENT (4)
This course is an introduction to the critical study of the ancient texts of the Old Testament/Hebrew Bible. The course's basic aim is to provide students with a myriad of tools that will help familiarize them with the culture, character, and the contents of the Old Testament/Hebrew Bible and to become informed and responsible interpreters of it. (Area I)

REL 204 – INTRODUCTION TO NEW TESTAMENT (4)
This course is an introduction to both the contents that make up the New Testament and the Greco-Roman social world that shaped and gave rise to the books of the New Testament. (Area I)

REL 209 – WOMEN AND THE BIBLE (4)
The Judeo-Christian tradition is highly male oriented with women playing secondary roles. The course examines the role biblical women played in the development of biblical history with emphasis on the contribution of Africa and African women of the Bible. The introduction of womanist theology is brought into consideration as students examine both historical and contemporary roles of women. (Area I)

REL 221 – INTRODUCTION TO THE QUR'AN (4)
The Qur'an is the primary repository of the beliefs, values, and rituals of Islam permeating the lives of over one billion people worldwide. Yet for most non-Muslims, the Qur'an remains a closed book. This course introduces students to the main features, structure, and contents of the Qur'an as a text and to the ways in which it has been received, understood, interpreted, and contested by Muslims for over 1,400 years. (Area I)

REL 222 – INTRODUCTION TO THE STUDY OF ISLAM (4)
This course is an introduction to Islam. It explores Islam and the voices that present it to the world. Islam embodies a vision that shapes spirit and society. This course seeks to identify and analyze major themes that reflect Islam's persistent presence over a period of 1400 years and its impact on souls and societies from Mecca to America and beyond. (Area II)

REL 223 – WOMEN AND ISLAM (4)
This course examines the experiences of Muslim women across generation and their ethnic background. Using Muslim women's voices as the frame of analysis, students examine how Islam signifies multiple, often competing, expressions of faith and practice. Students will analyze how women's distinct cultural and economic locations influence how they interpret the Qur'an and Hadith, the two primary sources of Muslim practice. (Area II)

REL230 INTRODUCTION TO AFRICAN INDIGENOUS RELIGIONS AND CULTURE
This course is a general introduction to belief systems, cultural environs, and traditional ethics of African Indigenous Religions (AIR). The course explores concepts of the creator, divinities, ancestors, other spirit powers, and women in African Indigenous Religions. Methods of study include lectures, reading, class discussion, small group activity, 6Jm, critical writing, and field study. This course fulfills the Humanities core curriculum requirement.

REL 237 – AFRICAN DERIVED RELIGIOUS TRADITIONS IN THE AMERICAS (4)
This course is an intensive introduction to African derived religions from an ethnographic perspective. It begins with an introduction to the anthropological study of religion, including interpretive concepts such as sacred and syncretism. The course will critically interrogate these concepts during the semester through concrete ethnographic readings. The course pays particular attention to religions in Brazil, Haiti, Cuba, and the United States, as well as to some of their West and Central African inspirations. (Area II)

REL 240 – HISTORY OF AFRICAN-AMERICAN CHRISTIANITY (4)
The course studies the history of the Black church in America beginning with its African roots, its slave origins, its development over the decades and its contemporary impact on American society. The study of Black theology, the role of women in the Black church, liberation theology and the Civil Rights Movement are included in the study. (Area II)

REL 245 – INTRODUCTION TO BLACK THEOLOGIES (4)
Black theology represents the emergence of a new paradigm in contemporary Christian life and thought. This course examines the origin and development of black theology in the 1960s and identifies the social and historical context of racism, exploitation, and oppression that gave rise to this new, ground-breaking interpretation of Christianity in the United States. Prerequisite: Either REL111, REL112, or permission of the instructor. (Area II)

REL 267 – INTRODUCTION TO WOMANIST AND FEMINIST THEOLOGIES (4)
This course is an introduction to the growing body of literature that explores women's reflections on religion, theism, sacred texts, and religious and moral traditions. Themes of study include, but are not limited to, women's experiences, patriarchy in religion and society, women's moral agency, and women's religious participation. Prerequisite: REL111 or REL112. Area III)

REL 270 – INTRODUCTION TO EASTERN RELIGIOUS TRADITIONS (4)
This course aims to introduce students to a variety of Eastern religious traditions, such as Buddhism, Confucianism, and Taoism. The goal of this course is to provide knowledge on Eastern religious traditions and to explore different perspectives and positions in these traditions. Although primary focus will be given to religious practices and institutions in the East Asian context, this course also will explore how these religious traditions have been affected by their introduction to North American culture. (Area II)

REL 278 — WOMEN IN EASTERN RELIGIOUS TRADITIONS (4)
This course explores how symbols, teachings, rituals, and practices in traditions of Buddhism, Confucianism, Daoism and Shamanism have affected the lives of women. Focusing primarily upon religious practices and institutions in the East Asian culture, the course also explores how these religious traditions have been affected by the North American culture. (Area II)

REL 283 – CONTEMPORARY RELIGIOUS ISSUES (4)
This course explores the interaction of religious ideas and religious traditions with contemporary social issues. Topics include religion and technology, religion and human sexuality, religion and health, religion and economics, religious pluralism, and religion and politics. Prerequisite: REL111 or REL112. (Area III)

REL 285 – RELIGION, WOMEN, AND VIOLENCE IN GLOBAL PERSPECTIVE (4)
This class aims to investigate forms of violence – e.g., sexual, spiritual, physical, economic violence – with which women wrestle today in the global context and to explore various ethical and theological responses to them. The course examines cultural and religious responses to and/or justifications for violence. Diverse theoretical approaches will be explored. Issues include "domestic violence," global sex trade, poverty, female genital mutilation, and military violence. In this course, "religion" includes primarily Christianity, Islam, and Buddhism. (Area III)

REL 300 – SPECIAL TOPICS (4)
Topics vary and are announced in the semester offered. Specific courses are listed by number 300 and by letter A and B.

REL305 THE BIBLE, SEX, AND SEXUALITIES
This course is designed to help students become familiar with varieties of ways of approaching the biblical text its treatments of issues which relate to sex and sexualities. The course will explore passages in both the Hebrew Bible and New Testament where sexual acts arc either described, performed, and/or discussed by characters in the text.

REL 310 – JUDAISTIC STUDIES (4)
An in-depth exploration of the beliefs and practices of normative Judaism, this course emphasizes the Jewish view of God and humans. A variety of Jewish literature will be studied, including Talmudic and contemporary Jewish thought and contemporary ideas within Judaism. Prerequisite: REL111, REL112, or REL202. (Area II)

REL 312 – SURVEY OF CHRISTIANITY (4)
This course studies the development of Christianity, beginning with the life of Jesus in the four Gospels and the origin of Christianity growing out of that life and the subsequent development of the Church through the work of the apostles and their successors. The course will follow the history of Christianity down through the ages, distinguishing between the Church of the West, namely Roman Catholicism, and the Orthodox Church of the East. The theologies that grew out of Christianity will also be considered. Prerequisite: REL111 or REL112. (Area II)

REL 314 – CHRISTIAN ETHICS (4)
This course is an introduction to moral theory and ethical reflection, primarily within the traditions of Christianity. Students examine theories, language, and methods of moral reasoning; explore contemporary ethical issues; and engage in moral reflection. An important element of the course is introducing students to the complex and often ambiguous nature of moral reasoning and ethical decision-making. Prerequisite: REL111 or REL204. (Area II)

REL 317 – LOVE AND CHRISTIAN TRADITION (4)
This course explores historic and contemporary statements about love within the traditions of Christianity. Students will examine the traditional view of Christian love as primarily self-giving; challenges to the traditional view, especially the assertion that true Christian love should express mutuality and reciprocity; and assertions that eros must be considered in all discussions of love. Prerequisite: REL111 or REL204. (Area II)

REL318 RELIGION AND SEXUALITY: A SURVEY
This is course explores the interrelationship of religion and sexuality by exploring different perspectives on sexuality within various religious traditions. A number of topics will be discussed, including history of sexuality, sexual identity, sexual desire, marriage, sexual ethics, and lesbian, gay, bisexual, transgender, and queer issues.

REL 321 – ISLAMIC CIVILIZATIONS (4)
This course will explore the evolution of the Muslim faith from its beginnings as a small local Arab religion to a truly global faith stretching from the Atlantic Ocean to the gates of China. In particular, students explore the development of social, cultural and intellectual institutions in the construction of a diverse yet unified Muslim world. Students also examine issues such as gender, class, race and inter-religious relations. Prerequisite: Either REL111, REL112, REL222, or REL223. (Area II)

REL 323 – RACE AND AMERICAN ISLAM
This course will examine how race has helped to shape a distinctively American Islam. Focusing on the experiences of African American, South Asian, and Arab Muslims, the course will examine both black and immigrant responses to American racism. The course will also examine the intersections of race, class, and gender. How does the overlap of race-class-gender identities create contrasting notions of American Islam? (Area III)

REL 380 – THEORY AND METHOD IN RELIGIOUS STUDIES (4)
This seminar critically examines methodological questions and interpretive paradigms in the academic study of religion. Socio-historical, philosophical, anthropological, sociological, and moral methods will be considered. Students begin to design their own creative research project. Juniors Only. Prerequisite: REL111 and PHI220.

REL 400 – DIRECTED STUDY (1-4)
This course is open to religious studies majors and minors who wish to engage in independent study in areas that regular course offerings do not cover. Under the guidance of an instructor, the student engages in comprehensive reading, writing, and discussion. Religious studies majors and minors only. Permission of instructor is required.

REL 480 – SENIOR PROJECT (4)
This is the capstone course in the department. An intensive senior-year research and writing experience, this course includes independent research and analysis and a formal presentation. Seniors Only. Prerequisite: REL111, PHI220, and REL380.

REL 490/491 – HONORS THESIS (4,4)
This is a departmentally supervised research project of a religious studies major. Students must be members of the Honors Program.

Physics

Department Location
Science Center – Room 327

Goals
The primary goal of the physics program is to lay a strong foundation in the knowledge, practice, and applications of physics so that the student will be motivated for further studies and will be scientifically competent in all their endeavors. The courses strongly support majors in other fields such as chemistry, computer science, mathematics, and engineering.

Student Learning Outcomes
The Physics Department seeks to produce competent, productive physics graduates, as well as to contribute to the science education of all students. Upon successful completion of the prescribed program, the student will be able to

1. Demonstrate a breadth and depth of knowledge of physics that would lead to a successful career in physics-related profession such as engineering or education
2. Demonstrate a breadth and depth of knowledge of physics that would allow them to begin a graduate program in physics
3. Apply their analytical skills to diverse professions such as law, medicine, finance, telecommunications, etc.
4. Demonstrate proficiency in the application of physics to problems of science, technology, and society.
5. Demonstrate skills in experimentation, computation, and modeling

General Core Requirements
- PHY 101 (Astronomy), PHY 102 (Physics and the Arts)

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Major Requirements
The student majoring in physics will complete the core courses and one of the options to complete the major. The options leading to a bachelor of science degree are advanced theory and experiment, suitable for students who will use physics heavily in their careers; chemical physics, suitable for students leaning toward a career in industry, materials science, or professional school; applications in engineering for students in the dual degree program. The option leading to a Bachelor of Arts degree is suitable for students wanting a broader liberal arts experience or those interested in careers such as patent law or business. It is also suitable for teaching at the secondary level.

The core courses are PHY 151, 241, 251, 261, 302, 311, 362 and 411; two of PHY 100, 200 and/or 300, 400. Required cognates are MATH 231, 232, and 324; CHE 111 and 111L; a CIS elective (programming language).

The remaining courses for each option are listed below:

- **Bachelor of Science: Advanced Theory and Experiment Option**
  PHY 312, 322, , 462, and one physics elective 300 or greater, and one physics elective 400 or greater (not including PHY 300 or 400); a CIS elective (programming language).
- **Bachelor of Science: Chemical Physics Option**
  PHY 322 (or CHE 345), 356, and one physics elective 300 or greater (not including PHY 300 or 400). Other cognates for this option are CHE 112, 112L, 231, 232, 233, 234, one chemistry elective 300 or greater.
- **Bachelor of Science: Pre-Health Option**
  PHY 343, 462, two physics electives 300 or higher (not including PHY 300 or 400). Other cognates are CHE 112, 112L, 231, 232, 233, 234; BIO 115 and 120; biology elective; a CIS elective (programming language).
- **Bachelor of Science: Dual Degree Engineering Option**
  PHY 312, 322, 362, one physics elective 300 or greater, and one physics elective 400 or greater (or two physics electives 300 or greater; not including PHY 300 or 400); a CIS elective (programming language). Other cognates are CHE 112, 112L, and other pre-engineering courses – Introduction to Engineering, Engineering Graphics, Statistics, and Dynamics. The student must also complete an engineering major in the Dual Degree Engineering program; however, some physics courses may be substituted using the engineering courses. See the Physics Department for a list.
- **Bachelor of Arts**
  One Physics elective 300 or greater (not including PHY 300 and 400), PHY 462. Other cognates are: either CHE 112 and 112L, or BIO 115, or BIO 120, or ESS 211; two 4-credit courses outside Mathematics and natural science, not taken to fulfill core college requirements, level 200 or greater.
- **Bachelor of Arts, Secondary Education**
  Physics elective (301 or greater); Physics for secondary education (TBD); one of CHE 112 and 112L, BIO 115, or BIO 120, or ES 211 and ES 211L (CHE 112 and 112L plus a second course from the list is strongly recommended); See the Education Studies Department for the list of education courses.

Minor Requirements
The minor in Physics consists of seven courses, some of which have prerequisites. They are PHY 151, 241, 251, 261, and three elective physics courses at the 300 level or greater (not PHY 300 or 400). One of these electives must be laboratory-based (PHY 356, 362, or a course approved by the department).

All Physics majors and minors must take all physics and cognate courses at Spelman College unless it is pre-approved by the Chair of the Physics Department.

Students in the dual-degree engineering program may substitute one engineering course from an approved list for one of the electives.

Course Descriptions

PHY 100, 200, 300
One of the problems with any physics major curriculum is that the most recent physics one usually sees is almost a century old. This is an unfortunate but necessary byproduct of establishing a basis for understanding more recent developments. In addition, though formal papers are the primary means of communication among working scientists, most students have had little or no experience with that sort of text. This course therefore has two goals: to develop the skills necessary to critically read and understand the physics research literature and to develop some familiarity with current research in physics. The specific skills will be those identified by cognitive research into the actual practices of working scientists. The content of this course will largely be determined by the students based on their personal interests. The course will consist of discussion one hour per week.

PHY 101 – INTRODUCTION TO ASTRONOMY (4)
An introduction to important phenomena of astronomy and how they follow from universal physical law and apply to local circumstances, drawing on principles from physics, chemistry, geology and biology. The course covers aspects of planetary, stellar and galactic astronomy, and cosmology as they all relate to determining the age of the universe. This course contains a laboratory component and will fulfill the natural sciences requirement. Lecture three hours per week, laboratory two hours per week.

PHY 102 – PHYSICS AND THE ARTS (4)
An introduction to the connections and interplay between two very divergent disciplines: physics and art. It considers physical phenomena relevant to artistry, the creative and scientific processes, and ways to interpret the universe. The course contains a laboratory component and fulfills the natural sciences requirement. Lecture three hours per week, laboratory two hours per week.

PHY 111 – GENERAL PHYSICS I (4)
An introduction to the physics of motion and forces, solids and fluids, wave phenomena and thermal processes. The focus is on kinematics and Newtonian dynamics, conservation of energy and momentum, rotational motion and its relation to forces, oscillation and wave (including sound), elastic properties of solids, properties of fluids at rest and in motion, and thermodynamics. Lecture three hours per week; laboratory two hours per week; recitation discussion one hour per week. Prerequisite: MATH 116 or equivalent (algebra and trigonometry); Biology 115 or 120 or permission of instructor

PHY 112 – GENERAL PHYSICS II (4)
An introduction to electricity and magnetism, optics and modern physics. The focus is on electrical fields and energy, electrical circuits, magnetic fields and induction, lenses and mirrors, wave phenomena of light, atomic and nuclear physics. Lecture three hours per week; laboratory two hours per week; recitation discussion one hour per week. Prerequisite: PHY 111.

PHY 151 – PHYSICS I: MECHANICS (4)
An introductory study of the principles underlying the motion of particles, systems of particles and rigid bodies. The focus is on Newton's theory of motion, the work-energy principle, the laws of conservation of energy, momentum and angular momentum, and Newton's theory of gravitation. Other topics include rotational motion, simple harmonic motion and equilibrium. Lecture three hours per week; laboratory three hours per week. Prerequisite: MATH 231 or equivalent.

PHY 241 – PHYSICS II: ELECTRICITY AND MAGNETISM (4)
An introductory study of the laws of electromagnetism. The emphasis is on Coulomb's law and the Lorentz force law. Gauss' law, Ampere's law, Faraday's law, and basic circuit analysis are also presented. Basic circuit analysis are also presented. Lecture three hours per week; laboratory three hours per week. Prerequisite: PHY 151, and MATH 232 or equivalent.

PHY 251 – OSCILLATIONS AND WAVES (3)
A study of oscillations and waves in various physical systems, including development of mathematical theory, computer simulations, and experimental investigation. The course focuses on the pendulum, an LRC circuit, coaxial cable, and a finite quantum well. Topics include driven damped oscillators, use of the Fourier series and Fourier transform, reflection and transmission of waves, and quantum states. Two two-hour class sessions per week. Prerequisite: PHY 241; Co-requisite: MATH 324.

PHY 261 – OPTICS (1)
A laboratory-based course in introductory optics. Topics include laws of geometric and physical optics. Basic applications of optics and optical phenomena are presented. One two-hour lab session per week. Prerequisite: PHY 241.

PHY 302 – INTRODUCTION TO THEORETICAL PHYSICS (4)
A course designed to be a bridge between the introductory physics courses in mechanics and electromagnetism. Includes advanced mathematical topics – complex variables, ordinary and particle differential equations, vector calculus, Fourier series, and some special functions that are required for a foundation of intermediate mechanics and Maxwell equations. Prerequisite: PHY 241 Physics II: Electricity and Magnetism; Co-requisite: MATH 324 Calculus III. Lecture four hours per week.

PHY 311 – CLASSICAL MECHANICS (4)
A study of the laws of mechanics including Newton's Theory and the formalism of Lagrange and Hamilton. Topics include generalized coordinates, oscillations, two-body motion and collisions. Lecture four hours per week. Prerequisite: PHY 251 and 302.

