Spelman College

Bulletin 2010–12

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SPELMAN COLLEGE BULLETIN 2010–2012

ATLANTA, GEORGIA

Central Telephone Numbers

College Switchboard: (404) 681-3642 (available 9:00 a.m. – 5:00 p.m. EST Monday through Friday)
Office of Admissions only: 1-800-982-2411

Mailing Address

350 Spelman Lane, SW
Atlanta, GA 30314-4399

Internet Address

www.spelman.edu

Visitors

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

Accreditation

Spelman College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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 that appears 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, American Chemical Society, and the National Environmental Health Science and Protection Accreditation Council.

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 employment 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. It is the responsibility of each student to keep abreast of the current requirements for graduation and her degree program.

Please be aware that this publication is intended to be used for two academic years, 2010-2011 and 2011-2012. An addendum detailing key changes will be included with the publication in 2011.

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

Founded to empower free black women, we remain consistent in our mission to create a rigorous teaching and learning environment.

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 Statement of Purpose has been translated into a list of institutional goals and a list of behaviors that the Spelman College graduate should be able to demonstrate.

For Students Who Entered 2011 and Earlier

The institutional goals are these:

1. The College will continue to serve as a resource for educating Black women leaders.
2. The College will continue to maintain an environment of academic excellence that promotes optimal intellectual, cultural, ethical, spiritual, and physical development.
3. The College will continue to maintain an environment that nurtures self-confidence, pride, hope, strength of character, and a love of learning.
4. The College will continue to encourage students to appreciate the many cultures of the world, to serve their communities, and to commit to positive social change.

The list of behaviors encompasses three categories:

Intellectual Development

1. Recognize major concepts in the humanities, social sciences, natural sciences, and fine arts.
2. Apply an interdisciplinary approach to learning.
3. Use diverse methods of scholarly inquiry.
4. Demonstrate a depth and breadth of knowledge in at least one academic discipline.
5. Demonstrate critical and creative thinking skills.
6. Demonstrate proficiency in communicative, quantitative, and technological skills.
7. Demonstrate standards of academic excellence.

Preparation for Graduate or Professional School and the World of Work

8. Demonstrate academic preparation and skills for specific professions and careers.

Personal Development

9. Demonstrate self-confidence and self-respect.
10. Demonstrate pride in her own culture.
11. Demonstrate a knowledge of those issues that have particular significance to Black women.
12. Apply a set of moral and ethical values as a guide to personal behavior.
13. Demonstrate an understanding of and sensitivity to the many cultures of the world.
14. Demonstrate a willingness to serve the community and a commitment to bringing about positive social change.

15. Demonstrate a love of learning.
16. Demonstrate leadership skills that can be used in community and world organizations, business, government, religion, education, etc.
17. Assess her own qualities, talents, skills, values, and interests.

For Students Who Entered 2012 and Later

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)

A BRIEF HISTORY OF SPELMAN COLLEGE

Sophia B. Packard and Harriet E. Giles, missionary teachers from New England, founded Spelman College. With $100 and an offer from Father Frank Quarles to use the basement of Friendship Baptist Church, the Atlanta Baptist Female Seminary, a school to provide education and Christian training, began on April 11, 1881, with 11 students.

The philanthropy of John D. Rockefeller enabled the school to purchase nine acres and five frame buildings. In 1884 the school expressed its gratitude to its generous donor and changed its name to Spelman Seminary in honor of the mother of his wife, Mrs. Laura Spelman Rockefeller. Through the vision and self-sacrifice of **Sophia Packard**, the seminary was granted a state charter in 1888. Upon Miss Packard's death in 1891, **Harriet Giles** became president of the seminary. During her years of service (1891-1910), enrollment grew to 800 pupils, and curricular offering expanded to include high school and college programs of instruction and teacher, missionary, and nurses' training.