PHY 312 – ELECTROMAGNETIC THEORY (4)
An advanced study of electric fields, magnetic fields, Maxwell's equations and electromagnetic waves. The course focuses on the use of vector calculus for electrostatics and magnetostatics, analytical and computational methods for solving Laplace's equation and Poisson's equation, fields in matter, electrodynamics and Maxwell's equations, the interaction of electromagnetic waves with matter and electromagnetic radiation. Lecture four hours per week. Prerequisite: PHY 251 and PHY 302, or permission of the department.

PHY 322 – THERMAL AND STATISTICAL PHYSICS (4)
A study of the fundamental concepts of classical thermodynamics and statistical mechanics. Topics include temperature, work, heat, entropy, heat capacity, the laws of thermodynamics and distribution functions. The kinetic theory, energy transformation and applications of simple systems are included. Lecture three hours per week; lab activities one hour per week. Prerequisite: PHY 241; Co-requisite: MATH 324 Calculus III

PHYSICS 343 – BIOPHYSICS (3)
An introduction to the physical principles behind a variety of important biological and biophysical phenomena. Interdisciplinary in nature, the course combines physical and biological perspectives to explore a wide range of topics and to provide a solid foundation for further study in the fields of biophysics and biotechnology. This course will offer a detailed study of significant biomolecules and their structure-function relationships. Participants will develop an understanding of the fundamental concepts of quantum mechanics in relation to spectroscopic methods, and a mastery of the structural aspects of biomolecules with and without a transition metal ion. Topics also include the interactions of biological systems with electromagnetism, such as the eye (physics of vision) and cellular membranes (transport mechanisms and electrical signaling in neurons); biomechanics of the musculoskeletal system. Lecture three hours per week. Prerequisite: PHY 251 and 261.

PHY/CHEM 356 – LASERS, OPTICS AND SPECTROSCOPY (4)
A laboratory-based, in-depth study of the applications of lasers in Physics and Chemistry with emphasis on the scientific method. Areas covered include optics, light, light-matter interaction, lasers, spectroscopy and applications of mathematics in Chemistry and Physics. Prerequisite: either PHY 251 and 261, or CHEM 346; or permission of the instructor(s).

PHY 362 – ADVANCED LAB (4)
A course in modern experimental physics including use of advanced techniques and instrumentation, data analysis, and electronics. Experiments will include nuclear spectroscopy, Mössbauer effect, lasers and electro-optical effects, chaotic systems, and magnetic resonance. Two three-hour lab sessions per week. Prerequisite: PHY 251 and 261.

PHY 400 – SEMINAR (1)
One of the problems with any physics major curriculum is that the most recent physics one usually sees is almost a century old. This is an unfortunate but necessary by-product of establishing a basis for understanding more recent developments. In addition, though formal papers are the primary means of communication among working scientists, most students have had little or no experience with that sort of text. This course therefore has two goals: to develop the skills necessary to critically read

and understand the physics research literature, and to develop some familiarity with current research in physics. The specific skills will be those identified by cognitive research into the actual practices of working scientists. The content of this course will largely be determined by students based on their personal interests. The course will consist of discussion one hour per week, as well as a reflective essay on changes in their approach to reading scientific text productively over the course of their undergraduate studies. Prerequisites: Students must have passed at least two of Physics 100, 200, and/or 300.

PHY 411 – QUANTUM MECHANICS (4)
An introductory course to the basic concepts, postulates and principles of quantum mechanics, and to their experimental bases. The formalism includes a mathematical framework of linear operators, Hilbert spaces, probability interpretation and perturbation theory. The basic principles include Schroedinger's equation and Heisenberg's Uncertainty Principle. The theory is applied to various systems such as free particle, infinite and square wells, harmonic oscillator and hydrogen atom. Lecture four hours per week. Prerequisite: PHY 311 and 302

PHY 415 – COMPUTATIONAL PHYSICS (4)
This course engages the student in computational methods to solve physics problems and predict measurable quantities. It builds on computational modules in previous courses and familiarizes the student with tools such as numerical integration, numerical solution to differential equations, simulation, and Monte Carlo methods. It also familiarizes the student with programming with a variety of platforms such as MatLab, Maple, Mathematica, VPython, and C++. The student will use these tools and platforms to solve more advanced physics problems based on physics content from the core courses for physics majors. Lecture four hours per week. Prerequisites: CIS elective (programming language) and two of the following with a grade C or better: PHY 311, PHY 312, PHY 322, PHY 411.

PHYSICS 420 – RELATIVITY (4)
This course introduces the modern theory of gravity. It surveys Newtonian gravitation and the basic concepts of special relativity, and then develops the ideas, phenomena and experimental evidence in support of the general theory of relativity. The course emphasizes the physical meaning and structure of curved spacetimes and covers the most important examples in stellar astrophysics, cosmology, and gravitational radiation. Lecture three hours per week. Prerequisite PHY 311. Corequisite PHY 312.

PHY 431 – INDEPENDENT STUDY/ UNDERGRADUATE RESEARCH IN PHYSICS (4)
An in-depth study or research on a topic in physics not normally covered in the curriculum under the direction of a member of the faculty or designate. The student does independent study or research and meets weekly with their advisor. A written paper or public presentation is required. Prerequisite: Junior standing and consent of the Physics Department and prospective advisor.

PHY 462 – ADVANCED EXPERIMENTS, THEORY, AND MODELING (4)
A capstone course for physics majors that applies theories learned and the core intermediate courses to modern experiments involving sophisticated techniques, equipment and analysis. The course focuses on understanding the theoretical basis of experimental apparatus, performing complex experiments, analyzing data, and applying theoretical models of the systems studied to the experimental results. The course also includes the planning of experiments, the mechanical or electronic construction of apparatus, use of computers, and scientific communication. Experiments include x-ray crystallography, surface physics, lasers and polarization and superconductivity. Two three-hour lab sessions per week. Prerequisite: PHY 362 (Advanced Lab) and completion of two of the following: PHY 311 (Classical Mechanics), PHY 322 (Thermal and Statistical Physics), PHY 312 (Electromagnetic Theory), PHY 411 (Quantum Mechanics) and must have registered for the third course (co-requisite). For pre-health option, completion of any two of the courses listed and a physics elective (co-requisite).

PHY 491 – HONORS THESIS, RESEARCH (4)
Departmentally supervised research for the Honors Program. Prerequisites: Member of the Honors Program; consent of the Department.

Political Science

Department Location
Giles Hall – Room 217

Goals
The goal of the Political Science Department is to transmit the knowledge of the discipline by providing courses and instruction that are characterized by excellence. Courses are designed for students who desire a basic, general knowledge of American government; students who major in the discipline but do not plan to go to graduate school; students who plan to go to graduate or professional schools; and students who plan to teach in the social sciences in the public schools of Georgia.

Student Learning Outcomes
Upon completion of courses in the political science major, students will

1. Understand of concepts and principles of PSC –structures, institutions and processes of US and other nations
2. Apply knowledge of the discipline using technology as well as traditional methods to historical and contemporary questions
3. Demonstrate outstanding written and verbal communicative, analytical and critical thinking skills
4. Develop and practice career skills in various academic and professional settings

General Core Requirements
Non-majors may use PSC 190 Introduction to Political Inquiry and PSC 201 National Government to satisfy the social science core requirement.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Major Cognate Courses
PSC 201 is a prerequisite for all courses in the major. This requirement may be waived at the discretion of the Department Chair. MATH 107 is the highest level of math required; however, MATH 115 is recommended. Also, ECON 241 and 242 are suggested, but not required.

Major Requirements
Students majoring in the subject must take at least 44 hours of political science courses. The following courses are required:

- PSC 201 National Government in the United States
- PSC 203 Data Analysis and Research Methods
- PSC 321 International Relations
- PSC 325 Comparative Political Systems
- PSC 315 American Constitutional Law
- PSC 415 Introduction to Political Theory
- PSC 497 Senior Seminar

The required courses total 28 hours; the remaining 16 hours may be electives. Majors may select a concentration in American Institutions and Processes or International Relations. All courses must be passed with a grade of "C" or better.

Students who wish to take courses at other colleges must obtain permission from the chairperson.

Honors Program students are required to have two semesters of faculty supervised in Thesis Honors Research. This requirement may be satisfied in political science with PSC 400 and PSC 497.

Minor Requirements
A minor in political science consists of 24 hours (six 4-hour courses). Students minoring in political science are required to take all of the required courses in the major program with the exception of Senior Seminar.

Teacher Certification
See Education Department

Departmental Honors
The qualifications for departmental honors include

1. a grade point average of 3.5 or above in the major
2. completion of a senior research paper
3. no grade lower than a "B" in political science courses
4. no more than two electives taken outside of the Spelman Political Science Department, excluding domestic and international exchange programs
5. no withdrawals from major courses unless for reasons of serious illness or other extenuating circumstances
6. all major courses must be taken in the Spelman Political Science Department

Departmental Honor Society
Pi Sigma Alpha National Political Science Honor Society is open to junior and senior majors who have earned at least a 3.5 grade point average and have taken at least four political science courses.

Student Organization
The Department sponsors the Political Science Society that is open to all majors.

Course Descriptions

PSC 190 – INTRODUCTION TO POLITICAL INQUIRY (4)
An introduction to political inquiry that is intended to prepare students for more advanced coursework by giving them a sense of the disagreement and debate that lies behind major issues and institutions. Cannot be used as a major elective.

PSC 200 – INTRODUCTION TO ASIAN STUDIES (4)
A survey course that introduces the Asian region through a focus on three countries. Conceptual and theoretical underpinnings and substantive problems/prospects facing the region and each country are discussed. A historical, social and political lens is adopted in examining the three countries.

PSC 201 – NATIONAL GOVERNMENT IN THE UNITED STATES (4)
An introduction to American political processes and institutions, including Congress, the Presidency, the courts, political parties, elections, and related topics. Offered both semesters.

PSC 202 – STATE AND LOCAL GOVERNMENT (4)
An examination of the governmental structure and politics of the South, Georgia, Fulton County, and Atlanta in particular. Required for teacher certification of all social science majors who plan to teach in public schools in Georgia. Prerequisite: PSC 201. Offered every year.

PSC 203 – DATA ANALYSIS AND RESEARCH METHODS (4)
An introduction to the traditional and behavioral methodologies used in political science research; includes the study of basic statistical concepts and the interpretation of political data as presented in graphs, charts, tables, and game simulation. Offered each semester. Prerequisite: PSC 201.

PSC 303 – DATA ANALYSIS II (4)
A continuation of PSC 203. Course content emphasizes hypothesis testing (using both parametric and non-parametric statistics), data analysis with SPSS and effective data presentation. Students will master these topics through completing frequent, short problem sets and the execution of a team research project. Offered every other year.

PSC 310 – INTERNATIONAL POLITICS AND FILM (4)
An examination of international film in the contest of its role in enhancing our understanding of the realm of twentieth and twenty-first century international relations. Topics will include international conflict, international development, religion, and women in politics. Ideologies considered will include communism, totalitarianism and liberal democracy.

PSC 312 – PUBLIC ADMINISTRATION (4)
An examination of the organizational structure of the government, the budgetary process, public policy issues, and programs. Management techniques, consumer demands, and governmental response to social and political concerns. Offered in alternate years. Prerequisite: PSC 201.

PSC 315 – AMERICAN CONSTITUTIONAL LAW (4)
An examination of the basic structure and powers of the national government as defined by the Constitution. Concentrated on historical developments and current controversies as they affect the American constitutional framework. Prerequisite: PSC 201.

PSC 316 – AMERICAN CIVIL LIBERTIES (4)
An examination of the Supreme Court's interpretation of constitutional law on civil rights and civil liberties. Specific topics include first amendment rights, due process, equal protection for minorities and women, equal protection and voting rights. Prerequisite: PSC 201 and 315 or permission of the instructor.

PSC 317 – BLACK WOMEN: DEVELOPING PUBLIC LEADERSHIP SKILLS (4)
An honors program elective that is a rigorous, discussion-based, writing intensive, interdisciplinary seminar. Discussion topics include effective leadership, communication skills, and organizational development. This course focuses on the idea of self-assessment and self-improvement through essay writing, public speaking, and collaborative learning.

PSC318 – BLACK WOMEN: STATUS, ACHIEVEMENT, IMPACT
This honors elective course is a writing intensive, interdisciplinary seminar that encourages the student's critical thinking and learning about the participation of African American women in politics in the United States.

PSC 320 – ENVIRONMENTAL POLITICS AND POLICY (4)
An intensive introduction to the study of environmental politics and policy, examining the development of environmental policy in the United States and the increasing globalization of environmental politics. It explores the role of key actors in environmental policy formation and implementation.

PSC 321 – INTERNATIONAL RELATIONS (4)
An introduction to the study of international politics, the course provides a theoretical framework in which to analyze international events and identifies the basic concepts of the discipline. Emphasis is placed on factors responsible for the interconnectedness of international and domestic politics and the role of international actors outside of the nation-state construct. Recommended: PSC 201 and PSC 325. Offered both semesters.

PSC 322 – LEGISLATIVE PROCESS (4)
An in-depth examination of the "first among coequal branches" of the U.S. government, Congress, drawing upon the introduction provided in PSC 201 (National Government). Major topics covered include formal and informal rules of behavior, committees, interest groups, information problems, and member decision making. Throughout the course, the problem of constituency representation is emphasized. Prerequisite: PSC 201. Recommended: PSC 202 and PSC 203.

PSC 325 – COMPARATIVE POLITICAL SYSTEMS (4)
An examination of the political systems of a number of major countries. Emphasis on commonalities and differences in the politics of various countries. Theories and the basic concepts that political scientists use in comparative political analysis are examined. Offered each semester. Prerequisite: PSC 201.

PSC 328 – FORCED MIGRATION IN AND FROM AFRICA (4)
A fervent introduction to forced migration and refugee issues with an emphasis on women. This is a service-learning course that encompasses intense reading, writing and action components. Through class dialogue, technology and community service, students will learn the processes of resettling refugees, as well as assist those in the Atlanta metropolitan area as they adjust to their new lives in the United States

PSC 340 – INTRODUCTION TO URBAN GOVERNMENT AND POLICY MAKING (4)
An examination of contemporary urban politics and policy making. Emphasis on patterns of cleavage, conflict, convergence of interests, and consensus that structure the urban arena in the United States as well as structural and ideological factors. Prerequisite: PSC 201.

PSC 342 – JAPAN IN ASIA (4)
A study of the political, security, and socio-economic facets of Japan's post-war "miracle." This course places Japan within the context of Asia, particularly East Asia, and examines different aspects of its postwar political evolution. The course begins with an overview of Japan's pre-war roots, the war itself, and the impact of both on post-war development. Japan's domestic politics and Japan in the context of Asia and in the larger context of global international relations are a major consideration. Offered in alternate years.

PSC 345 GOVERNMENT AND POLITICS OF INDIA (4)
An examination of the unfolding of post-independence politics and society in India. Parliamentary and party politics, India's economic rise, women and politics, and security issues facing the country will be examined. Models of democracy and economic growth that examine India's place in the world in comparison with other emerging powers, will be discussed. We will accomplish this through engagement in relevant readings, discussions and films. This course will fulfill the requirements for the QEP for developing intercultural competence and will serve as a Political Science and Asian Studies elective.

PSC 346 – AFRICAN POLITICS (4)
An introduction to the basic concepts, theoretical perspectives, and fundamental information that are necessary for understanding the complexities and diversity of the region. Emphasis on Sub-saharan Africa. Prerequisite: PSC 321 or 325. Offered in alternate years.

PSC 348 – PSYCHOLOGY AND POLITICS (4)
An examination of the influence of personality on political behavior. An exploration of the concept of personality; how political values are learned; psychological explanations of the political behavior of individuals; the psychology of nations and smaller political communities. Prerequisite: PSC 201. Offered in alternate years.

PSC 350 – INTERNATIONAL POLITICAL ECONOMY (4)
A study of the relationship between politics and economics with an emphasis on the dynamic interaction of states and market. Selected approaches to international political economy focusing on mercantilism, liberalism, and structuralism will be examined. Economic policy issues such as trade, finance, investment, and aid will be explored. Prerequisite: PSC 321 or 325.

PSC 363 – AMERICAN FOREIGN POLICY (4)
A study of American foreign policy in terms of its substantive content including the origins, sequence, and nature of specific policies; and foreign policy analysis. Prerequisite: PSC 321 or 325. Offered in alternate years.

PSC 380 – HUMAN RIGHTS AND CONFLICT RESOLUTION (4)
A survey of the problems related to political repression and governance issues in selected countries. Strategies for achieving and maintaining peace through nonviolent means are examined and evaluated. Offered every year.

PSC 400 – INDEPENDENT STUDY (4)
A supervised research course providing the student the opportunity to pursue a project in depth. For Honors Program students and students who began research papers in PSC 497 Senior Seminar. Offered second semester.

PSC 402 – INTERNATIONAL ORGANIZATIONS (4)
A study of the national and international agencies utilized in the conduct and regulation of international transactions and the procedures employed. Emphasis placed on a critical survey of the major themes, ideas, and trends of international organizations. Offered in alternate years.

PSC 415 – INTRODUCTION TO POLITICAL THEORY (4)
An examination of the writings of major Western and non-Western theorists. The ideas of major thinkers approached from an historical perspective and placed in their historical settings. Offered every year.

PSC 419 – THE AMERICAN PRESIDENCY (4)
An examination of the scope and power of the American presidency and the structure and functions of the executive branch of government. Analysis of the President's expressed constitutional authority and the power of the President vis-à-vis the Congress and the Supreme Court. Prerequisite: PSC 201. Offered in alternate years.

PSC 420 – CURRENT ISSUES IN INTERNATIONAL POLITICS (4)
An exploration of current international issues. This course utilizes the expertise of visiting professors, ambassadors-in-residence and others to teach a course in their respective areas.

PSC 422 – LAW ACROSS CULTURES (4)
A study of the role of law in different civilizations and cultures, the course examines the impact of cultural diversity on the development of law. It isolates the cultural prerequisites in several distinct cultures that have played a role in institutionalizing norms and expectations into a system of law. It further seeks to examine the ways in which domestic laws determine adherence to international law in selected societies. Offered in alternate years.

PSC 480 – SEMINARS IN INTERNATIONAL STUDIES (4)
An interdisciplinary study of the economic, political, and cultural interdependence of the world's peoples. Emphasizes the process of policy making in international affairs. Topics vary. Offered first semester.