From 1910 to 1953, the institution experienced unprecedented growth during the presidencies of **Lucy Hale Tapley** (1910-1927) and **Florence Matilda Read** (1927-1953). In 1924, it became a four-year liberal arts college and made substantial strides in its curriculum and organization. Perhaps the most significant event of this time was the signing of the "Agreement of Affiliation" by Spelman College, Morehouse College and Atlanta University in 1929. The agreement served as the foundation upon which the Atlanta University Center was established in 1947.

In 1953, Spelman College began a new legacy of leadership when **Albert Edward Manley** became the first male and African American to lead the institution. During his administration (1953-1976), the College increased its enrollment, enlarged the physical plant, and established programs that broadened the educational experience. **Donald Mitchell Stewart**, his successor (1976-1986), augmented this formidable legacy of achievement by improving academic quality, strengthening the faculty, and tripling the College's endowment.

In 1987, **Johnnetta Betsch Cole** became the first African American woman president of Spelman College. During her tenure (1987-1997), she initiated programs that strengthened ties among the College and local, national and world constituencies. Spelman College successfully completed The Spelman Campaign: Initiatives for the '90s in 1996 by raising $113.8 million, making it the largest campaign in the history of Black college fundraising.

Another historic moment was entered into Spelman's annals in 1997 as **Audrey Forbes Manley**, a 1955 graduate of Spelman College, took the helm as the institution's eighth and first alumna president. Under her leadership, the College transitioned into the 21st century by implementing strategic planning, improving infrastructure, enhancing technology, expanding community partnerships and increasing its endowment. In 2000, the $33.9 million Albro Falconer Manley Science Center was completed.

When **Dr. Beverly Daniel Tatum** became the ninth president of Spelman College in 2002, she set an expectation that Spelman College would be recognized as one of the finest liberal arts colleges in the country – a place where young women of African descent could say, "This place was built for me and it is nothing less than the best!" Spelman is now widely recognized as one of the leading liberal arts colleges in the nation. Applications have increased more than 40% in the last six years, making Spelman one of the most selective women's colleges in the United States.

During Dr. Tatum's tenure, the Center for Leadership and Civic Engagement (LEADS) was created and its annual Women of Color Leadership Conference established as a national professional development resource. The curriculum has expanded to include Chinese language instruction, and in 2008, the Gordon-Zeto Fund for International Initiatives was established with a gift of $17 million, increasing opportunities for international travel for students and faculty as well as providing additional financial aid for international students. Overall, scholarship support for Spelman students has doubled since 2002, and opportunities for faculty research and development have expanded significantly. Through the Every Woman, Every Year Initiative launched in 2006, alumnae support of the annual fund has grown to 31% and continues to rise. Campus improvements include the award-winning renovation of three historic buildings and campus expansion, including newly acquired office space and the 2008 completion of a new "green" residence hall, increasing housing capacity on the campus by more than 25% and establishing the campus commitment to environmental sustainability for the 21st century. To build on a history of excellence, Spelman College has initiated "Strengthening the Core: The Strategic Plan for 2015."

Campus Facilities

The College campus consists of more than 32 acres and 23 buildings on the west side of Atlanta about a mile and a half from the downtown area.

Rockefeller Hall, renovated in 2006, houses the Office of the President and other administrative offices. Named for its donor, John D. Rockefeller, it was the first major construction on the campus.

Packard Hall (1888), named for the senior founder of the school, Miss Sophia B. Packard, was renovated in 2003 and houses administrative offices including the Office of Enrollment Management, which includes Admission, Financial Aid, and the Registrar's Office.

Giles Hall (1892 and renovated in 1996), named for Miss Harriet E. Giles, is the home of the social sciences and provides offices and classrooms. It also houses the Honors Program and the Fine Arts computer graphics laboratory and offices.

Morehouse-James Hall, Morgan Hall, MacVicar Hall and Reynolds Cottage were completed in 1901. Morehouse-James Hall is a dormitory for students. Morgan Hall contained the College's dining rooms and also served as a dormitory; however, it was destroyed by fire in 1970. It stood where the Albert E. Manley College Center now stands. MacVicar Hall houses the Women's Health Center, the Office of Counseling Services, and living facilities for the resident nurses and students. Remodeled in 1996, Reynolds Cottage is the president's residence.

Upton Hall (1904), which once provided housing for faculty members, housed the Historically Black Colleges and Universities Network, the Office of Community Service and the Bonner Scholars program, prior to its demolition in 2004.

Bessie Strong Hall (1917 and renovated in 2003) serves as a student residence hall and houses the WISDOM (Women in spiritual Discernment of Ministry) center, "a place to explore and give voice to Black spirituality, ethical leadership potential, advocacy, moral agency and righteous noise."

Laura Spelman Rockefeller Memorial Building was completed in 1918 in response to the demand for better facilities for training domestic science teachers. Money for the building and equipment was given by Mr. John D. Rockefeller as a memorial to his wife. In 1930, the Spelman Nursery School, which later became the Marian Wright Edelman Child Development Center, was established with facilities on the ground floor of the building. The Child Development Center ceased operations in 2010. Laura Spelman also provides student living facilities.

Tapley Hall, the science building erected in 1925 and named for Miss Lucy Hale Tapley, is a three-story brick building that contains science laboratories, offices, and classrooms.

Sisters Chapel, dedicated in May 1927 by Mr. John D. Rockefeller, Jr., in honor of his mother and aunt, contains an auditorium with a seating capacity of 1,050 and the Harreld James Organ, a three-manual Holtkamp organ of 53 ranks. This organ was installed in April 1968. In 1942 the Alumnae Association donated chimes for the Chapel. In the fall of 2005, the chapel was renovated.

Chadwick Hall, formerly the Leonard Street Orphans Home built in 1936, was acquired by Spelman in 1945 from Atlanta University and used as a residence hall until its demolition in 1986.

The **Florence Matilda Read Health and Recreation Building** was completed in July 1951. It contains the main gymnasium, offices and lounges, a swimming pool, bowling alleys, dance studios, a corrective gymnastics room, game rooms, lockers, and showers.

Abby Aldrich Rockefeller Hall, a residence hall, was built in 1952 with funds given by Mr. John D. Rockefeller, Jr.

The **John D. Rockefeller, Jr. Fine Arts Building (1964)** was made possible by a grant from the Rockefeller Brothers Fund and given in memory of Mr. John D. Rockefeller, Jr. It houses the departments of art, music, and drama.

Dorothy Shepard Manley Hall, a residence hall built with a federal loan from the Housing and Home Finance Agency, was completed in 1964. On November 13, 1964, the Board of Trustees voted to name it Dorothy Shepard Manley Hall in recognition of Mrs. Manley's assistance in the planning of the furnishings for the residence hall. It was formally named on March 15, 1965.

Named to honor Miss Clara Howard of the first High School graduating class and Mrs. Claudia Harreld of the first College graduating class, the second stage of a four-stage residence complex, **Howard-Harreld Hall**, was completed in September 1968.

During the third stage, the **Sally Sage McAlpin Hall**, named in honor of Mrs. McAlpin then Chairperson of the Board of Trustees, was built.

A College Center, completed in 1973 and named **Albert E. Manley College Center** by the Board of Trustees, houses the Alma Upshaw Dining Room, the Lawrence J. MacGregor Board Room, administrative and student government offices, the snack shop, the commuter student lounge, and two concourses-Sojourner Truth and Harriet Tubman.

The College Bookstore and the College Mail Center, originally located in the Manley College Center, are now housed in a separate facility, which was completed in 1988.

The residential complex was expanded when the **Donald and Isabel Stewart Living-Learning Center** opened in the fall of 1983. In addition to housing 198 students, the building includes a large meeting room and quarters for visiting lecturers, scholars, and artists.

The Academic Computer Center, dedicated in April 1985, is a two-story structure containing computer laboratories, faculty offices, a study area, and classrooms, including one electronic classroom and a standard classroom with a minilab and personal computers that provide Internet access.