PSC 483 – AFRICAN-AMERICANS IN POLITICS (4)
An examination of contemporary Black politics and participation of American Blacks in the politics of the United States. Focus placed on participation from systemic, organizational, and problematic perspectives. Offered in alternate years. Prerequisite: PSC 201.

PSC 484 – RACISM AND THE LAW (4)
An examination of the role played by the Supreme Court in supporting or destroying racism in the United States and the legal interpretation of the Constitution based upon case law, which can be used toward ending public and private discrimination. Offered in alternate years. Prerequisite: PSC 201.

PSC 497 – SENIOR SEMINAR (4)
A capstone course required for senior political science majors. Students begin a research paper and prepare for the Senior Exit Examination. Students may complete their research paper in PSC 400. Prerequisite: PSC 203.

Psychology

Department Location
Giles Hall – Room 314

Special Entry Requirements
Requirements to enter and continue in the major may be in place. Prospective psychology majors should check with their major advisor or the department's Chair about such requirements.

Placement Examinations
None

Advanced Placement and International Baccalaureate Credit
For Psychology a score of 3+ = non-major Social Science credit only. Majors must enroll in PSY 201 and PSY 202 or PSY 203.

Mission
The mission of the Spelman College Department of Psychology is to prepare students for the study and service of psychology. We seek to empower free thinking women of African descent to lead and effect positive change in the world by instructing them in the ethical, systematic study of behavior and mental processes, and the application of psychology to community and global issues with the expectation of intellectual engagement and academic excellence.

Objectives
Upon completion of the prescribed program for the major in psychology, the student should be able to understand and demonstrate:

1. knowledge of theories and principles in the discipline, including those related to the African American experience and the experience of women
2. the scientific method
3. how the theories and principles of psychology may be applied to individual, societal, and global issues
4. facility in communicative (oral, reading, writing and listening), research (quantitative and qualitative) and critical thinking skills
5. ethical standards and practices within the discipline
6. relevant applications of technology
7. competencies required for entry into graduate or professional school, or for entry into the world of work

General Core Science Requirements
Students may take one of the following Psychology courses to satisfy the Social Science core requirement.

- PSY 200 General Psychology – Non-majors
- PSY 200a or PSY 200b Risky Behaviors, Social Influences, and HIV/AIDS
- PSY 203 General Psychology – Honors (for students with a cumulative grade point average of 3.0)

Departmental Honors
The Department of Psychology provides the opportunity for increased intellectual and academic stimulation for students majoring in psychology through its departmental honors program. Those who have a 3.3 average in psychology, a cumulative 3.3 grade point average at the end of the sophomore year, and a grade of B or above in Research Methods may apply for entry into the departmental honors program during Fall semester of their junior year. The 3.3 GPA must be maintained in order to remain in the departmental honors program. The 12-hour honors sequence con sists of PSY 308 (Honors Seminar in Psychology) during the junior year and PSY 491 and 492 (Honors Thesis Research) during the senior year. The departmental honors program allows qualified students to enhance the skills necessary for engaging in psychological research. Moreover, students will be involved in intensive work through which they may further develop their communicative, quantitative, and critical-thinking skills. The program cul minates in the preparation and defense of a comprehen sive, well-prepared, thoroughly documented senior thesis. The opportunity for a close mentor-student relationship is an important component of the program. Maintaining a grade point average of 3.2 while completing the 12-hour sequence will enable the student to graduate with Depart mental Honors in Psychology.

Capstone Project
All psychology majors will complete coursework leading to completion of a culminating research project that will demonstrate the student's ability to develop a research question, design an appropriate study, analyze data, and communicate the findings. This project may be completed in one of the courses listed under the capstone requirement below.

Departmental Honor Society
Psychology majors with a cumulative average of 3.25 and a 3.25 grade point average in psychology courses and 16 hours qualify for election to Psi Chi (National Honor Society in Psychology). At least 20 semester hours of psychology must be completed before a student may be considered. The purposes of Psi Chi are to encourage, stimulate, and maintain scholarship of its members and to advance the science of psychology. There are two other departmental honor societies that students may join, NuRhoPsi, the Neuroscience honor society, and Beta Kappa Chi, an honor society for high performance in the pure and applied Sciences.

Major Requirements
The Psychology major offers a Bachelor of Arts (BA) and a Bachelor of Science (BS) degree. The BS degree requires additional classes beyond that of the BA. The Psychology BA and BS major is designed to provide depth in the subject matter of the discipline and flexibility according to

students' interests. Students must consult with a Psychology advisor each semester to be sure of course prerequisites and an appropriate sequence to follow in registering for courses. When students do not consult with a Psychology advisor, students risk falling behind and may not complete the Psychology major by the targeted graduation date.

Para-Curricular Credit

Students must provide a proposal to be approved by Department Chair. Students may acquire up to 4 credit hours; determined by the supervising faculty. A final journal and paper are due at the end of experience. Pass/Fail. This will count only as extra general elective to reach 120 credits for graduation. However, with Chair's prior approval, the credit may be applied to the Psychology major.

Independent Study

Students must have agreement for supervision from a faculty member in the Psychology Department prior to registration for the course. The Department Chair is the instructor of record but the grade must be provided by the supervising faculty. A final product, demonstrating the student's work, is required. A contract between the student and the supervisor is also required, stating the expectation for grades and grading.

General Tips

Students may not "double count" courses in their major/minor. For example, if a student is minoring in Sociology, she may not count a Sociology course as satisfying both her minor and her Social Science divisional requirement. However, this does not apply to Pre-Med or Pre-Law classes since they have no official minor.

If there is substantial overlap between courses required for the major and minor (e.g. PSY and SOC research methods), a student may petition the minor department to waive the specific course requirement for the minor. If the petition is granted, the department may require an alternate course to reach the full number of credit hours.

Psychology majors may not count a Psychology course as their Social Science divisional credit.

Psychology BA and BS Required Credits (24 credit hours)*

Students must take each of the courses below.

- PSY 150 Reading, Writing, & Critical Analysis (2 credits)
- PSY 201, 201 Lab Introduction to Psychological Sciences I (4 credits)
  (or for Honor Students – PSY 203 and 1 additional Psychology elective)
- PSY 202, 202 Lab Introduction to Psychological Sciences II (4 credits)
- PSY 217, 217 Lab Statistics in Psychology (4 credits)
- PSY 222 Pathways in Psychology (1 credit)
- PSY 305, 305 Lab Research Methods (4 credits)
- PSY 418 Theory of Psychometric Instruments (4 credits) or PSY 417 Statistics II (4 credits) (may take either of these to satisfy capstone major requirement, but then must take an additional elective)
- PSY 480 Capstone Portfolio (1 credit) w/ capstone companion course.

Psychology Bachelor of Science Additional Required Credits

- Applied Calculus 211 (and any prerequisites)
- Organismal Biology 115
- Cellular Biology 120 and Lab
- Public Health Elective or Additional Natural Science
- Another Bases of Behavior Course or a Natural Science course

Sociocultural Psychology Elective Credits (20 credit hours)*

Students pursuing the BA and the BS must also take one course in each of the Race/Gender, Bases of Behavior, and Capstone areas, as well as two Sociocultural electives, listed below.**If PSY 417 or PSY 418 used for capstone companion course, students should take a third course in one of the areas (Race and Gender, Bases of Behavior Lab Course, or Sociocultural).

Race and Gender Psychology Courses

- PSY 206 Psychology of Women (4 credits)
- PSY 205 Psychology of the Sexes (4 credits)
- PSY 330 Psychology of the African-American Experience (4 credits)
- PSY 347 Psychology of Racism

Bases of Behavior Lab Courses

- PSY 360 Learning and Behavior (4 credits)
- PSY 365 Sensory Neuroscience (4 credits)
- PSY 370 Brain and Behavior (4 credits)
- PSY 375 Cognitive Neuroscience (4 credits)
- PSY 380 Research in Primate Behavior

Sociocultural Electives

Minimum of any two

- PSY 204 Educational Psychology (4 credits)
  (must take PSY 204 and not EDU taught in the Ed Dept)
- PSY 302-01 Child Psychology (4 credits) (must take the "01" section for PSY majors)
- PSY 304 Adolescent Psychology (4 credits)
- PSY 306 Developmental Psychology (4 credits)
- PSY 321 Personality Theory (4 credits)
- PSY 322 History and Systems of Psychology (4 credits)
- PSY 325 Community Psychology (4 credits)
- PSY 327 Abnormal Psychology (4 credits)
- PSY 385 Industrial/Organizational Psychology (4 credits)
- PSY 391 Social Psychology (4 credits)
- PSY 402 Group Dynamics and Interpersonal Relations (4 credits)
- PSY 408 Theories and Techniques of Counseling (4 credits) (has additional prerequisites)
- PSY 412 Supervised Fieldwork (4 credits)
  (has additional prerequisites)
- PSY 423 Health Psychology (4 credits)
- PSY 420 Mental Health Practicum (4 credits)
  (has additional prerequisites)

Capstone Companion Courses

Whether a student is pursuing the BA or BS, one of these (below) must be identified as the student's capstone project host course. The final project will be submitted on the student's SpelFolio in PSY 480.

- PSY 409 or 410 Research Seminar (4 credits)
- PSY 413 or 414 Independent Study (up to 4 credits)
- PSY 308/491/492 Honors Seminar & Thesis (4 credits each) (if approved for this program)
- PSY 417 Statistics in Psychology II (4 credits) (***if taken as both requirement for major and capstone, additional elective required)
- PSY 418 Theory of Psychometrics (4 credits) (***if taken as both requirement for major and capstone, additional elective required)
- PSY 480 Senior Seminar

Students may also take a Special Topics Course (4 credits), offered from time to time. (Different special topics courses may be counted as different things; e.g. sociocultural elective or lab course, determined on a case-by-case basis.)

All course selections should be made in consultation with the departmental advisor. All departmental courses must be taken on the Spelman College campus, except one Sociocultural or Race and Gender course may be taken away. Unless special permission is granted by the department chair, other courses taken away will not count toward the major. Such permission, if granted, must be obtained in writing. Students who take an elective course for less than 4 hours' credit must take an additional course to ensure a total of 44 hours in the major. Students studying abroad may only take the Race and Gender course and the two Sociocultural courses abroad. Students on Domestic exchange may only take the two Sociocultural courses while away.

Transfer credits

Transfer credits applied toward the major are handled on a case by case basis by the Department Chair.

Mental Health Concentration

The Department of Psychology has designed a field-intensive program in mental health to support majors not only in the acquisition of knowledge in coursework but also in the development of skills, field experience, and job development and placement. It is expected that this program will increase students' competitiveness for relevant entry level job positions as well as for admission to graduate programs. Another purpose served by this program relates to Spelman's commitment to community service. Students entering the mental health delivery system early in internship and practicum experiences will learn about the various services and will develop skills that will enable them to be effective service providers for the community, even as undergraduates. The mental health sequence consists of concentration in psychology courses specifically relevant to the area.

*See Mental Health Concentration Course Sequence (located in the Psychology Department and by request).

Concentration in Neuroscience

Neuroscience is one of the fastest growing academic areas in the world because it uses an interdisciplinary approach to examine questions concerning the relationship of the brain with the mind and body. Fundamental questions examine how the brain functions in relation to normal behavior, and how malfunctions of the brain influence the behavior in the form of mental or physical disorders. The Department of Psychology has designed a course of study than spans several disciplines, including psychology, neurobiology, chemistry, genetics, and mathematics. Students with a concentration in neuroscience will learn about the methods and techniques used to study the nervous system, and the remarkable relationship between the mind and body. The concentration is ideal for anyone with an iVnterest in such relationships, whether they plan to enter the world of work or plan to continue on to graduate school or medical school. While the course of study is intensive, students are exposed to a unique learning experience that will stimulate their minds from the diversity of approaches to problems that are best understood using an interdisciplinary approach.

*See Neuroscience Concentration Course Sequence (located in the Psychology Department and by request).

Psychology Tracks

Psychology offers an additional suggested course of study for students who wish to add a focus in Pre-Med or Pre-Law. (*See PreMed and PreLaw sequences in the Psychology department and by request.)

Minor in Psychology

The psychology minor consists of 24 semester hours. The following courses are required:

- PSY 200 General Psychology, Non-majors (4 credit hours) or PSY 203 General Psychology, Honors (4 credit hours)
- PSY 217 & 217 Lab Statistics in Psychology (4 credit hours)
- PSY 305 & 305 Lab Experimental Design (4 credit hours)

A total of 12 hours in psychology electives must also be completed. Elective courses will be chosen in consultation with major and minor department chairs and will be determined by the student's interests and career goals.

Course Descriptions

Please Note: The required introductory courses for majors PSY 201 and 202, or PSY 203 (must be taken before the student may enroll in any of the other courses listed, except PSY 217, Statistics in Psychology I, PSY 217 (Lecture and Lab) may be taken concurrently with one of the introductory courses and PSY 305 (Lecture and Lab) which can be taken only after Statistics 1 Lecture and Lab are satisfied. PSY 150 may be taken in the first year and no later than the Sophmore year, concurrenly with PSY 201.

PSY 150 – READING AND WRITING IN PSYCHOLOGY (2)

Exposes first year Psychology students to beginning level research concepts.

PSY 200 – GENERAL PSYCHOLOGY, NONMAJORS (4)
For students who are not psychology majors and who need to satisfy a Social Science requirement. A survey of the basic principles, theories, methods, and applications of psychology. Out-of-class experiential and literature research required.

PSY 200b – RISKY BEHAVIORS, SOCIAL INFLUENCES, AND HIV/AIDS (4)
For students who are not psychology majors and who need to satisfy a Social Science requirement. It allows students to understand the applied nature of psychology by examining its role in matters of human health and the fight against HIV/AIDS, in particular. The course includes a service-learning component and requires the development and implementation of an on-campus prevention intervention.

PSY 201-202, PSY 201 LAB, PSY 202 LAB – INTRODUCTION TO PSYCHOLOGICAL SCIENCES I, II, LAB* (4 ,4)
An intensive, two-semester survey of the basic concepts, principles, theories, methods and applications of psychology (the study of behavior and mental processes). A two-hour weekly laboratory y is required. Prerequisite: For PSY 202, students must take PSY 201. PSY 200 may be taken as an alternative to PSY 201 but requires a Department Chair's permission.

PSY 203 – HONORS INTRODUCTION TO PSYCHOLOGICAL SCIENCE * (4)
An intensive survey of the basic concepts, principles, theories, methods and applications of psychology. The challenging experiences of a typical honors course integrated with the African-American experience and the female experience. Laboratory assignments and research project required. A 3.0 cumulative grade point average is required for acceptance. May be used for core credit or, for the psychology major, as a substitute for PSY 201 and 202.

PSY 204 – EDUCATIONAL PSYCHOLOGY (4)
Examination of the planning, implementation, and evaluation of the teaching-learning process as it develops in the school and in other aspects of life. Special emphasis on the characteristics of the teacher and the learner. Offered fall semester only. Prerequisites: PSY 200, 201-202, or 203; and 217.

PSY 205 – PSYCHOLOGY OF THE SEXES (4)
An analysis of similarities and differences between the sexes in biological and socialization factors and in the development of gender and sexual identity. Discussions center on the impact of gender roles on the lives of females and males in our society and how various factors influence these roles. An exploration of alternate (androgynous) patterns of development. Special emphasis on the development of gender role identity within the African American context. Offered spring semester, alternate years. Prerequisite: PSY 200, 201-202 (or 203) and PSY 217.

PSY 206 – PSYCHOLOGY OF WOMEN (4)
A psychological study of women in the contemporary y culture. Special attention to factors involved in the socialization of the feminine personality and to female development in the African American context. The aim is to develop an attitude that will encourage acceptance of alternative roles and lifestyles for women. Satisfies college requirement for course in women's studies for students not majoring in psychology. Offered spring semester, alternate years. Prerequisite for Psychology majors: PSY 201-202 (or 203) and PSY 217.

PSY 217, 217 LAB – STATISTICS IN PSYCHOLOGY (4)
A study of basic statistical techniques and their application to psychological problems. Required laboratory enhances students' use of statistical methods. Course can be taken with PSY 201, 202, (or 203) as a co-requisite.

PSY 222 – PATHWAYS IN PSYCHOLOGY (1)
This seminar introduces psychology students to the many opportunities available to them at Spelman College and beyond. It addresses issues such as developing skill sets and thriving as a psychology major; investigating career options and graduate education; and preparing application materials appropriate for internships. Throughout the semester, students explore careers of interest to them and analyze how they can best approach their professional and personal goals through education and other experiences.

PSY 302 – CHILD PSYCHOLOGY (4)
A study of growth and development of the individual from conception, including characteristics, issues, research and theoretical perspectives of physical, perceptual, cognitive, social, emotional and moral development. Laboratory experiences designed for observations of infants and children in nursery and preschool, elementary schools, homeless shelters, research settings and other agencies are required. Prerequisite: PSY 200, 201-202(or 203) and PSY 217.

PSY 304 – ADOLESCENT PSYCHOLOGY (4)
An examination of the basic principles, concepts, theories, and problems of human behavior and experience applied to the adolescent years. Field experiences included. Offered spring semester only. Prerequisite: PSY 200, 201-202 or 203; and PSY 217.

PSY 305, 305 LAB – RESEARCH METHODS* (4)
An analysis and application of the experimental method in psychological investigation, with special emphasis on research methodology and design. A series of experiments to be conducted in the two-hour weekly laboratory and written in American Psychological Association format. Prerequisite: PSY 201 (or PSY 203), PSY 217. Can be taken concurrently with PSY 202.

PSY 306* – DEVELOPMENTAL PSYCHOLOGY (4)
A multidisciplinary and multicultural approach to how and why people change from conception through adulthood and dying. Laboratory and field experiences involve observation and application of life-span concepts, theories and principles with individuals, families (including extended), community agencies and multicultural groups. This course is designed as a writing-intensive course. Prerequisite: PSY 200, 201-202 (or 203); and PSY 217.

PSY 308 – HONORS SEMINAR IN PSYCHOLOGY (4)
An in-depth focus on methods and techniques of research and use of psychological sources. Requirements include reading extensively, writing papers and reports on readings, and discussing readings and reactions. Discussion topics are related to research problems that students may develop into research proposals at the end of the year. Designed for students in the College Honors Program who are majoring in psychology, as well as for qualified psychology majors who may be seeking departmental honors. Psychology 3.2 average required. Prerequisite: PSY 200, 201-202 (or 203); PSY 217, and PSY 305.