The Johnnetta Betch Cole Living and Learning Center opened September 1, 1989 as the Living and Learning Center II and was renamed on October 19, 2005. The Center houses 200 students and provides conference facilities for on-campus and off-campus organizations.

Donated by Drs. Camille and William (Bill) Cosby, the **Camille O. Hanks Cosby Academic Center**, dedicated in Febru-

ary 1996, provides classrooms and laboratories for students studying in the humanities. It houses several interdisciplinary programs, departments and offices for faculty in English, history, philosophy, religious studies and world languages. The Center also contains an auditorium, an art museum, a museum shop, the Spelman College archives, the Ennis Cosby Reading Room, the Educational Media Center, the Writing Center, and the Women's Research and Resource Center.

The **Albro-Falconer-Manley Science Center**, a $33.9 million state-of-the-art center, opened its doors in 2000. A site for intellectual exchange and scientific creativity, the student-friendly center promotes interaction between students and faculty and attracts those outside of the scientific community and College. Designed to foster interdisciplinary learning, the building accommodates current research and teaching practices and supports the use of technology in teaching for the departments of biology, chemistry, computer science, mathematics and physics as well as curriculum-based programs in environmental science and engineering. Departmental offices, as well as offices for special support programs that enhance the infrastructure of teaching and research, are located in the facility.

The Suites, designed as a 303-bed residential hall, the 201,455-square-foot facility also includes a 100-car parking deck with preferred parking for environmentally friendly, low-emission, fuel-efficient vehicles, and covered bicycle storage.

Based on its many energy-efficient and eco-friendly features, The Suites received a Silver LEED Rating. The building was constructed and designed with increased water efficiency developments, low-emitting materials such as adhesives, sealants, paints and carpet, includes recyclable collection and storage on site. Twenty percent of building materials was manufactured locally, with 75 percent of construction waste being diverted from landfills. Green housekeeping and site management are used to maintain the building's day-to-day operations. Design features also include a meeting room, a private dining room, an exercise room, 10 recycling stations, art gallery, five television lounge areas, four sitting rooms, and 10 study areas.

Affiliation in the Atlanta University Center

Spelman is one of four institutions that constitute the Atlanta University Center, the largest consortium of Black higher education in the world. The institutions that make up the Atlanta University Center are Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. Cooperation among the affiliated institutions takes many forms, including joint use of the Robert W. Woodruff Library and cross-registration among the undergraduate institutions. Each school retains independent boards of trustees, administrative offices, faculty, student body, buildings, campus, and endowment, allowing Spelman to enjoy the benefits of a small liberal arts college while having access to the resources of a major university center.

Robert W. Woodruff Library

Constructed in 1982, the Robert W. Woodruff Library is named in honor of the late Robert Winship Woodruff, former CEO of the Coca Cola Company. The library was designed to serve the instructional, informational and research needs for member institutions of the Atlanta University Center, the world's largest and oldest consortium of Historically Black Colleges and Universities.

The Woodruff Library reflects the excellence of its member institutions. As an academic resource with a mission to achieve distinction in providing and supporting the learning, teaching, and research needs for each institution in the Atlanta University Center (AUC) it is vital to meet the needs and issues critical to its shareholders.

Orientations, tours, and instruction provide users with guidance in using specific Library collections and services. Research assistance is offered in person, by telephone, through individual and group consultation or through the web using the AskRef email reference service. A Kurzweil Reader and closed circuit television for text magnification and color adjustment are available for visually challenged patrons. There are also approximately 600 study carrels available for faculty, graduate and undergraduate students who are actively involved in conducting research and intensive study. Computer labs, electronic classrooms, video conferencing, and 200 computers are available for student and faculty use.

E-Resources can be accessed online in the Library and from remote locations. The Robert W. Woodruff Library provides access to full-text electronic journals, books and reference items by direct purchase. The Library is a member of ARCHE, SOLINET, OCLC and HBCU Library Alliance. It participates in the Georgia state library network, GALILEO, an active Interlibrary Loan service making available needed materials owned by other libraries throughout the United States and internationally, as well as a local interlibrary use program, which permits access to the collections of nineteen other Georgia libraries that participate in the ARCHE consortium.

The Robert W. Woodruff Library's holdings exceed 1.6 million items and include approximately: 383,000 print volumes; 43,000 electronic books; 867,000 microforms; 314,000 government documents; 17,000 theses and dissertations; 35,000 bound periodicals; 1,500 current periodical subscriptions; 7,000 videos, DVDs and CDs; more than 200 databases and nearly 7,500 cubic feet of archival collections. The Archives and Special Collections department is noted for its extensive materials documenting the African American experience and the rich history of the AUC schools. Among the unique holdings are the John Henrik Clarke Africana Collection, the Henry P. Slaughter Collection, and the Countee Cullen/Harold Jackman Memorial Collection of visual and performing arts.

For more information about the Robert W. Woodruff Library, go to www.auctr.edu.

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 minimal 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 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 student who has decided early in the college search process that Spelman College is clearly her 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 (postmark) Early Decision deadline. Decision notification for Early Decision applicants are mailed no later than December 15.

Early Notification

The Early Notification 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 (postmark), and decision notifications are mailed no later than December 31. Early Notification applicants not admitted under this plan are automatically considered under the Regular Decision plan.

Regular Decision

Regular admission decisions are made by the Spelman College Board of Admission, using academic, personal, and reference information as provided by the applicant. Applications submitted by February 1 (postmark) 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 (postmark): February 1 of junior year
- Decision Notification (mail date): April 1
- Confirmation Deposit (postmark): May 1*

Early Decision

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

Early Notification

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

Regular Decision

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

Application Procedures

First-Year Applicants

An application for admission to Spelman may be obtained from the Office of Admissions or the Spelman website at www.spelman.edu/admissions. Students who prefer to use the Common Application may access it from the Spelman website or at www.commonapp.org. It is also available in many high school guidance offices. If supplementary information is needed, the applicant will be notified.

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 application form along with the nonrefundable application fee ($35 paper submission or $25 online submission). When submitting materials, applicant should include her name 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 requested, 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, postmarked by the November1, November 15, or February 1 deadline. In special circumstances, 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 Office of International and Commuter 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 Time 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 (postmark) for fall semester and November 1 (postmark) for spring semester enrollment:

1. The application form and the nonrefundable application fee of $35 (paper submission) or $25 (online submission).
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 mini-

mum 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 (postmark): April 1
- Decision Notification (mail date): May 1
- Confirmation Deposit (postmark): June 1

Spring Semester
- Application Deadline (postmark): November 1
- Decision Notification (mail date): December 1
- Confirmation Deposit (postmark): 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, an applicant 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. A Pauline E. Drake Program student who intends to earn a degree from Spelman College will need to enroll in some day courses to meet the requirements of her academic program.

A prospective participant may apply to the Pauline E. Drake Program as a degree or a non-degree student. Non-degree status is appropriate for the woman who already has a college degree and would like to enroll in credit courses because of her special interests or her need for certain skills, knowledge, or certification. A non-degree student is part-time and unclassified. As a non-degree student, she may complete no more than one year of study or 32 semester hours. After completing a year, she must request approval to matriculate as a degree seeking student or obtain permission from the Dean of Undergraduate Studies to continue in the non-degree status.

An applicant should submit the following information to the Office of Admissions:
1. The application form and the nonrefundable application fee of $35.
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 (postmark) for fall semester admission. The deadline for spring semester admission is October 1 (postmark).

Guest Applicants

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

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

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. A student may attend no more than one year as a nondegree student 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.

EXPENSES AND PAYMENTS

The current Schedule of Basic Fees may be found on the College website at www.spelman.edu. It does not include the cost of books and supplies, travel expenses, and miscellaneous personal items that may be required. Basic tuition, fees, and room and board expenses are to be paid in full three weeks prior to the first day of school. Money for expenses not classified as basic should be sent directly to the student and not to Spelman College.