PSY 321* – PERSONALITY THEORY (4)
A study of classical and modern theories of personality. Freud's psychoanalysis, neo-Freudian perspectives (ego, individual, analytical, psychoanalytic, social, and humanistic psychoanalysis), and view- points from holistic, dynamic, person-centered, and existential theories. Field experiences. Prerequisite: PSY 200, 201-202 (or 203); and PSY 217.

PSY 322 – HISTORY AND SYSTEMS OF PSYCHOLOGY (4)
A survey of the philosophical and scientific precursors to the development of psychology. Examines the major traditions in the discipline and themes in the history of psychology as a scientific discipline. Comparison of the major theoretical movements in the last century of psychological research. Emphasis on the roles of women and African- Americans. Prerequisite: PSY 200, 201-202 (or 203); and PSY 217. Offered alternative years.

PSY 325 – COMMUNITY PSYCHOLOGY (4)
An examination of the influence of environmental forces on the psychological well-being of communities and development of the potential for using these same forces to alleviate such problems. Approached as an academic discipline and the development of the community psychology perspective as a "social movement" in response to the need for reform within the larger field of applied psychology. Focus on the political significance of the community psychologist as a change agent in this system of reform. Field experiences required. Prerequisite: PSY 201-202 (or 203); PSY 217.

PSY 327 – ABNORMAL PSYCHOLOGY (4)
An over view of the major classifications of behavior and treatment approaches, as well as the concepts, approaches, issues, and trends in the contemporary views of abnormal behavior. A demonstration of the effects of social conditions on the nature and incidence of maladjustment and the need for an interdisciplinary approach to the analysis and treatment of abnormal behavior. Field experiences supplement students' classroom activities. Prerequisite: PSY 201-202 (or 203); and 217.

PSY 330 – PSYCHOLOGY OF THE AFRICAN AMERICAN EXPERIENCE (4)
The course is designed to explore the response of African American psychology to mainstream psychology. Students will examine alternative theoretical approaches to the study of African American behavior and mental processes, explore existing theoretical explanations for African American behavior and mental processes, and consider possible theoretical consensus about the psychology of African Americans. Prerequisite: PSY 201-202 (or 203); PSY 217

PSY 345 – LEARNING STUDIO I: Race and Gender in Higher Education –cross listed as SOC 345 (4)
The Learning Studio is a course designed to engage students in the process of research about their own academic experiences and environment. This interdisciplinary, two-semester course has theoretical and research components designed to build students' knowledge about research, and develop their skills in conducting collaborative research projects. By participating in this course, students will be participant observers of their own experiences, asking questions and charting out systematic plans for answering those questions. Prerequisite: PSY 201 – 202 (or PSY 203), PSY 217 and one methods course in major or permission of instructor.

PSY346 – PSYCHOLOGY OF RACISM (4)
This course is designed to provide students with a critical understanding of the psychological factors that lead to prejudice, discrimination, and racism within our society. Students will survey psychological theories explaining prejudice, discrimination, and racism in their many forms and focus on the causes of prejudice, discrimination, and racism, ways in which they are maintained, their consequences, and ways they might be reduced.

PSY 360*, 360 LAB* – LEARNING AND BEHAVIOR* (4)
An examination and analysis of the major learning theories. Special attention is given to an empirical analysis of Pavlovian and operant conditioning. Consideration of the origin and derivation of motivation in relation to conditioning and learning. Laboratory experiences focus on application of research design to the area of learning. Prerequisite: PSY 201-202 (or 203); and PSY 217 and PSY 305.

PSY 365*, 365 LAB* – SENSORY NEUROSCIENCE* (4)
An examination of the different approaches to the study of how organisms gain information about and are affected by stimuli in the world around them. Emphasis on research that has led to the current theories and models. Neuroscience and classical approaches covered. Stu- dents participate in a two-hour required laboratory. Offered spring semester only. Prerequisite: PSY 201-202, (or 203); and PSY 217 and PSY 305.

PSY 370*, 370 LAB* – BRAIN AND BEHAVIOR (4)
Examines the relationship between biology and psychology by introducing methods used to study brain function and specific neural structures, pathways and systems that constitute behavior (eating, drinking, language, sleeping, sex) and mental processes (learning, memory, emotion). Two-hour laboratory required. Offered fall semester only. Prerequisite: PSY 201-202, (or 203) and PSY 217 and PSY 305.

PSY 375*, 375 LAB* – COGNITIVE PSYCHOLOGY (4)
An examination of mental activities associated with and governing thinking, remembering, and communicating. Special emphasis on the theoretical framework and distinctions within the areas of attention, pattern recognition, memory, organization of knowledge, language, reasoning, and problem solving. Out-of-class laboratory assignments required. Prerequisite: PSY 201-202, (or 203); and PSY 217 and PSY 305.

PSY380 – RESEARCH IN PRIMATE BEHAVIOR: THE GREEN MONKEYS OF BARBADOS (4)
This course introduces students to primate behavior. Student will acquire a basic familiarity with the behavior of the Barbados green monkey (Chlorocebus aethiops sabaeus). Students will participate in all aspects of primate field research including the formulation of an appropriate research question and conducting systematic observations of the behavior of the Barbados green monkey. In addition, students will gain an understanding of Barbados history, culture, politics, and ecology.

PSY 385* – INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (4)
An examination of theories and practices of psychology in corporate environments. Specific topics of interest to industrial/organizational psychologists as well as the methods and techniques of research used. Field study of a company required. Prerequisite: 201-202 (or 203); and (PSY 305 or PSY 321).

PSY 391* – SOCIAL PSYCHOLOGY (4)
A foundation for understanding \ interpersonal behavior and deriving knowledge about self in relation to others. To provide insight into answers to the questions: How are my behaviors, thoughts, and feelings influenced by the actions of others? How do the characteristics of others affect my actions toward them? Laboratory and field studies conducted by students are designed to develop their use and interpretation of scientific methodology and skills in writing a psychological research report. Prerequisite: PSY 201-202, (or 203); and PSY 217 and PSY 305.

PSY 400 – CURRENT TOPICS IN PSYCHOLOGY (4)
Taught as seminar courses. These courses allow students to explore topics in psychology that reflect current trends in Psychology, applications of Psychology, and contributions of Psychology to specific set- tings. May be repeated for credit if topic is different. Topics may include, for example, Violence and Aggression, Animal Behavior, Religion and Diversity, or Women in the Media. Prerequisites: PSY 201-202 (or 203); other courses may be required as determined by the instructor.

PSY 402 – GROUP DYNAMICS AND INTERPERSONAL RELATIONS (4)
An intensive study of the interactions among individuals in various types of groups. Observations and special emphasis on the dynamics of the groups to which class members belong will demonstrate some of the basic principles in the area. Prerequisite: PSY 201-202 (or 203); and PSY 217.

PSY 408* – THEORIES AND TECHNIQUES OF COUNSELING (4)
An intensive examination and analysis of major theoretical perspectives of counseling. Special attention to the role of counseling in con- temporary society, as well as to techniques used in the counseling process. Field experiences supplement classroom activities. Offered spring semester only. Prerequisite: PSY 201-202 (or 203); PSY 302 and 304, or 306, OR PSY 321.

PSY 409, 410 – RESEARCH SEMINAR (4 credit hours for PSY 409 and 4 credit hours for PSY 410) PSY 200C (non-majors)
Small-group research seminar with intensive focus on special topics in psychology. Students collaborate on research projects under the direction of a faculty member. At least one section involves interdisciplinary approaches to research methodology. Consent from instructor required, except for non-majors section of this course. Prerequisite: PSY 201-202 (or 203); and PSY 217 and PSY 305.

PSY 412 – SUPERVISED FIELDWORK (4)
A course that provides students with the opportunity to observe and participate in the work settings of community agencies and institutions. Goal: to seek out, under the supervision of a staff person, experiences that demonstrate the application of theories and principles and reveal aspects of the real-world setting valuable to career development. Consent from instructor required. Offered spring semester. Prerequisite: PSY 201-202 (or 203); PSY 217 and others may be required by the instructor.

PSY 413, 414 – INDEPENDENT STUDY IN PSYCHOLOGY (4 credit hours for PSY 413 and 4 credit hours for PSY 414)
A course that enables the student to select a topic in psychology and study it in-depth through extensive reading and critical discussion with a faculty member. The student must summarize the work on this topic in a scholarly, well-prepared paper. Consent from the instructor required.

PSY 417 – STATISTICS IN PSYCHOLOGY II *(4)
A higher level statistics course designed to develop skills in use of univariate, multivariate, and nonparametric statistics. Special emphasis on use of statistical computing software and data interpretation in completing laboratory assignments. Prerequisite: PSY 201-202, (or PSY 203); and PSY 217 and 305.

PSY 418* – THEORY OF PSYCHOMETRIC INSTRUMENTS (4)
An examination of the theoretical and practical aspects of the administration and interpretation of psychological tests. Special emphasis on the history of intelligence testing as it pertains to women and people of African ancestry. Prerequisite: PSY 201-202 (or 203); and PSY 217 and PSY 305.

PSY 420 – SUPERVISED INTERNSHIP AND PRACTICUM (4)
This course provides students with the opportunity to participate and work in mental health and community agencies. Under the supervision of a professional staff person, the student will acquire new academic

content including collaborative learning strategies in response to on-the-job issues and therapies. It will combine strong social purposes with knowledge of the significance of personal and intellectual growth. It will encourage a sense of responsibility to community and nation. This course is designed to give advanced psychology students a practical experience in improving the integration of theory and practices and enriching critical thinking skills. It will provide students with an opportunity to clarify career goals and improve performance required for success in the work place. Prerequisite: PSY 201-202 (or PSY 203), PSY 217, PSY 408 or PSY 327, and others may be required by the instructor.

PSY 450 – SENIOR SEMINAR (4)
A senior capstone course that allows the student to integrate knowledge of facts and theories in the discipline and to apply this knowledge to a variety of situations and experiences. Focus is on critical thinking and communication of ideas in the discipline as evidenced in both oral and written form. Emphasis on practical aspects of career development. Prerequisite: PSY 201-202 (or PSY 204), PSY 217, PSY 305 and 90 total credit hours of which 20 hours earned in the major.

PSY 4801 – SENIOR PORTFOLIO AND CRITICAL REVIEW (1)
This course may be taken instead of PSY 450. IT must be taken concurrently with either PSY 417, PSY 418 or PSY 409. If student takes this option, the student must take an additional psychology elective course to compensate for the 3 credit hour difference between this course and PSY 450. Prerequisite: PSY 201-202 (or PSY 203), PSY 217, PSY 305 and 90 total credit hours of which 20 hours are earned in the major.

PSY 491-492 – HONORS THESIS RESEARCH (4 credit hours for PSY 491 and 4 credit hours for PSY 492)
A course that allows the student to develop an intensive investigative research study under the supervision of their major advisor. Research culminates in a comprehensive senior thesis that the student must defend. Part of the departmental honors sequence. Prerequisite: (for seniors only) PSY 201-202 (or 203); and PSY 217 and PSY 305 and PSY 308.

Public Health Minor

The minor in Public Health provides a multi-disciplinary approach to recognizing, evaluating, understanding and responding to factors that may affect the health of individuals, communities and populations. It includes courses from the natural sciences, social sciences, humanities and mathematics to educate students about various approaches to public health. Additionally, the minor is designed to give a comprehensive overview of a viable health science career path.

Upon successful completion of the minor, students will be able to

1. demonstrate an understanding of scientific inquiry, statistics, and the behavioral, economic, political, social and humanistic approaches to health;
2. demonstrate an understanding of the variety of issues that affect public health, including ethical and social justice issues (e.g., disparities in health care among populations), and the variety of behavioral issues that affect the public health of society;
3. demonstrate an enhanced set of research skills by participation in service learning and internship experiences;
4. identify career options in public health.

Special Requirements

None

Placement Requirements

None

Requirements for Completion

The minor requires the completion of fifteen (15) credit hours. All core courses will be available through the Public Health Sciences Institute at Morehouse College. The following core courses are required and must be completed with a grade of "C" or better.

(MC) BIO 240 – INTRODUCTION TO PUBLIC HEALTH (3)
This course is designed to give students a strong foundation in the administration and practice of public health and to provide an understanding of the technical, social and political parameters surrounding public health research and practice. The course will include a lecture series, field trips to local, state and federal agencies and services, and a research project.

(MC) BIO 330 – INTRODUCTION TO EPIDEMIOLOGY (3)
This course is a study of the distribution and determinants of health-related states and events in populations with a view toward identifying the etiology of diseases. It includes the exploration of the fundamental strategies for epidemiological research; analysis of the framework for assessing valid statistical associations and making judgments of causality as well as measures of diseases frequency and association and detailed discussions of the various types of study designs; analysis and interpretation of epidemiological data and methods for the evaluation and control of chance, bias and confounding in assessing the presence of a valid statistical association.

(MC) BIO 340 – BIOSTATISTICS (3)
This course is designed for applications of statistics in the Biomedical and Health Sciences. It introduces parametric and non-parametric statistical methodology, including descriptive measures, elementary probability, estimation and hypothesis testing, correlation, regression and single factor analysis of variance. Underlying theory is empirically demonstrated using biomedical applications. Computer based statistical analysis is used throughout the course.

(Electives from any of the AUC schools that have a similar course description may substitute for this course.)

Electives

Two electives may be selected from the following list.

Clark Atlanta University

- CPHI 231 Ethics and Human Values (3)
- CBIO 261 Environmental Biology (4)
- CPSC 220 Introduction to Public Policy (3)
- CPSC 372 Comparative Public Policy (3)
- CHPE 300 Psychological and Social Health (3)
- CSCJ 308 Medical Sociology (3)
- CUSW 350 Issues of Health Disparities among Minority Populations (3)
- CUSW 142 Mental Health Issues of Diverse Groups and Women (3)

Morehouse College

- BIO 497 Environmental Biology (3)
- PHI 315 Philosophy of Science (3)
- PHI 475B Bioethics (3)
- PSC 361 Ethics and Public Policy (3)
- PSC 476 Political Anthropology (3)
- PSC 482 International Ethics (3)
- PSY 393 Health/Medical Psychology (3)
- SOC 156 Men in Society
- SOC 202 Cultural Anthropology
- SOC 305 Urban and Community Sociology
- SOC 340 Medical Sociology (3)
- SOC 341 The Life Cycle and Aging
- SOC 356 Demography, Ecology, and Environment (3)

Spelman College

- BIO/ES 314 Environmental Biology (4)
- CHEM/ES 453 Environmental Chemistry (4)
- CHEM/ES 411 Toxicology (4)
- CWS/SOC 430 Special Topics: Violence against Women (3)
- IS 211 Introduction to International Studies (4)
- PHI 130 Introduction to Ethics (4)
- REL 285 Religion, Women, and Violence in Global Perspective (4)
- PSC 320 Environmental Politics and Policy (4)
- PSC 322 Legislative Process (4)
- PSY 420 Mental Health Practicum (4)
- PSY 200b Risky Behaviors, Social Influence, and HIV/AIDS (4)
- ANTH 305 Gender and Sexuality in Cross Cultural Perspective (4)
- ANTH 322 Urban Anthropology (4)
- ANTH 404 The Anthropology of Globalization (4)
- ANTH 444 Food and Culture (4)
- SOC 242 Health-Sociological and Economic Perspectives (4)
- SOC 301 Violence against Women (4)
- SOC 321 Community Organizing (4)
- (SC) SOC 402 The Sociology of Health (4)

All classes offered outside the Institute may be taken upon approval from an academic advisor. A list of approved courses will be generated each semester to ensure that the electives taken are sufficient to meet the objectives noted above. Also to assist advisement, syllabi of all elective courses will be requested and kept on file at the Institute. All minor verifications for acknowledgment on the Spelman transcript will be completed by the Chair of Environment and Health Science.

Sociology and Anthropology

Department Location
Giles Hall – Room 303

Special Entry Requirements
None

Goals
The Department of Sociology and Anthropology offers courses that encompass sociological and anthropological analyses, methodologies, technologies and theoretical perspectives. The department offers two majors: Sociology, and Sociology and Anthropology. In addition to the resources within the College and the Atlanta University Center, the department uses the vast reservoir provided by social agencies and research projects in the metropolitan Atlanta area.

Student Learning Outcomes

Sociology

1. Students will be able to demonstrate knowledge essential for understanding society and culture from sociological perspectives on a global scale.
2. Students will demonstrate a clear understanding of sociological theory and foundations, and identify and critically evaluate the theoretical contributions of female and Black sociologists in particular
3. Students will be able to apply the analytical and research methods analysis of sociology to social issues and conflicts in preparation for participation as an agent of creative social change.
4. Students will demonstrate the ability to write a clear and well-integrated Statement of the Problem, Literature Review, and thesis proposal with relevant sources of sociological significance.
5. Student will demonstrate the ability to produce writing that pays attention to composition, organization & form, sentence and paragraph structure, spelling, grammar, footnotes and references, consistent & appropriate tense, required sections, format, margins & appearance; American Sociological Association documentation.
6. Students will be able to identify and critically evaluate the social and historical forces and institutions that influence their lives. They will be able to apply their "sociological imaginations" to interact with or impact society though internship, summer research, study abroad, and pursuing graduate study or careers in sociology, law, medicine, public health, criminal justice, social work, and other fields in which social and cultural expertise is essential.

Sociology and Anthropology

1. Students will be able to demonstrate knowledge essential for understanding society and culture from sociological and anthropological perspectives on a global scale.
2. Students will demonstrate a clear understanding of sociological theory and foundations, and identify and critically evaluate the theoretical contributions of female and Black sociologists and anthropologists in particular.
3. Students will be able to apply the analytical and research methods analysis of sociology and anthropology to social issues and conflicts in preparation for participation as an agent of creative social change.
4. Students will demonstrate the ability to write a clear and well-integrated Statement of the Problem, Literature Review, and thesis proposal with relevant sources of sociological and anthropological significance.
5. Student will demonstrate the ability to produce writing that pays attention to composition, organization & form, sentence and paragraph structure, spelling, grammar, footnotes and references, consistent & appropriate tense, required sections, format, margins & appearance; American Sociological Association documentation.
6. Students will be able to identify and critically evaluate the social and historical forces and institutions that influence their lives. They will be able to apply their "sociological imaginations" to interact with or impact society though internship, summer research, study abroad, and pursuing graduate study or careers in sociology, anthropology, law, medicine, public health, criminal justice, social work, and other fields in which social and cultural expertise is essential.

General Core Requirements
Most 200 level sociology or anthropology courses may be taken to fulfill the general social science divisional requirement. Some courses have prerequisites or are open only to majors or to students with junior or senior status.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Sociological Honor Society
Spelman sociology majors who qualify are nominated by the department for membership in Alpha Kappa Del ta (AKD), the International Sociology Honor Society. Students interested in the requirements for membership should see the department chair.

Departmental Honors

Faculty members nominate students for Departmental Honors in three areas: Outstanding Senior Thesis, Student Scholarship and Scholar Activism. On occasion, other departmental honors are awarded to students.

Major Requirements

Majors in sociology and in sociology and anthropology are part of the B.A. degree program at Spelman College. Both the major in sociology and the major in sociology and anthropology consist of 44 semester hours, 28 hours (32 hours for sociology and anthropology majors) of which must be in major core courses. For the major in sociology, the remaining 16 elective hours must be selected from sociology or anthropology courses offered in the department or, with approval of the department chair, at other appropriate schools. All major core courses must be taken at Spelman (unless special permission is granted by the department chair.

For both majors, Sociology 203 (the course designated for majors) is required. The Sociological Imagination: Introduction to Sociology for Majors is a prerequisite for all other courses in the department.

Requirements for the Sociology major (Class of 2020-23) include:

- SOC 203 The Sociological Imagination: Introduction to Sociology for Majors
- SOC 204 The History of Social Thought
- Choose 1 from Suite of Methods Courses: SOC 335 Survey of Research Methods, ANTH316 Feminist Ethnography, ANT375 Food in/and the City, SOC360 Applied Geographic Information Systems
- SOC 334 Multivariate Analysis (Juniors only)
- ANTH 336 Ethnographic Methods (Juniors only)
- SOC 422 Contemporary Social Theory (Juniors and Seniors)
- SOC 432 Sociology Thesis

Note: For Class of 2024 and beyond, all major core requirements are the same except for students must take both SOC334 Multivariate Analysis and SOC335 Survey of Research Methods instead of the Suite of Methods options.

Requirements for the Sociology and Anthropology Major in clude (Class of 2020-2023):

- SOC203 The Soc iological Imagination: Introduction to Sociology for Majors
- ANT203 Introduction to Anthropology
- SOC204 The History of Social Thought
- Choose 1 from Suite of Methods Courses: SOC 335 Survey of Research Methods, SOC334 Multivariate Analysis, ANTH316 Feminist Ethnography, ANT375 Food in/and the City, SOC360 Applied Geographic Information Systems
- ANT336 Ethnographic Methods (juniors only)
- ANT320 Anthropological Theory (juniors and seniors)
- ANT432 Anthropology Thesis

Note: For Class of 2024 and beyond, all major core requirements are the same except for students must take both SOC334 Multivariate Analysis and SOC335 Survey of Research Methods instead of the Suite of Methods options.

Focus areas within the department are offered as preparation for graduate school or professional careers or both. Focused electives consist of courses chosen from the following areas: (1) anthropology for students interested in pursuing careers in anthropology; (2) theory and methods for those interested in careers in sociology; (3) prelaw and criminology for students who want to develop social, historical and theoretical understandings of law, crime and deviance or who anticipate careers in some other aspect of law and/or criminal justice and (4) the sociology of health for students interested in advanced degrees in sociology or public health.

Sociology Thesis or Anthropology Thesis

The senior thesis, an original independent and empirical project, is required of all seniors majoring in sociology or in sociology and anthropology. Designated faculty advisors and readers supervise the research projects. While majors may take Contemporary Social Theory or Anthropological Theory during the same semester that they are enrolled in thesis, all other major core courses must be successfully completed prior to enrolling in Senior Thesis. All majors must successfully complete SOC 432 or ANTH 432 in order to complete the major.

Sociology Internship

During their junior or senior year, majors are encouraged to enroll in the internship course (SOC 435). The internship provides students with practical experience by allowing them to work in metropolitan Atlanta area non-profit, governmental, social service, or research institutions. Students are required to work at least 15 hours per week for an entire semester. In addition, students must complete weekly reports, an agency description, a research paper and make a formal presentation as part of their course requirements. A faculty advisor makes a site visit during the semester. Students who successfully complete an internship will earn 4 hours of elective credit for the experience.

Minor Requirements

Two minors, one in sociology and one in anthropology, are available within the department.

Sociology Minor

The minor in sociology consists of 24 hours and includes the following courses (Class of 2020–23):

- SOC 203 The Sociological Imagination
- SOC 422 Contemporary Social Theory
- SOC 334 Multivariate Analysis
- Choose 1 from one of our Suite of Methods courses: SOC 335, SANT 336, SANT316, SANT375, SANT360
- Two sociology electives, numbered 300 or above (8). Elective courses must total eight hours

Note: For Class of 2024 and beyond, the minor in Sociology includes SOC203, SOC335, SOC334, Choose either SOC204 or SOC422, 8 hours of SOC electives.

Sociology and Anthropology Minor

The minor in anthropology consists of 20 hours and includes the following courses:

- SOC203 The Sociological Imagination
- ANTH 203 Introduction to Anthropology
- ANTH 336 Ethnographic Methods
- ANTH 320 Anthropological theory
- Two anthropology electives, numbered 300 or above (8). Elective courses must total eight hours.

Note: For Class of 2024 and beyond, the minor in Anthropology includes ANTH203, ANTH336, ANTH316, ANTH 320, and 8 hours of ANTH electives.

Course Descriptions: Anthropology

ANTH 203 – INTRODUCTION TO ANTHROPOLOGY (4)
An introduction to the methods and theoretical concepts of cultural and social anthropology. Comparison of the uniformities and variations among societies and how humans cope with their natural and social environments.

ANTH 230 – SPECIAL TOPICS IN ANTHROPOLOGY (4)
Topics vary and are announced in the semester in which the course is offered (e.g., Africans in the Americas).

ANTH 305 – CROSS CULTURAL PERSPECTIVES ON GENDER AND SEXUALITY (4)
This course will explore gender and sexuality from a cross-cultural perspective by introducing students to classic and contemporary research on gender and sexuality in the sub-field of feminist anthropology. Readings will focus on debates around cultural relativism and human rights, and Western and transnational feminisms. Some of the issues that will be discussed include femininities and masculinities, identity, personhood, kinship, the body, reproduction, women's rights, activism, and intersex and transgender identities.

ANTH 309 – CRITICAL FEMINIST GEOGRAPHIES
From an anthropological feminist perspective, this course examines how power simultaneously functions on the site of the 'body' or self, and in race, gender, class and sexual meanings and struggles, and sustained through (settler) colonial and imperial formations. This course aims to foster critical dialogues about how race, gender, sexuality, and other axes of difference shape the everyday world, and to consider how the spatial terrains inform fugitivity and spaces of refusal in which Black, indigenous, and racialized others construct and imagine.

ANTH 316 – FEMINIST ETHNOGRAPHY (4)
This course offers an overview of classic and contemporary examples of feminist ethnography. What impact have the various approaches of feminist anthropology had on the field as a whole? How have feminist approaches shaped the questions, methods, and ethics of anthropological research? This course traces the development of, and debates around, feminist ethnography from the 1970s to the contemporary period, highlighting the key questions and dominant paradigms of the field.

ANTH 320 – ANTHROPOLOGICAL THEORY
This course introduces students to theory in sociocultural anthropology from its colonial roots to the contemporary moment. This course will provide students with a chronological and contextualized engagement as we explore, deconstruct, and interpret the relationships between the diverse, and at times contradictory, theoretical, epistemological, and ethical claims within the field of anthropology. While we engage "foundational works," we also engage contemporary works that build on and diverge from these theoretical genealogies. Over the course of the semester, we will explore numerous theoretical frameworks related, but not limited to, the topics of structure, subjectivity, power, governance, culture, epistemology, agency and the politics of representation.

ANTH 333 – RITUAL AND PERFORMANCE (4)
A survey that explores rituals, as formal and informal performances, for their meanings and the ways they affect both their participants and society. Cross-listed in the Department of Drama and Dance as DRA 333.

***ANTH 336 – ETHNOGRAPHIC METHODS (4)**
An examination of qualitative methodologies in the social sciences, particularly in sociology and anthropology, including participant observation, interviewing and oral history, focus groups, textual analysis of narratives, documents and visual representation. Research stages to be explored include planning and designing research projects; generating qualitative data; sampling and selecting; and sorting, organizing and indexing. Special emphasis is placed on designing a qual it ative research project suitable for the senior thesis. Prerequisite: SOC 203 or ANTH 203 (Juniors only).

ANTH 344 – FOOD AND CULTURE (4)
This course explores the anthropology of food through diverse readings, films, and food itself while addressing a wide variety of topics including food and social identity; food taboos and fads; food and health; the rituals and ceremon ies of eating; food production and human ecology; and the industrialization and globalization of food ways. Prerequisite: ANTH 203.

ANTH 350 - RACE AND IDENTITY IN LATIN AMERICA (4)
This course will help students analyze, understand and compare multiple dimensions of race, gender/sexuality, class, and ethnic identity in several Latin American societies, including Brazil, Cuba, Mexico and Panama, among others. Students will have an opportunity to learn about the complexities of racial formations as well as the historical and political context of social movements in Latin America. Students will have an opportunity to develop a deep intellectual engagement with Latin Amer ican history, culture and politics.

ANTH 404 – THE ANTHROPOLOGY OF GLOBALIZATION (4)
This course introduces students to some of the major issues associated with "globalization," the increasing interconnectedness of the world's peoples, from an anthropological perspectives. There is a focus on recent anthropological literature concerning transnationalism, refugees, diaspora, environmental issues, and neo-liberalism. Prerequisite: ANTH 203.

ANTH 411 – AFTERLIVES OF BLACK AND INDIGENOUS DISPOSSESSION
This course will examine questions of race, gender, power and resistance as it relates to how Black and indigenous peoples are simultaneously shaped by, and disrupt, structural legacies of settler colonialism, genocide, slavery, and dispossession.

ANTH 430 – SPECIAL TOPICS SEMINAR IN ANTHROPOLOGY (4)
Topics of this advanced seminar vary and are announced in the semester in which the course is offered. Prerequisite : any SOC or ANTH 200 level course.

ANTH 431 – INDEPENDENT STUDY IN ANTHROPOLOGY (1-4)
This in-depth and rigorous course is designed for students who wish to pursue topics not covered in existing courses. The coursework usually involves a formal research paper and prearranged bi-weekly meetings with the pre-selected faculty mentor. It is expected that the faculty member will have particular expertise or research interests in the topic area selected by the student. Students who enroll in the course are expected to have demonstrated (through coursework) that they have the intellectual maturity and discipline to work independently under the direction of a faculty advisor. Students must have a grade point average of at least 3.2, have completed at least 12 hours of anthropology or sociology electives and have obtained the permission of the faculty member with whom they de sire to work.

ANTH 433 – ANTHROPOLOGY THESIS (4)
The anthropology thesis is the capstone course in the department. It is an intensive senior-level research experience involving creative research design, data collection, analysis and formal presentation. One semester. (Honors anthropology thesis is ANTH 492). Prerequisite: all major requirements.

ANTH 450 – SEXUAL ECONOMIES (HONORS ELECTIVE) (4)
This advanced, writing intensive seminar explores controversial issues pertaining to how sexuality, romance, and intimacy are connected to transnational capitalism, globalization, and market relations. It analyzes

sexual and/or romantic encounters that traverse geographical, cultural, and virtual borders. How have myths of the hypersexuality of people of color circulated around the world, and what impact have these ideas had on processes of colonialism, sex tourism, trafficking, and internet-mediated transnational romance? Course readings will explore the gendered, racial and class politics of the sex trade; surveillance, policing, violence and stigma surrounding the sex trade, as well as trafficking, 'mail-order brides,' sex tourism, and human rights.

Course Descriptions: Sociology

SOC 201 – INTRODUCTION TO SOCIOLOGY FOR NON-MAJORS(4)
The exploration of a scientific approach to social phenomena, including varieties and uniformities in culture, symbols, beliefs, socialization, family, religion, and government. Focus on social research, social issues and social change. Prerequisite to junior and senior level course in the department. (This course does not satisfy requirements for majors in sociology or sociology and anthropology.)

SOC 202 – SOCIAL PROBLEMS (4)
A critical analysis of contemporary social, economic, and political problems and their relationship to patterns of human interaction and social change. Emphasis upon the development of conceptual tools to analyze and address social problems.

SOC 203 – THE SOCIOLOGICAL IMAGINATION: INTRODUCTION TO SOCIOLOGY FOR MAJORS (4)
(This course is designated for major and minors only.) The exploration of a scientific approach to social phenomena, including varieties and uniformities in culture, symbols, beliefs, socialization, family, religion, and government. Focus on preparation for senior thesis social research, social issues and social change. Prerequisite to all courses in the department for majors.

***SOC 204 – HISTORY OF SOCIAL THOUGHT (4)**
A critical review of major African American theorists (DuBois, Johnson, Drake, Cayton, Frazier, etc.) and major early European theorists (Comte, Spencer, Marx, Durkheim, Weber, etc.) with the purposes of delineating relationships between cultural setting, ideology, and sociological theory, and of revealing the impact of sociological thought upon American society. Prerequisite: SOC 201, SOC 203 or ANTH 203.

SOC 230 – SPECIAL TOPICS IN SOCIOLOGY (4)
Topics vary and are announced in the semester in which the course is offered. Prerequisite: any 200 level SOC or ANTH course.

SOC 242 – HEALTH – SOCIOLOGICAL AND ECONOMIC PERSPECTIVES (4)
This course is an inter-disciplinary analysis of topical issues in health care delivery and health disparities with a emphasis on sociological and economic theories and perspectives. Prerequisite: none – students must be sophomores or higher classification. Cross-listed in the Department of Economics as ECON 142.

SOC 275 – INTRODUCTION TO CRIMINOLOGY (4)
An analysis of delinquency and criminal behavior, theories of causation, structures of criminal justice, correctional institutions, apprehension, treatment of offenders, and prevention of delinquency and crime.

SOC 291 – RACE, CLASS AND GENDER (4)
An analysis of the significance of the role of race, class, and gender in defining one's personal and social identity, and an exploration of how the social sciences and literature (fiction and nonfiction) provide critical insights about the roles of race, gender, and class.

SOC 301 – VIOLENCE AGAINST WOMEN (4)
This service-learning course examines how cultural, social and political ideologies create environments that support and nurture various manifestations of violence against women. Theoretical analysis of gender role constructions will form the foundation for this investigation. Prerequisite: any 200 level SOC or ANTH course.

SOC 304 – SOCIOLOGY OF RELIGION (4)
An analysis of the structure and function of religion in society. A study of the relationships of religion to culture, to social institutions, and to the individual. Also an investigation of the social nature of religious institutions and religious experience, and the role of religion in social change. Special emphasis on Black religion. Prerequisite: any 200 level SOC or ANTH course.

SOC 310 – SOCIOLOGY OF ADDICTION AND SUBSTANCE ABUSE (4)
The study of addiction and substance abuse as a social issue within the larger context of U.S. systems of racial, gender and ethnic stratification. Emphasis on prevention and treatment strategies in the African American community. Prerequisite: PSY 200 or 201, or any 200 level SOC or ANTH course.

SOC 321 – COMMUNITY ORGANIZING (4)
A study of the nature of community and its place in the modern world. Discussion of how neighborhoods and communities can organize for self-determination, and an analysis of the problems related to community organizing. Focus on "people power" and "citizen participation" as strategies for social change. Prerequisite: any 200 level SOC or ANTH course.

SOC 334 – MULTIVARIATE ANALYSIS IN SOCIOLOGY (4)
An introduction to statistics (quantitative measures used to describe and analyze empirical information). The course is designed to familiarize students with quantitative techniques used in social sciences to investigate and make meaning of social phenomena. Focus on both descriptive and inferential statistics. The course includes an emphasis on computer applications and SPSS. Prerequisite: MATH 205, SOC 203, SOC 320 (Juniors only).

SOC 335 – SURVEY OF RESEARCH METHODS (4)
An introduction to quantitative methods of measurement, research methodologies, research design, data collection, data analysis, concept clarification and hypothesis testing. Includes preparation of a formal research proposal for the senior thesis. Prerequisite: SOC 203 or ANTH 203, SOC 320 (Juniors only).

SOC 345 – RACE AND GENDER IN HIGHER EDUCATION (4)
This course is designed to engage students in the process of research about their own academic experiences and environment. This interdisciplinary one-semester course has theoretical and research components designed to build students' knowledge about research and develop their skills in conducting collaborative research projects. By participating in this course, students will be participant-observers of their own experiences, asking questions and charting out systematic plans for answering those questions. Prerequisite: any 200 level SOC or ANTH course. Cross-listed in the Department of Psychology as PSY 345

SOC 352 – URBAN SOCIOLOGY (4)
An examination of the transformation from rural to urban lifestyles with concentration on background concepts and theories. An exploration of spe cific issues and problems of urbanization and urbanism associated with cities of the United States as well as cities in Latin America, Africa, the Middle East, and Asia. Focus on Atlanta as a case study. Prerequisite: any 200 level SOC or ANTH course.

SOC 402 – THE SOCIOLOGY OF HEALTH (4)
A comparative investigation of the social institutions of health and healthcare. Emphasis on global health trends, health disparities and sociological/public health theory. Prerequisite: any 200 level SOC or ANTH course.

SOC 405 – WOMEN, VALUES AND THE LAW (4)
An issue-based examination of the legal system and its response to women in the workforce, to women in the area of family law, and to women as perpetrators and victims of crime. Prerequisite: any 300 level SOC or ANTH course.

SOC 407 – COMPARATIVE RACE AND ETHNICITY (4)
A socio-historical and comparative investigation of several discourses on race and ethnicity. This seminar course will expose students to seminal and contemporary scholarsh ip on constructions of " race" within specific national, transnational and gendered contexts, including the U.S., Asia, the Americas, Sub-Saharan Africa and the African Diaspora. Prerequisite: Any 200 level sociology or anthropology course.

SOC 408 – SOCIOLOGY OF THE LAW (4)
Examines the influence of societal values, philosophies, ideals and norms on the creation, enactment and enforcement of laws within society. Emphasis placed on the variables of race, class and gender as they interact and influence law and society. Prerequisite: any 200 level SOC or ANTH course.