Payments to the College for student tuition, fees, and room and board costs should be made in U.S. currency by cash, certified or cashier's checks, and bank drafts or money orders and made payable to Spelman College. The College also accepts payments made by Visa, MasterCard, and American Express.

Cash should not be mailed to the College. All payments should be sent to

Spelman College
Cashier's Office
350 Spelman Lane, SW
Campus Box 1705
Atlanta, GA 30314-4399

Wire Transfer Instructions

Bank wire transfers should be sent to the following account:

Wachovia Bank
Atlanta, Georgia
Spelman College
Account# 2000166134478
ABA# 061000227

Note: All student wires must contain the student's name and social security number.

Credit Card Payments via Web (Internet)

- Go to www.spelman.edu
- Click "Parents." Pay tuition online.
- Login to view your personal information by typing student's ID# (social security #) and PIN#
- Click Student Records
- Click Account Summary
- Scroll down to Credit Card Payment and follow instructions (Be sure to indicate correct term)

Credit Card Payments via Fax

Please fax the following information to 404-270-5171, Attention: Cashier's Office

- Card Name (VISA, Mastercard, American Express)
- Card Number
- Expiration Date
- Amount of Payment (exact)
- Student Name
- Student ID number (social security #)
- Cardholder's Signature
- Cardholder's Phone Number (business hours)

Schedule of Basic Fees | 2010–2011*

First Semester	On-Campus Student	Off-Campus Student
Tuition (12 to 20 credit hours)	$ 9,354.50	$ 9,354.50
Student fees (see details below)	1,905.00	1,905.00
Room and board**	5,232.00	–
Other charges to be assessed at registration (see details below)		
	$16,491.50	$11,259.50

Other charges to be assessed at registration (see details below)

Second Semester	On-Campus Student	Off-Campus Student
Tuition (12 to 20 credit hours)	$ 9,354.50	$ 9,354.50
Student fees	1,396.00	1,396.00
Room and board**	5,232.00	–
Other charges to be assessed at registration (see details below)		
	$15,982.50	$10,750.50
Total for year	**$32,474.00**	**$22,010.00**

Other charges to be assessed at registration (see details below)

* Fees for 2011-2011 may be found in the Bulletin Supplement and online at www.spelman.edu/students/prospective/getting_in/basic-fees.shtml

** Students occupying single rooms will be charged an additional amount of $ 321.00 per semester. **If you are a resident of the The Suites Residential Hall, please add $799 per semester for a 2-BR Suite, $571 per semester for a 3-BR Suite, or $213 per semester for a 4-BR Suite.**

Student Fees

Per Semester	First	Second
Library	$ 342.50	$ 342.50
Technology	337.00	337.00
Testing	52.50	52.50
College Center	237.00	237.00
Health	152.00	152.00
Student activities	198.00	198.00
Cultural activities	77.00	77.00
Student insurance	509.00	–
	$1,905.00	$1,396.00

(These fees are optional if a student registers for less than six semester hours. **However, this option does not apply to the student insurance fee.**)

Other Charges to be Assessed at Registration	
Senior Graduation Fee	$400
New student fees (first semester enrolled):	
– Matriculation	$ 50.00
– Orientation	$200.00
	$250.00

Course and Laboratory Fees: Charges for laboratory fees, private music lessons and bowling and golf fees will be determined according to course registration and detailed on the student's account when applicable. (Please see SEMESTER FEES for amounts.)

Students are responsible for providing current mailing addresses to the College.

The College reserves the right to adjust tuition, fees, and room and board costs and to revise College policies during the year should conditions so warrant.

Deposits

First-time Students Only

A student attending Spelman College for the first time is required to pay a $300 nonrefundable confirmation deposit postmarked by May 1 for first year students and June 1 for transfer students. This payment will be credited to the student's account. The Office of Admissions requires written notification of the student's intention to cancel her enrollment by July 1.

Deposits for Returning Students

Off-campus students who desire to register for classes during the ensuing year must pay a $50 tuition deposit and a nonrefundable $150 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 deposits will be forfeited. All cancellations must be submitted in writing to the Office of the Registrar before June 1.

Students who desire to register for classes during the ensuing year and live in College housing must pay a $50 tuition deposit and a nonrefundable $200 housing confirmation deposit. These payments will be credited to the student's account. If a student **does not** return to the College, the tuition and housing deposits will be forfeited. If a student **returns** to the College but cancels her housing assignment, only the housing confirmation deposit of $200 will be forfeited. **All cancellations request must accompany supporting documentation such as graduation, withdrawal from college, domestic exchange, study abroad, etc. Any student submitting a housing cancellation after June 1 may be charged a minimum of one semester's room and board cost**.

Tuition

Full-time students registered for 12 to 20 hours are 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 and non-degree students are students registered for less than twelve 12 hours and will be charged $780 per hour.

Full-time students registered for hours in excess of 20 will be charged $620 for each additional hour.

Music Fees for Private Lessons

Students taking private piano, violin, flute, clarinet, or voice lessons will be charged $190 per semester for a half-hour lesson per week per one semester or $320 per semester for two half-hour lessons per week. Students taking private organ lessons will be charged $200 per semester for a half-hour lesson per week.

Library Fee

This fee covers, in part, the use of the Robert W. Woodruff Library.

Bowling Fee

Students who register for a bowling class are charged $30 per course per semester.

Golf Fee

Students who register for a golf class are charged $60 per semester.

Laboratory Fee

Students who take courses at other colleges that require a laboratory fee will pay that college's fee. The laboratory fee for physics, chemistry, and biology courses at Spelman College is $110 per course per semester.

Study Abroad Administrative Fee

The administrative fee of $300 per semester for a student studying abroad helps cover some of the administrative costs associated with studying overseas. These include, but are not limited to, billing, communication, informational sessions by programs and foreign universities, office costs associated with applications, financial aid packaging, orientation, preregistration, and reentry into Spelman.

Health Fee

The health fee covers medical services for minor illnesses treated at the College's health services facility. It does not cover x-rays, special medication, surgery, or treatment by off-campus physicians.

Student Medical Insurance

This mandatory medical insurance program, which includes benefits for hospital, ambulance, and miscellaneous charges, is required for all students. The insurance cost is $509 per student per year, payable 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.

College Center Fee

This fee covers a portion of the operating cost of the Albert E. Manley College Center and the activities held in the building during the year.

Concert, Lecture, Movie, and Cultural Activities Fee

This fee covers, in part, the cost of providing the College community with visits from eminent artists and lecturers, special movies, and other cultural and educational activities.

Technology Fee

This fee covers, in part, the use of the College's academic computer laboratories.

Student Activities Fee

A portion of this fee is set by vote of the student body and covers activities such as student publications, dances, plays,

charitable causes, etc. The governing body of the Spelman Student Government Association makes allocations to the aforementioned activities.

Parking Fees

Any vehicle using Spelman College's parking facilities must be registered with the College. The College's parking deck are available to sophomore, junior, and senior students residing in campus housing. These students may purchase parking permits on a first-come, first-served basis. Fees for resident parking must be paid in advance and will be accepted in the form of cash, money orders, or cashier's checks, which should be made payable to AAA Parking.

- Visitors: $1.00 per ½ hour, up to a maximum of $3 per day
- Resident Students: $400 per semester with in and out privileges
- Commuter Students: Option 1: $1.00 per ½ hour, up to a maximum of $3 per day; or Option 2: $400.00 per semester with in and out privileges

Parking charges **will not** be placed on students' accounts. Payment should be made directly to AAA Parking, 350 Spelman Lane, Campus Box 305, Atlanta, GA 30314. Phone: (404) 270-5431.

Auditing Fee

Students desiring to audit courses will be extended this privilege upon receiving permission from the Dean of Undergraduate Studies and the Department chairperson of the Department offering the course. Full-time students may audit without charge. Part-time students and persons not matriculating at the College are required to pay $230 per credit hour.