SOC 411 – NONVIOLENT SOCIAL CHANGE (4)
A study of nonviolence as a method of social change in the past and as an option for social change today. Focus on men and women who promoted nonviolence as a method of social change and the social movements they led or inspired. Prerequisite: any 200 level SOC or ANTH course.

SOC 415 – SOCIOLOGY OF WOMEN (4)
An interdisciplinary examination of the sociohistorical realities of women. Focus on African American women and their relationship to the African American community, other women, and political, cultural, and economic institutions. Prerequisite: any 200 level SOC or ANTH course.

SOC 422 – CONTEMPORARY SOCIAL THEORY (4)
An examination of contemporary theoretical perspectives such as feminism, world systems theory, phenomenology/postmodernism and sociology of the body. Prerequisite: SOC 203 or ANTH 203, SOC 320, SOC 334, SOC 335, ANTH 336 (juniors and seniors).

SOC 430 – SPECIAL TOPICS SEMINAR IN SOCIOLOGY (4)
Topics of this advanced seminar vary and are announced in the semester in which the course is offered. Prerequisite: any 200 level SOC or ANTH course.

SOC 431 – INDEPENDENT STUDY IN SOCIOLOGY (1-4)
This in-depth and rigorous course is designed for students who wish to pursue topics not covered in existing courses. The coursework usually involves a formal research paper and prearranged bi-weekly meetings with the pre-selected faculty mentor. It is expected that the faculty member will have particular expertise or research interests in the topic area selected by the student. Students who enroll in the course are expected to have demonstrated (through coursework) that they have the intellectual maturity and discipline to work independently, under the direction of a faculty advisor. Students must have a grade point average of at least 3.2 in the major, have completed at least 12 hours of sociology or anthropology electives and have the permission of the faculty member with whom they desire to work.

SOC 432 – SOCIOLOGY THESIS (4)
The sociology thesis is the capstone course in the department. An intensive senior-level research experience involving creative research design, data collection, analysis and formal presentation. One semester. (Honors sociology thesis is SOC 491). Prerequisite: ANTH 336, SOC 203, SOC 320, SOC 334, SOC 335.

SOC 435 – SOCIOLOGY INTERNSHIP (4)
The internship is a directed and supervised experience in a non-profit, governmental, social service, or research institution in the Atlanta metropolitan area. The student is required to work 15 hours per week, submit an agency description, weekly reports and write a sociological research paper based on their experience. A faculty advisor makes a site visit during the internship semester. Students are required to make a formal presentation about their experience at the end of their internship. This course is not to be taken during the same semester as Sociology or Anthropology Thesis. Open to juniors and seniors (majors and minors only). Prerequisite: any 200 level SOC or ANTH course.

Theatre and Performance

Department Location
Fine Arts Building, Room 130

Special Entry Requirements
None

Placement Examinations
None

Mission
The Department of Theatre and Performance offers the creative and inquisitive candidate an opportunity to explore performance, writing and design through experimentation and exploration. This interdisciplinary approach to performance offers a unique approach to theatre studies. Our students are encouraged to experiment with text, film, live performance, songs and site-specific areas to develop and create original stories. Along with the classic theatre texts our students will experience a well-rounded interdisciplinary performance training. *

The purpose of emphasizing performance, writing and design allows the Department to create curriculums that will allow for growth in digital technologies {design) storytelling (performance writing) and maker energy (performance ensemble building). Students will create a graduation portfolio that will include a self-generated short performance work, complete with design; a short-filmed reel and a monologue to go forward into graduate school or the industry.

African American cultural forms along with a rich sprinkling of diverse creative methodologies of current best practices including an introduction to international approaches to theatre, our students will be exposed to an up to date contemporary performance practice. Along with developing a critical analysis of social activism and politics and how these elements sync together to shape and form bold and exciting artists/citizens.

Student Learning Outcomes
1. Demonstrate the ability to interpret texts and perform them.
2. Research and create stories.
3. Demonstrate capabilities to mount works in theatre using technical skills and leadership qualities.
4. Communicate through verbal and written skills with creative and technical teams in theatre.

General Core Requirements
Courses that satisfy the Core Curriculum Fine Arts requirement are listed in the Course Sequence Booklet on the Spelman web page.

International/Women's Studies Requirement
Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet on the Spelman Web page.

Major Requirements
The drama major consists of 48 credits.

Major Requirements – 40 hours
- THR 101 Performance Ensemble (4)
- THR 102 Principles of Acting
- THR 121 Introduction to Technical Theatre and Design (4)
- THR200 Production Lab (1 x 4 semesters)
- THR207 Dramatic Theory and Criticism (4)
- THR208 Breath, Voice and Movement (4)
- THR309 Playwriting (4)
- THR328 Scenography I (4)
- THR400 Hip Pocket Solo Works (4)
- THR408 Directing
- Division of Arts Seminar (0)

Elective Courses – 8 hours
- THR103 Theatre Insight (4)
- THR210 Women in Theatre and Performance (4)
- THR300 Contemporary Drama (4)
- THR302 Management for the Arts (4)
- THR306 Monologue and Scene Study (4)
- THR326 Lighting Design (4)
- THR 327 Costume Design (4)
- THR329 Sceneography II (4)
- THR400 Voice/Speech (4)
- THR 4XX Contemporary Theatre Writing (4)
- THR 406 Captivate the Camera (4)
- THR 407 Script Analysis (4)
- THR409 Seminar in African America Theatre (4)

Other Requirements

Departmental Productions
All majors are expected to participate fully in the life of the department by either performing in or doing back-stage work in at least four productions.

Auditions
The audition process provides invaluable learning opportunities. Therefore, students are required to attend general auditions at the beginning of each academic year and to audition for each departmental production to gain auditioning experience.

Internships
Students are encouraged to participate in at least one internship during their time in the department. While internships will earn students credit toward graduation, they will not count as area A, B, or C elective credit.

* Major program requirements are under review and are pending approval by the Curriculum Committee. See Department or Spelman College web page for current requirements.

Departmental Honors

To be eligible for departmental honors, a student must

1. have a 3.0 cumulative grade point average
2. have a 3.3 departmental grade point average
3. have no initial course grade in the major below "B"
4. pass the department's junior exam with a grade of "B" or better
5. participate in at least six departmental productions

Drama Minor Requirements

The Drama Minor consists of 20 semester credits, 16 semester hours of required courses and one elective. Required courses are

- THR 101 Performance Ensemble (4)
- THR Principles of Acting (4)
- THR 121 Introduction to Technical Theatre and Design (4)
- THR207 Dramatic Theory and Criticism (4)

Course Descriptions

THR 101 – PERFROMANCE ENSEMBLE (4)
This course examines the practice of performance from a physical theatre tradition. Students will learn the essential core concepts of improvisation, Clown (lecoq), and Commedia dell 'arte. With these techniques, students will create solo and group works and have a deeper knowledge of the formation of physical theatre as a way to build effective ensembles.

THR102 – PRINCIPLES OF ACTING (4)
This introductory course is designed to acquaint students with various movement and acting exercises and techniques that are necessary in developing the total instrument of the actor. This course prepares the student for further performance study. Required of all drama majors and minors. Offered every semester. Prerequisite: THR101

THR103 – THEATRE INSIGHT (4)
A preliminary course acquaints the student with the various theories, principles, arts and activities that make up the theatre. Aspects of dramatic structure, acting, directing, theatre design, play production and theatre history will be explored. Required of all drama majors and minors. Offered every semester.

THR121 – INTRODUCTION TO TECHNICAL THEATRE AND DESIGN (4)
his course provides students with the basic information and experience related to Technical Theatre production. The class will serve as an introduction to concepts, equipment and materials used in theatrical production. Students must enroll in Production Lab 200 as part of the course.

THR200 – PRODUCTION LAB (1)
This course is designed to enhance the student's theatrical knowledge by providing hands-on experience in several areas of theatre production. Required: Laboratory hours. Offered every semester.

THR207 – DRAMTIC THEORY AND CRITICISM (4)
This is a comprehensive course that combines the dramatic literature, criticism and history of a given period with the actual theatrical practices and productions of that period. Also, students will be exposed to all of the active participants who create theatre: actors, playwrights, dramaturgs, designers, and public. Prerequisite: THR121

THR208 – BREATH, VOICE AND MOVEMENT (4)
This course is an introduction to vocal technique and movement that promotes greater sensory perception of the whole body. Students will explore their own creativity, investigate various processes involved with improvisation and basic vocal technique, develop an authentic movement vocabulary, and experience fundamental performance technique. Prerequisite: THR101 and 102, or permission of the instructor.

THR210 – WOMEN IN THEATRE AND PERFORMANCE (4)
This course focuses on the contributions of women from the Benedictine Nun, Hrosvitha to the contemporary African American playwrights. The student will be introduced to the female playwrights, managers, actresses, directors, producers, and critics of the past and present. Female approaches to societal problems and their solutions as reflected in drama by and about women will be examined in relation to man's philosophical, political, sociological, and psychological impact.

THR300 – CONTEMPORARY DRAMA (4)
This course is a study of the principal playwrights, movements, and trends in European and American drama to the present. Prerequisite: THR 103, 207 or permission of the instructor.

THR302 – MANAGEMENT FOR THE ARTS (4)
This course examines and applies management theories in the development of theatres and performing arts centers. It emphasizes financial planning, strategic planning, and managing human resources. Required of all drama majors.

THR306 – MONOLOGUE AND SCENE STUDY (4)
In this acting class COURSE, students will learn advanced techniques and approaches to selecting and mastering monologue and scene work. Prerequisite: THR 102 and 103. Required of all drama majors. Offered every fall.

THR309 – PLAYWRITING (4)
This course explores the fundamental techniques and resources of playwriting. Students are required to write a play under the supervision of the instructor.

THR326 – LIGHTING DESIGN (4)
This course covers basic principles of electrical wiring and stage illumination as they are used in the theatre and teaches the rendering of lighting designs, light plots, and light color theory. Required: Laboratory practicum on the mainstage production. Prerequisite: THR 121. Offered as needed.

THR327 – COSTUME DESIGN (4)
This course is a study of historical styles of dress as applied to costuming for the theatre. Instruction in techniques of planning, rendering, and constructing costumes. Required: Laboratory hours. Prerequisite: THR 121. Offered as needed.

THR328 – SCENOGRAPHY I (4)
This course is an introduction to the art and practice of Scenic Design for the theatre. Students will learn basic tools, techniques, and process of a working scenic designer and explore the intersection of story, space and design, which is the result of this process. Prerequisites: THR 121 and 200.

THR 329 – SCENOGRAPHY II (4)
This course is an advance level of Scenic Design for the theatre. Students will continue to explore techniques and process of a working scenic designer. They will further explore the intersection of story, space and design that is the result of this process. Prerequisite: THR328

THR4XX – HIP POCKET SOLO WORKS (4)
The course will help students create and develop self-generated works for solo theater. Students will be introduced to a variety of contemporary and historical forms of solo performance, and encouraged to utilize these forms to create new ones.

THRXXX – CONTEMPORARY THEATRE WRITING (4)
This courses is a dynamic exploration into the art, the craft, and the spirit of dramatic writing. Participants will develop solo performance monologues, "straight play" scenes, and investigate how to create their own contemporary narratives using various heightened forms (IE Spoken word, poetry, and hip-hop theater). Prerequisites :THR 309

THR406 – CAPTIVATE THE CAMERA (4)
This class is an intensive audition and camera acting workshop for the advanced undergraduate actor. The course will emphasize the requisite skills needed to audition on camera in the commercial/professional world and the overall business of theatre. Additionally, the genres of commercials and soap operas will be explored and emphasis given to the use of monologues, scenes, and cold readings. Prerequisite THR 208.

THR407 – SCRIPT ANALYSIS (4)
This course is a study of intellectual, emotional, and aesthetic qualities of the script (emotional tonality, style, kind of play, characterizations, etc.) preparatory to its actual production.

THR 408 – DIRECTING (4)
The Director's approach is developed through the use of basic principles, movement, pantomime, composition, picturization and rhythm. Each student is required to direct a ten-minute play. Prerequisite: THR 307.

World Languages and Culture

Department Location
Camille O. Hanks Cosby Academic Center, 4th Floor

The Language Resource Center
Camille O. Hanks Cosby Academic Center, Lower Level. LL16.

Special Entry Requirements
A student applying to be a Spanish major must first take the Spanish Assessment in the Language Resource Center (Cosby LL17). The assessment results will be reviewed and the student will be assigned an advisor. The assessment results determine the class in which students must enroll, and each student receives a faculty advisor.

Placement Examinations
Offered online prior to the beginning of each semester and at the beginning of each semester, placement exams are mandatory for any incoming student with one year or more of foreign language in high school; the results are used to place the student at the appropriate level in a foreign language course from 101 through 202. In cases of exceptional proficiency, as demonstrated through an oral interview, a student may be exempted from the core language requirement and placed in an advanced course. No credit hours are awarded to a student who exempts a language course through the departmental placement process; however, credit hours may be awarded on the basis of work completed at another institution or Advanced Placement (AP) scores. No placement exam, and consequently no possible exemption, is given for languages that are not taught through the 202 level in the Atlanta University Center schools.

Goals
The department serves a diverse student constituency, including those enrolled in core-mandated courses as well as the major and minor. For each, the department seeks to deepen a student's understanding of world cultures through their primary manifestation: language. In addition to developing the skills of speaking, reading, writing, and listening, departmental courses expose students to literary, historical, and social artifacts of world cultures. With its emphasis on language, history, culture, literature, the arts, and critical thinking, the major prepares students for graduate work, and/or careers in any field, such as teaching, government, entrepreneurship, the medical, business, and legal fields, fashion, travel and entertainment industries, work with diverse communities, as well as any other career with an international focus. Analysis of the formal aspects of a foreign language also heightens awareness of English language structures.

Student Learning Outcomes

Spanish

1. Be knowledgeable of the historical, cultural and artistic development of the target language cultures
2. Be able to analyze literary texts, using contemporary critical methods.
3. Be able to hold a conversation with a native speaker on personal and cultural topics at the High Intermediate level, according to ACTFL guidelines.
4. Be able to write a coherent expository essay in the target language at the High Intermediate level, according to the ACTFL guidelines.

French

1. Be knowledgeable of the historical, cultural and artistic development of the target language cultures
2. Be able to analyze literary texts, using contemporary critical methods.
3. Be able to hold a conversation with a native speaker on personal topics at the High Intermediate level, according to ACTFL guidelines.
4. Be able to write a coherent expository essay in the target language at the High Intermediate level, according to the ACTFL guidelines.

General Core Requirements
The second-year courses in any language (201 and 202) fulfill the general core requirement. Students enrolled in the first-year language course sequence (101-102) receive no credit toward completion of the general core requirement; however, the college may count these courses as electives for graduation. When possible, students should complete the general core requirement on the Spelman campus. A passing grade for *non-majors* at this level in World Languages and Cultures is a D.

Course Sequencing
After students complete the language placement exam and receive placement in a course, they should enroll in that course during the same semester. They should also continue their language course sequence without interruption until the completion of the general core requirement.

Following departmental policies, students who take the placement exam but don't enroll in a language course within one semester are required to re-take the placement exam and enroll in the course in which they place within the same semester. Students who skip more than one semester in between their language courses are required to audit their last language course in order to prepare to take the next course level in the sequence.

International/Women's Studies Requirement

Courses that satisfy the International/Women's Studies requirement are listed in the Course Sequence Booklet or on the Spelman Web page.

Teacher Certification

See Education Studies Department

Departmental Honor Societies

Students with 18 semester credit hours, including one course in Hispanic literature, culture or civilization and with a grade point average of 3.0 or better in Spanish may apply for membership in Sigma Delta Pi, Lambda Nu chapter, a national Spanish honor society for "those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking peoples."

French students may also be invited to join Pi Delta Phi, the French Honor Society. The chapter was established at Spelman College in 2013. Its purpose is to promote the study of French and Francophone cultures through scholarships. Students must have successfully completed the third-year level of French in order to become members of the French Honor Society.

Both Honor Societies recognize the academic achievement of Spanish and French majors and minors with an annual induction ceremony at the end of the spring semester.

Graduating with Honors in Spanish or French

Majors in Spanish or French may graduate with departmental honors. To qualify, students must maintain a minimum GPA of 3.5 in Spanish and an overall minimum GPA of 3.2. Student interested in graduating with honors can pick up the list of requirements (letter of recommendation, longer thesis or project, etc.) and the application form in the department.

Departmental Advising

All majors and minors in the Department of World Languages and Literature must meet with their designated departmental advisors before registering for courses taught by the department. Students who do not know their advisor should see the Chair of the department.

Major Requirements

French

A major in French consists of 12 courses and 45 hours, with no grade below "C+" French majors must take the one credit hour FRE 485 class in the fall of their senior year to prepare them for the Senior Comprehensive Exam. All French majors must take the following courses: SFLF 302, 303, 306 or 307, 308, 309-310-311, 321-322, 485, and 400. In accordance with departmental policies, the student must take 50% of the major at Spelman. French majors and minors may take only one course for a Pass/No Pass grade.

Spanish

A major in Spanish consists of 9 courses and 40 hours, with no grade below "C+" Spanish majors must also spend a minimum of two summers or one semester of study in a Spanish-speaking country or with a Spelman-approved program. All Spanish majors must take the following courses: SFLS 303, 306, 308, 351, 352, 353 or 354, and two courses at the 450 level. Additionally, Spanish majors must take the Capstone SFLS 440 and 441 in the fall and in the spring of their senior year in order to complete their portfolio and their senior thesis or project. Students also need to fulfill hours of service learning, community service or research associated to their project while they are abroad. These hours fulfill SFLS 330 and SFLS 331.

Students should not obtain grades below "C+" in their courses. In accordance with departmental policies, the student must take 50% of the major at Spelman. Spanish majors and minors may take only one course for a Pass/No Pass grade.

Minor Requirements

French

A French minor consists of 24 hours. The following courses are required: SFLF 302, 303, 306 or 307, 309 or 310, 321 or 322 and one of the following electives: SFLF 308 or 313. Students should not obtain grades below "C+" in their courses. In accordance with departmental policies, the student must take 50% of the major at Spelman. French majors and minors may take only one course for a Pass/No Pass grade.

Spanish

A Spanish minor consists of 20 hours. Students are encouraged to spend a summer of study in a Spanish-speaking country or with a Spelman-approved program. The following courses are required: SFLS 303, 306, 308, and two courses at the level of 350. Students should not obtain grades below "C+" in their courses. In accordance with departmental policies, the student must take 50% of the major at Spelman French majors and minors may take only one course for a Pass/No Pass grade.

Study Abroad

The Department of World Languages and Cultures requires Spanish majors to participate in a Spelman-approved study abroad program in a Spanish-speaking country for at least two summers or one semester, and strongly encourages all major and minor students to have a study abroad experience. The department recognizes the unique opportunity inherent in foreign study that further develops the students' abilities in aural comprehension and speaking as well as to improve their reading and writing skills. Study abroad also provides students with a broader understanding of the culture of the host country, current affairs, traditions, socio-cultural problems, and, from the study of its past, the relevance of its history to contempo-

rary events. For the semester or year-abroad programs, the department urges that only students who have completed the intermediate level of the target language participate. These students must be in good standing with the College. Students may enroll only in a study-abroad program that has been approved by the department and the Curriculum Committee. It is the student's obligation, before departing to the host country, to have her classes approved by the department(s) from which the student will be awarded college credit. The department offers from 4-5 (summer/Spanish) to 8-10 credits (semester/Spanish) and 8 credits (summer for all the other languages) abroad. The College, however, reserves the right to determine the maximum number of credits a student may receive.

Department-Sponsored Summer Study Programs

The Department of World Languages and Cultures sponsors summer programs in most of the languages offered on campus. In these programs, students spend 4-5 weeks living with a host family, take classes in language and culture at a local university, and participate in excursions to nearby sites of interest. Students who have completed the intermediate level of the language (202) may begin participating in these programs as early as the summer of their first year. Upon successful completion of the summer programs, students earn 4-5 credits hours (Spanish) and 0-8 credit hours (French, Chinese, Japanese, Portuguese). Our department sponsors programs in Chinese, French, Spanish and Portuguese. We also cooperate with the Japanese Studies Program for summer study in Japan. Depending on the year, students may participate in one of the following departmental programs:

Chinese
One month of study in Chinese language and culture at a university in Shanghai.

French
One month of study in France or a Francophone country where students live with host families and study French language and French/Francophone culture.

Portuguese
One month of study in Brazil or a Lusophone country where students live with host families and study Portuguese language and Portuguese/Lusophone culture.

Spanish

- Costa Rica: One month of study in San José, Costa Rica, where students live with families and study Spanish language and culture. This program is recommended for students with interest in social or environmental issues and community service.
- Dominican Republic: One month of study in Santo Domingo, Dominican Republic, where students live with families and study Spanish language and culture. For students with interest in current social, political and economic issues in the Caribbean that affect Dominican life.
- Ecuador: Four to five weeks of study in Cuenca, Ecuador, where students live with families and study Spanish language and culture. This program is recommended for students with interest in the Andean cultures of South America and in visiting an area of great biodiversity.
- Mexico: Four to five weeks of study in Oaxaca, Mexico, where students live with families and study Spanish language and culture. This program is recommended for students with interest in studying the history and culture of this important neighbor to the U.S. and in its rich indigenous and Afro-Mexican heritage.
- Spain: One month of study in Málaga, Spain, where students live with families and study Spanish language and culture. This program is recommended for students with interest in the culture of Spain and its ties to Africa and the European community.

Course Descriptions

Chinese Courses

SFLC 101, 102 – ELEMENTARY CHINESE I & II (4, 4)
Elementary introduction to Mandarin Chinese. These courses help students develop the fundamental language skills of listening, speaking, reading and writing in Mandarin Chinese. They emphasize pronunciation and the tones, the writing of Chinese characters, and the basic patterns of Chinese grammar. Relevant Chinese cultural background is also included. Digital tools and multimedia materials are integrated in teaching and learning.

SFLC 201, 202 – INTERMEDIATE CHINESE I & II (4, 4)
These courses help students continue to develop language skills in listening, speaking, reading and writing in Mandarin Chinese. Students will improve their communicative competence in daily topics at a higher level. Cultural background will also be introduced. Prerequisite: Elementary Chinese or equivalent proficiency demonstrated through placement exam.

SFLC 301 – ADVANCED CHINESE I (4)
This course is designed for students to develop an advanced level of communicative competence in Mandarin Chinese in the areas of listening, speaking, reading and writing. Language-related Chinese culture will also be introduced. Prerequisite: CHI 202 or permission of instructor.

SFLC 345 – UNDERSTANDING MODERN CHINA (4)
Taught in English, this course surveys Chinese history, society, and culture from the Manchu conquest of 1644 to the present with an emphasis on contemporary China. We review the land, the demographics, philosophy and religion, food and fashion, customs, educational and political systems, China's modernization and globalization process, contemporary issues such as Sino-US relations, environmental problem, and housing etc. Comparative studies are required on topics that relate to the United States and China. No prerequisite.

French Courses

SFLF 101, 102 – ELEMENTARY FRENCH I & II (4, 4)
This course introduces the study of the language based on proficiency in the fundamental skills (listening, speaking, reading, and writing), as well as an appreciation of French/Francophone cultures. Student proficiency is measured according to the ACTFL guidelines. Limited to students with little or no previous training in the language or those who are placed in the course by examination. These courses do not fulfill the general core requirement. Prerequisite: None for 101; 101 or placement for 102.

SFLF 201, 202 – INTERMEDIATE FRENCH I & II (4, 4)
These courses continue the study of the language based on proficiency in the fundamental skills (listening, speaking, reading, and writing), as well as an appreciation of French/Francophone cultures. Student proficiency is measured according to the ACTFL guidelines. Successful completion of SFLF 202 fulfills the general core requirement. Prerequisite: 102 or placement for 201; 201 or placement for 202.

SFLF 302 – AFRICAN/FRANCOPHONE CINEMA (4)
Taught in English, this course focuses on global issues as portrayed in films from the Francophone world, and by African and Francophone descended film makers from Africa and the Diaspora. The theme of the course is resistance. Starting with decolonization, the course examines full-fledged revolutions and the strategic logic of violent resistance. Moving on to the post-colonial era and to the contemporary era, the course highlights the ways in which individuals, communities, and nations resist certain post-colonial political, economic, social and cultural systems. This course serves as an elective and is cross-listed with International Studies, Women Studies, African Diaspora Studies, the Visual Culture minor in English, and the Honors Program. It is an approved course for the Writing Intensive College requirement.

SFLF 303 – FRENCH CONVERSATION (4)
Intensive training in aural comprehension and oral communication, including the idiomatic use of the spoken language through class discussion and presentations on current topics. It introduces and reviews intermediate-level grammar and syntactical constructions. Prerequisite: 202 or placement.

SFLF 304 – FRENCH CINEMA (4)
Taught in English, this course consists of a survey of recent French films shown in French with English subtitles. In addition to oral and written discussions of important political and ideological issues (race, gender, class, etc.) thematically illustrated by the films chosen. Students will also familiarize themselves with the underpinnings, methodology, and rhetorical discourse of contemporary film studies. Prerequisite: None.

SFLF 306, 307 – ADVANCED GRAMMAR AND COMPOSITION (4, 4)
This consists of advanced problems in grammar and syntax as well as frequent written and oral exercises, which include themes, translations, reports on assigned subjects, and compositions. Prerequisite: FRE 202 or placement.

SFLF 308 – INTRODUCTION TO LITERARY STUDIES IN FRENCH (4)
This course is intended to give students interested in French and Francophone literature the skill to critically analyze and discuss literary texts written in French and to write research papers in literature courses on the junior and senior levels. Prerequisite: 303, 306 or 307.

SFLF 309, 310 – SURVEY OF FRENCH LITERATURE (4, 4)
This course provides a study of the essential works in the literature of France from the earliest beginnings to the modern epoch. Prerequisite: 306 or 307.

SFLF 311 – SURVEY OF FRANCOPHONE LITERATURE (4)
This course serves as an introduction to the Francophone world and Francophone authors. It focuses on literary movements and examines the literary works of authors from five continents who are not originally from France and who write in French. It is also an investigation of the intimate links between the Francophone experience and the history of French colonialism in as much as they affect artistic and literary productions. Prerequisite: 306 or 307 and 309 or 310.

SFLF 313 – BUSINESS FRENCH (4)
This course provides a study of types of French business, advertising, postal services, banks, business correspondence, etc. It emphasizes practical application, with a close examination of business documents. Prerequisite: 303, 306 or 307.

SFLF 321, 322 – CIVILIZATION OF FRANCE/CIVILIZATIONS OF FRANCE AND THE FRANCOPHONE WORLD (4, 4)
This course provides study of the French people from their origins to the present time through their geographical, historical, economic and cultural backgrounds, including a study of the Francophone world starting with French colonialism. Students are advised to take these courses before the Survey courses of literature. Prerequisite: 303, 306 or 307.

SFLF 371-372 – SPECIAL PROJECTS – STUDY ABROAD (0-8)
Special summer study is conducted abroad in Spanish-speaking countries with direction and consultation from appropriate faculty. The department establishes the number of hours to be awarded. Prerequisite: Consent of the department

SFLF 400 – INDEPENDENT STUDY (1-4)
This course consists of special reading assignments, investigative paper or research project in a specific area of French or Francophone literature or culture directed by a specialist in that area. Prerequisite: departmental approval.

SFLF 478 – SPECIAL TOPICS IN FRENCH (4)
This course provides intensive coverage of themes as suggested by the faculty of the department. They may be chosen from culture, civilization, literature, movements, contemporary political or economic topics, themes, genres. Prerequisite: 309, 310 or 311 and departmental approval.

SFLF 485 – SENIOR COMPREHENSIVE (PASS/FAIL ONLY) (1)
This course prepares students for the comprehensive exams to be taken during the senior year. The comprehensive exams have a written component and an oral component based on an established reading list. Prerequisite: 309 or 310 or 311, and departmental approval.

Japanese Courses

SFLJ 101, 102 – ELEMENTARY JAPANESE I & II (4, 4)
These first-year courses introduce the elementary Japanese language and are specially designed for students with little or no previous exposure to Japanese. They help students acquire a basic structural and communicative competence in Japanese through listening, speaking, reading and writing practice. The course content covers essential Japanese pronunciation and intonation, hiragana, katakana, kanji, sentence patterns, and common idiomatic expressions. Prerequisite: None for 101; 101 for 102 or placement.

SFLJ 201, 202 – INTERMEDIATE JAPANESE I & II (4, 4)
These courses develop and strengthen students' Japanese proficiency in listening, speaking, reading and writing skills as acquired through the 100-level Japanese courses. They introduce more kanji and some more complex sentence constructions requiring the use of verb and adjective conjugations and modifiers to enrich expressions in the subject and predicate structures for communicating on familiar topics. Prerequisite: JPN 102 or placement.

SFLJ 303, 304 – ADVANCED JAPANESE I & II (4, 4)
These courses provide students with more advanced reading comprehension and writing skills using sufficient kanji, translation skills, and situational conversations. They introduce students to different speaking and writing styles, and idiosyncrasies of Japanese culture and society. These courses enhance students' Japanese language knowledge and communicative competence. Prerequisite: JPN 202 or placement.

SFLJ 400 – INDEPENDENT STUDY (1-4)
This course offers students an independent study of specially selected topics, including reading assignments, investigative papers or research projects in specific areas of Japanese language, literature or culture supervised by the instructor. Prerequisite: departmental consent.

SFLJ 401, 402 – ADVANCED JAPANESE IN CULTURAL CONTEXTS (4, 4)
These courses bring students to a more advanced level of Japanese language knowledge and skills in reading comprehension, conversation, and composition. The reading materials specially selected for these courses cover idiosyncrasies and traits of Japanese culture, including its society and people, lifestyle, and selected literary works. They help students study the Japanese language by looking at how it is used in real-life situations. Prerequisite: JPN 303 or equivalent.

SFLJ 478 – SPECIAL TOPICS IN JAPANESE (4)
This course focuses on Japanese social, cultural, political, and economic phenomena as reflected in Japanese civilization, traditional and contemporary culture, literary tradition, and educational features. It is designed for students with essential knowledge of Japan and sufficient Japanese language proficiency. The course requires reading assignments and in-class discussion. Prerequisite: JPN 303 or equivalent.

SFLJ & SFLC 200
Introduction to Japan and China for Business and Travel (4) This course offers students the opportunity to learn the essential Japanese and Chinese business cultures in relation to their respective traditions and etiquettes. Each special topic is introduced through selected readings, popular media and films, and popular business communication settings. It increases students' cross-cultural understanding and valuing of the similarities and differences between Asia and the United States. This course is counted as an elective for the Japan Studies Minor and the Asian Studies Minor. Prerequisite: None.

Latin Courses

SFLL 101, 102 – ELEMENTARY LATIN I & II (4, 4)
These courses provide students with an opportunity to begin or review basic Latin, while learning about Roman culture in North Africa. Through class exercises, drills, reading and translation exercises, the students learn Latin forms, vocabulary, and syntax. Assigned readings furnish discussion topics on Roman families, education, medicine, gender, and religion. These courses carry elective credit and do not fulfill the general core requirement. Prerequisite: None for 101; 101 or placement for 102.

SFLL 201 – INTERMEDIATE LATIN I (4)
This course introduces Latin prose. Students apply and refine their knowledge of Latin grammar in reading passages of Roman prose authors, who focus on leaders outside the Roman aristocracy. Students read from oratorical, historical or biographical texts. Prerequisite: 102 or placement.

SFLL 202 – INTERMEDIATE LATIN II (4)
This course introduces Latin poetry. Students read selections from Ovid's Metamporphoses in Latin alongside modern authors in English, such as Toni Morrison, Phyllis Wheatley, and Henrietta Cordelia Ray. The Latin texts introduce students to rules of metrics and ways in which poetry can play with rules of syntax. The English readings enrich our understanding of the Latin poetry and reveal the importance of these poems in analyzing modern literature. Prerequisite: 201 or placement.

Portuguese Courses

SFLP 101, 102 – ELEMENTARY PORTUGUESE I & II (4, 4)
These courses introduce the study of Portuguese, based on the fundamental skills approach (listening, speaking, reading, and writing) with an emphasis on oral proficiency. They are limited to students with little or no previous training in the language or those who are placed in the course by examination. These courses do not fulfill the core curriculum requirement. Prerequisite: None for 101; 101 or placement for 102.

SFLP 201 – INTERMEDIATE PORTUGUESE I (4)
This course is designed to develop students' fundamental linguistic skills: listening, speaking, reading and writing with emphasis on oral proficiency. It reinforces and builds upon skills acquired at the 100 level, introducing students to new grammatical structures and vocabulary related to seasons and celebrations, the job market, food, and health care. This course also aims to expand students' knowledge of everyday culture, as expressed through language, in Portuguese-speaking countries. Prerequisite: 102 or placement.

SFLP 202 – INTERMEDIATE PORTUGUESE II (4)
This course is designed to develop students' fundamental linguistic skills: listening, speaking, reading and writing with emphasis on oral proficiency. It reinforces and builds upon skills acquired at the 100 level and in Portuguese 201, introducing students to new grammatical structures and vocabulary related to traveling, the environment, society, and technology. This course also aims to expand students' knowledge of everyday culture, as expressed through language, in Portuguese-speaking countries. Prerequisite: 201 or placement exam.

SFLP 301 – CONVERSATION, COMPOSITION AND CULTURE (4)
This course develops students' linguistic skills in Portuguese, bridging the intermediate and advanced levels, with an emphasis on speaking and writing. Each class focuses on topics of personal and general interest, including current events in the Portuguese-speaking world, with a focus on Brazil. Prerequisite: 202 or placement exam.

SFLP 352 – LUSO-AFRO-BRAZILIAN CINEMA (4)
Taught in English, this course focuses on the cinema of the Portuguese-speaking world. It covers topics such as gender, race, the city, migration, violence, and history in the cultures of Brazil, Portugal, and Portuguese-speaking Africa. Students watch several films and read scholarly work about the topics addressed or about the history and the societies of the countries depicted in the films. This course is cross-listed with International Studies. Prerequisite: None

SFLP 355 – GLOBAL DANCE MUSIC IN THE LUSOPHONE WORLD: BRAZILIAN FUNK, KUDURO, PANDZA (4)
Taught in English, this course focuses on the global dance music of the Portuguese-speaking world, with a special focus on Brazilian Funk, Angolan Kuduro, and Mozambican Pandza. Through the study of these musical genres, their cultural background, and the videoclips, students will learn about the cultures of these countries and the cultural dialogues and exchanges among these and other countries. This course is cross-listed with Music and International Studies. Prerequisite: None.

Spanish Courses

SFLS 101, 102 – ELEMENTARY SPANISH I & II (4, 4)
This course introduces the study of the language based on proficiency in the fundamental skills (listening, speaking, reading, and writing), as well as an appreciation of Spanish speaking cultures. Student proficiency is measured according to the ACTFL guidelines. Limited to students with little or no previous training in the language or those who are placed in the course by examination. These courses do not fulfill the general core requirement. Prerequisite: None for 101; 101 or placement for 102.

SFLS 201, 202 – INTERMEDIATE SPANISH I & II (4, 4)
These courses develop proficiency in oral communication and reading and writing. Students are guided through a comprehensive review of basic conversational patterns and pertinent grammar. The language laboratory forms part of the required activities in the courses. Student proficiency is measured according to the ACTFL guidelines. Enrollment limited to those who successfully complete the first-year sequence or are placed in the course by examination. Successful completion of SFLS 202 fulfills the general core requirement. Prerequisite: 102 or placement for 201; 201 or placement for 202.

SFLS 303 – SPANISH CONVERSATION (4)
This course is an intensive training in oral comprehension and the idiomatic use of the spoken language through class discussion and presentations on current topics and topics associated with our four major thematic areas: Intellectual Traditions of Women; National and Transnational Identities; Linguistic, Professional, Cultural and Artistic Expressions; and Dynamic Relations of Political Power. Taught in Spanish. It is required for majors and minors and is offered every semester. Prerequisite: 202 or placement.

SFLS 306 – ADVANCED SPANISH GRAMMAR AND COMPOSITION (4)
This course focuses on the linguistic foundations of Spanish with an emphasis on the morphological and syntactic components of the language. As such, it brings together all the grammatical notions that students have acquired in previous courses and shows the logic behind the rules that govern the actual use of the Spanish language. It also provides an extensive practice in writing free and guided compositions in Spanish. Selected readings serve as a basis for further development of composition techniques. The course combines theory and intensive practice. Taught in Spanish. It is required for majors and minors and is offered every semester. Prerequisite: 202 or placement.

SFLS 308 – INTRODUCTION TO LITERARY TEXTS IN SPANISH (4)
This course prepares students for academic endeavors in Spanish. In this class, students learn how to read, interpret, and discuss a variety of primary sources—literature, film, music, television, and journalism—on a particular theme chosen by the instructor. Additionally, this class provides students a first attempt at posing research questions on cultural productions in Spanish. Prerequisite: 303 and 306 or permission from instructor.

SFLS 319 – SPANISH FOR HEALTHCARE (4)
This profession-oriented course is open only for students in the field of Health Sciences. It focuses on expanding the students' Spanish skills in their field. This course fulfills minor and majors' requirements and substitutes SFLS 308 or 353. Prerequisite: 303 and 306 or permission from instructor.

SPA 330, 331 – SERVICE LEARNING/THESIS RESEARCH ABROAD (1)
This is a one credit course associated to service learning abroad and to the capstone thesis/project. Students earn these credits while studying abroad in summer programs and/or semester-long programs. Prerequisite: student must be a Spanish minor or major.

SFLS 351 – INTELLECTUAL TRADITIONS OF WOMEN (4)
This is a Special Topic Area. Several courses related to women, gender, and sexuality will be developed under this thematic area. The themes will explore intellectual traditions of women, including representation, voices, silence, collective memory, and oral traditions with a particular focus on women of Afro descent. Courses offered under SFLS 351 will

intersect with perspectives on gender, tradition and modernity, motherhood, womanhood, concepts of feminisms, femininity, trans-identity, queer theory, intersectionality, otherness, private and public spheres, among others. The above themes of study represent the point of departure to study the productions of women and women of Afro descent of the Latinx, Spanish speaking, and Lusophone worlds. SFLS 351 is offered every Fall semester. The specific title of the course will be announced in advance. Prerequisite: 308 or permission from instructor.

SFLS 352 – NATIONAL AND TRANSNATIONAL IDENTITIES: MIGRATION; NEGRISMO, INDIGENISMO, INDIANISMO; NEGRITUDE, CREOLITE, NEGRITUDE, ANTILLANITE; (NEO) COLONIALISM; DIASPORAS AND LATINX (4)
This is a Special Topic Area. Several courses related to national and transnational identities will be developed under this thematic area. The themes will explore how identities are constructed and represented within the framework of artistic and literary movements with strong traditions in the Caribbean and Latin America that are particularly associated with Black and Indigenous cultures. Themes also explore cultural, political, and economic policies affecting the dynamics of power between developed and less-developed countries, the North-South relations, as well as the study of migrations and diasporas. Courses offered under SFLS 352 will intersect with perspectives on race and gender, origin and citizenship, socio-economic and (il-)legal status, intersectionality, citizenship, identity and alterity/"otherness," adaptation and assimilation, among others. SFLS 352 is offered every Fall semester. The specific title of the course will be announced in advance. Prerequisite: 308 or permission from instructor.

SFLS 353 – LINGUISTIC, PROFESSIONAL, CULTURAL, AND ARTISTIC EXPRESSIONS (4)
This is a Special Topic Area. Several courses related to professional, cultural and artistic expressions will be developed under this thematic area. The themes will explore professional, cultural and artistic expressions including visual arts, film, music, urban spaces, professional development, and social media. Courses under this category will intersect with a perspective on the Latino, the Spanish-speaking and the Lusophone (Portuguese-speaking) worlds. The above areas of study represent the point of departure to develop awareness about the historical, social, political, and cultural trajectories of these geographies. SFLS 353 is offered every Spring semester. The specific title of the course will be announced in advance. Prerequisite: 308 or permission from instructor.

SFLS 354 – DYNAMIC RELATIONS OF POLITICAL POWER (4)
This is a Special Topic Area. Several courses will be developed under this thematic area. The themes will explore the dynamic of political power, in particular how they manifest through imperialism, (neo)colonialism, dictatorships, democracies and other political events as well as in civic society as a whole (social movements, popular responses, NGOs…). Courses in this category focus on the Latino, the Spanish-speaking and the Lusophone worlds. These topics explore a wide array of texts and cultural productions, such as literary, visual and musical texts, as well as social media. SFLS 354 is offered every Spring semester. The specific title of the course will be announced in advance. Prerequisite: 308 or permission from instructor.

SFLS 371-372 – SPECIAL PROJECTS – STUDY ABROAD (0-8)
Special summer study is conducted abroad in Spanish-speaking countries with direction and consultation from appropriate faculty. The department establishes the number of hours to be awarded. Prerequisite: Consent of the department

SFLS 400 – INDEPENDENT STUDY (1-4)
This course consists of reading assignments, investigative paper or research project in a specific area of Spanish or Spanish-American literature or culture directed by a specialist in that area. The student will study independently and meet weekly with a project advisor. Prerequisite: departmental approval.

SFLS 451 – INTELLECTUAL TRADITIONS OF WOMEN (4)
This is a Special Topic Area with the same description as of SFLS 351. The difference between both courses is the depth and complexity of the themes analyzed, the learning objectives and the class requirements. SFLS 451 is offered every Spring semester. The specific title of the course will be announced in advance. Prerequisite: 351, 352, 353, 354 or permission from instructor.

SFLS 452 – MIGRATION; NEGRISMO, INDIGENISMO, INDIANISMO; NEGRITUDE, CREOLITE, NEGRITUDE, ANTILLANITE; (NEO) COLONIALISM; DIASPORAS AND LATINX (4)
This is a Special Topic Area with the same description as of SFLS 352. The difference between both courses is the depth and complexity of the themes analyzed, the learning objectives and the class requirements. SFLS 452 is offered every Spring semester. The specific title of the course will be announced in advance. Prerequisite: 351, 352, 353, 354 or permission from instructor.

SFLS 453 – LINGUISTIC, PROFESSIONAL, CULTURAL, AND ARTISTIC EXPRESSIONS (4)
This is a Special Topic Area with the same description as of SFLS 353. The difference between both courses is the depth and complexity of the themes analyzed, the learning objectives and the class requirements. SFLS 453 is offered every Fall semester. The specific title of the course will be announced in advance. Prerequisite: 351, 352, 353, 354 or permission from instructor.

SFLS 454 – DYNAMIC RELATIONS OF POLITICAL POWER (4)
This is a Special Topic Area with the same description as of SFLS 351. The difference between both courses is the depth and complexity of the themes analyzed, the learning objectives and the class requirements. SFLS 451 is offered every Fall semester. The specific title of the course will be announced in advance. Prerequisite: 351, 352, 353, 354 or permission from instructor.

SFLS 440, 441 – SENIOR CAPSTONE (PASS/FAIL ONLY) (1)
These courses are only required for graduating seniors. SFLS 440 consists in a series of sessions taught during the Fall semester by a team of professors who discuss and review works corresponding to their area of specialization and guide students in the preparation of their major thesis or thesis/project. SFLS 441 is offered in the Spring to guide students in the conclusion of their major thesis or project and in the final revision of their portfolio. Prerequisite: 308, 351, 352, 353, 354, two courses at 450 level, or permission from instructor.

Faculty

Art and Visual Culture
- Myra Greene, Chair and Professor, Photography
- Nydia Boyd, Assistant Professor, Photography
- Ayoka Chenzira, Chair and Professor, Comparative Women's Studies
- Julie Dash, Visiting Professor, Documentary Filmmaking
- Jasmine Espert, Visiting Assistant Professor
- Cheryl Finley, Distinguished Visiting Professor and Director of the Atlanta University Center Collective for the Study of Art History and Curatorial Studies
- Robert Hamilton, Senior Instructor
- Charnelle Holloway, Associate Professor
- Jaycee Holmes, Instructor and Co-Director Innovation Lab
- Alexxiss Jackson, Instructor, Documentary Filmmaking
- Anjanette Levert, Lecturer, Documentary Filmmaking
- Abayomi Ola, Associate Professor, Art History
- Kelly Taylor Mitchell, Asistant Professor, Art Program Director
- Bernida Webb-Binder, Assistant Professor, Art History

Biology
- Tiffany Oliver, Chair and Associate Professor
- Mentewab Ayalew, Associate Professor
- Maira Goytia, Assistant Professor
- Erica Harris, Post-Doctoral Faculty
- Ayesha Don Salu Hewage, Senior Lecturer
- Jennifer Kovacs, Associate Professor
- Mark Lee, Associate Professor
- Mark Maloney, Professor
- Michael McGinnis, Associate Professor
- James Melton, Lecturer
- Aditi Pai, Professor
- Anna Powolny, Senior Lecturer
- Jeticia Sistrunk, Assistant Professor
- Yonas Tekle, Associate Professor
- Elethia Tillman, Senior Lecturer
- Dongfang Wang, Associate Professor
- Fang Wang, Post-Doctoral Faculty

Chemistry and Biochemistry
- Kimberly Jackson, Chair and Associate Professor
- Lisa Hibbard, Professor
- Daniel Ashley, Assistant Professor
- Cachetne Barrett, Lecturer
- Davita Camp, Assistant Professor
- Peter Chen, Professor
- Michelle Gaines, Assistant Professor
- Marisela deLeon Mancia, Senior Lecturer
- Nugawela Pathiranalage, Lecturer
- Augusto Rodriguez, Lecturer
- Shanina Sanders Johnson, Assistant Professor
- Albert Thompson, Professor
- Mary Van Vleet, Assistant Professor
- Leyte Winfield, Associate Professor

Comparative Women's Studies
- Beverly Guy-Sheftall, Chair and Anna Julia Cooper Professor of English
- Johnnella Butler, Professor
- Ayoka Chenzira, Professor
- M. Bahati Kuumba, Professor
- Nikki Lane, Assistant Professor
- Kristen Abastis McHenry, Assistant Professor

Computer Science
- Raquel Hill, Chair and Professor
- Brandeis Hill Marshall, Professor
- David James, Assistant Professor
- Andrea Johnson, Assistant Professor
- Iretta Kearse, Senior Lecturer
- Andrea Lawrence, Associate Professor
- Jaye Nias, Assistant Professor
- Jerry Volcy, Senior Lecturer and Brown-Simmons Endowed Chair
- Sandrilla Washington, Instructor

Dance Performance & Choreography
- Veta Goler, Chair and Associate Professor
- Julie Johnson, Lecturer
- Tracy Lang, Associate Professor
- Katheleen Wessell, Senior Lecturer

Economics
- Marionette Holmes, Chair and Associate Professor
- Jarod Apperson, Assistant Professor
- Suneye Holmes, Instructor
- Anne Hornsby, Associate Professor
- Millicent Springs-Campbell, Instructor
- Romie Tribble, Professor
- Angelino Viceisza, Associate Professor

Education
- Andrea Lewis, Chair and Associate Professor
- Khalilah Ali, Assistant Professor
- Richard Benson, Associate Professor
- Valeisha Ellis, Assistant Professor
- Chatee Richardson, Assistant Professor
- Nicole Taylor, Associate Professor

English
- Stephen Knadler, Chair and Professor
- Tikenya Foster-Singletary, Senior Lecturer
- Wandeka Gayle, Assistant Professor
- Beverly Guy-Sheftall, Anna Julia Cooper Professor
- Michelle Hite, Associate Professor

- Deanna Koresty, Assistant Professor
- Rebecca Kumar, Assistant Professor
- Alexandria Lockett, Assistant Professor
- Lena Lockhart, Lecturer
- Sequoia Maner, Assistant Professor
- Lynn Maxwell, Associate Professor
- Melanie McKie, Instructor
- Pushpa Parekh, Professor
- Michelle Robinson, Director, Writing Center
- Sarah RudeWalker, Assistant Professor
- R. Nicole Smith, Lecturer
- Sharan Strange, Senior Lecturer
- Patricia Ventura, Associate Professor

Environmental and Health Sciences
- Rosalind Gregory Bass, Associate Professor
- Nirajan Dhakal, Assistant Professor
- Armita Davarpanah, Assistant Professor
- Guanyu Huang, Assistant Professor
- Na'Taki Jelks, Assistant Professor
- Kimberly Williams, Assistant Professor

History
- Yan Xu, Chair and Associate Professor
- Brandi Brimmer, Assosiate Professor
- Dalila de Sousa, Associate Professor
- Catherine Odari, Lecturer
- Kathleen Phillips-Lewis, Associate Professor

International Studies
- Sara Busdiecker, Chair and Associate Professor
- Munira Moon Charania, Assistant Professor
- Myoung-Shik Kim, Assistant Professor
- Asia Leeds, Assistant Professor
- Alix Pierre, Senior Lecturer
- Dimeji Togunde, Professor

Mathematics
- Monica Stephens, Chair and Associate Professor
- Viveka Borum, Associate Professor
- Naiomi Cameron, Professor
- Jeffrey Ehme, Professor
- Victoria Frost, Instructor
- Enahoro Iboi, Assistant Professor
- Kiandra Johnson, Senior Instructor
- Anisah Nu'Man, Assistant Professor
- Yewande Olubummo, Associate Professor
- Mohammed Tessemma, Associate Professor
- Bhikhari Tharu, Assistant Professor
- Jocelyn Wilson, Senior Instructor

Music
- Paula Grissom, Chair and Lecturer
- Christina Butera, Lecturer
- Maria Clark, Instructor
- Hyunjung Rachel Chung, Associate Professor
- Joyce Johnson, College Organist
- Kevin Johnson, Associate Professor

Philosophy and Religion
- Nami Kim, Chair and Professor of Religion
- Gertrude James Allen, Associate Professor
- Rosetta Ross, Professor of Religion
- Shay Welch, Associate Professor
- Al-Yasha Williams, Associate Professor

Physics
- Marta Dark McNeese. Chair and Associate Professor
- Natarajan Ravi, Professor
- Michael Burns-Kaurin, Associate Professor
- Retina Burton, Senior Instructor
- Derrick Hylton, Associate Professor
- Christopher Oakley, Senior Lecturer

Political Science
- Fatemeh Shafiei, Chair and Associate Professor
- Robert Brown, Associate Professor
- Dorian Crosby, Assistant Professor
- Marilyn Davis, Associate Professor
- Tinaz Pavri, Professor
- Desiree Pedescleaux, Associate Professor
- Kasahun Woldemariam, Professor
- Unislawa Wzsolek Williams, Associate Professor

Psychology
- Angela Farris Watkins, Chair and Associate Professor
- A. Nayena Blankson, Professor
- Dolores Bradley, Professor
- Karen Brakke, Professor
- Myra Burnett, Associate Professor
- Tracy Curry Owens,Lecturer
- Danielle Dicken, Assistant Professor
- Gloria Wade Gayles, Eminent Scholar
- Juanchella Grooms Francis, Senior Lecturer
- Jimmeka Guillory Wright, Associate Professor
- Alexandria Hadd, Assistant Professor
- Shani Harris, Associate Professor
- Kai McCormack, Associate Professor
- Sandra Patterson, Associate Professor
- Ahmad Sylvester, Senior Lecturer
- Natalie Watson, Assistant Professor

Sociology and Anthropology

- Erica Williams, Chair and Associate Professor
- Shanya Cordis, Assistant Professor
- Celeste Lee, Assistant Professor
- Saira Mehmood, Visiting Assistant Professor
- Mona Phillips, Professor
- Nia Reed, Visiting Assistant Professor
- Cynthia Spence, Associate Professor

Theater and Performance

- Aku Kadogo, Chair and Senior Instructor
- Keith Bolden, Associate Professor
- Eddie Bradley, Associate Professor
- Nicholas Ryan, Lecturer
- Erin Michelle Washington, Lecturer

World Languages and Literature

- Jacqueline Ogbesor-Alvarez, Chair and Associate Professor
- Julio Ruiz-Gonzales, Associate Professor
- Luis Gonzalez Barrios, Assistant Professor
- Anne Carlson, Lecturer
- Estelle Finley, Senior Instructor
- Cleveland Johnson, Associate Professor
- Xuexin Liu, Professor
- Zhengbin Richard Lu, Associate Professor
- Soraya Mekerta, Associate Professor
- Lucia Ribeiro, Lecturer
- Fernando Suarez-Equivel, Senior Lecturer
- Anastasia Valeece, Associate Professor
- Pilar Valencia, Senior Instructor

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- Helga Greenfield, Chief of Staff

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Division of Institutional Advancement
- Jessie Brooks, Vice President
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- Dimeji Togunde, Vice Provost for Global Education
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- Dekimberlen Neely, Associate Dean for Sophomores and Juniors
- Geneva Baxter, Associate Dean for First Year Studies
- Stacy Washington, Academic Programs and Retention Coordinator

Student Success Program
- Jennifer S. Johnson, Director
- Cynthia Hodges-Atkins, Academic Coach
- Brandi Reese, Coordinator of Tutorial Services and Academic Coach

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- Michelle Robinson, Director
- Melanie McKie, Associate Director
- Dan Bascelli, Coordinator of Instructional Technologies

Honors Program
- Michelle Hite, Director

International Affairs Center
- Vacant, Director

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- Myra Burnett, Vice President for Institutional Research and Planning
- Venetta Coleman, Director of Accreditation and Compliance and Director of the Quality Enhancement Plan
- Jennifer Johnson, Director of Student Success Program
- James Sanders, Director of Institutional Research

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- Leyte Winfield, Natural Science
- Kathleen Phillips Lewis, Humanities
- Tinaz Pavri, Social Science and Education

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- Chelsea Holley, Interim Director

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- Harold Bell, Director
- Toni Ireland, Assistant Director

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- Lenora Jackson, Director
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- John Wilson, Vice President and Chief Information Officer
- Chandra McCrary, Associate Vice President

Division of Student Affairs
- Darryl Holloman, Vice President
- Daryl Lowe, Associate Vice President
- Bonnie Taylor, Assistant Vice President and Dean of Students
- Sylvia Maddox, Assistant Dean of Students

Sisters Chapel/Wisdom Center
- Niechelle Guirdy, Dean of the Chapel and Director, Wisdom Center

Office of Student Life and Engagement
- Aisha Hitson, Director
- Melanie Cason, Student Engagement Program Manager

Counseling Services
- Vickie Ogunlade, Director of Counseling and Student Access
- Frances Cloud, Assistant Director

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- Steve Bowser, Director of Public Safety

Student Access Center

- Ave Marshall, Director
- Sandra Porter, Access Specialist
- Nina Quiones, Assistant Director