Testing Fee

The testing fee defrays a portion of the cost of the College's Assessment Program, which administers special tests to students during the academic year.

Room and Board

This charge covers the use of residence hall space in accordance with the College's academic calendar. Additionally, all resident students are required to sign a Residence Hall Housing contract and abide by its regulations. Facilities are provided for students to launder their linen and clothing. Residence hall on the Spelman College campus do not provide adequate space for storing and preparing food; therefore, all resident students are required to purchase their meals in the College dining room, which provides meals on a seven-day-per-week basis throughout the semester in accordance with the College calendar.

Spelman College Dining provides

- breakfast, lunch, and dinner with a variety of choices served cafeteria style;
- an attractive, congenial atmosphere for dining;
- the opportunity for students to invite guests, faculty members, and staff to dine with them at a reasonable cost;
- the opportunity to plan special occasions and programs in the dining hall during mealtime;
- a Student Welfare Committee, consisting of students, faculty members, and staff who serve as a clearinghouse for problems related to food services.

Special dietary options may be arranged for students with documented medical conditions.

Other Fees

Application Fee

A nonrefundable application fee of $35 is to be sent to the College with an admission application. However, an applicant submitting an electronic admission application will be charged a $25 nonrefundable application fee.

Duplicate Identification Card Fee

A fee of $10 is charged to students who request a replacement identification card.

Duplicate Validation Sticker

A fee of $5 is charged to students for the replacement of a validation sticker, if it is lost or stolen. In addition, a $10 charge is assessed for the required duplicate I.D.

Commuter Meal Plan

A fee of $1,080 is charged to off-campus students upon their request. This plan provides two meals a day, Monday through Friday.

Late Registration Fee

A fee is charged to students who fail to obtain registration materials during the designated period and to those students who begin registration but do not complete it by the time specified in the College calendar.

Transcript Fee

A fee of $5 is charged for each official copy of a transcript. This fee must be paid in cash or by certified or cashier's check, draft, or money order to the College.

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 Student Financial Services.

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 funds are 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 six (6) credit hours will not qualify for Spelman scholarships or Federal Direct Loans (i.e., Stafford, Perkins, PLUS). 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 six (6) credit hours are eligible to receive a prorated portion of these funds.

Deferred Payment Plan

For parents or students who desire to defer payment of 50% of the basic charges for tuition, fees, room and board, the following plan is available:

Terms

1. Payment of one-half of all semester charges is due July 30, 2010 for the fall semester and December 13, 2010 for the spring semester.
2. The remaining balance of charges is to be paid as follows:

   Additional 50% of remaining balance is due

   1st semesterSeptember 30

   2nd semester February 28

   Final payment is due

   1st semesterOctober 29

   2nd semesterMarch 31
3. A deferred payment fee of $200 per semester is charged for this service.

Students who have not paid in full by the first day of registration will automatically be placed on this plan and charged the $200 deferred payment fee.

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. Payments 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, MasterCard, and American Express.

Each student must satisfy all financial obligations to the College in accordance with the Deferred Payment Plan 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 all College functions, and 4) receive any official College documents, including transcripts and diplomas.

Refunds/Adjustments

A student who withdraws or takes a leave of absence from the College within the first 60 percent of the semester will receive an adjustment to her student account based on the following criteria: a percentage that represents the amount of time remaining in the semester, the total institutional charges assessed the student, and the Title IV financial aid applied to the student's account. The percentage that represents the amount of time remaining in the semester shall be determined by dividing the total number of the student's uncompleted calendar days in the semester by the total calendar days in the semester. Total calendar days are calculated beginning with the first day of classes and ending with the last scheduled day of exams, including weekends but excluding scheduled breaks of five days or more, and days of an approved student leave of absence or withdrawal. 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%.

The College will refund the amounts due from the College and the student to the appropriate Title IV program in the following order:

1. Unsubsidized Federal Stafford loans
2. Subsidized Federal Stafford loans
3. Federal Perkins loans
4. Federal PLUS loans
5. Federal Pell Grants
6. Federal SEOG Program aid
7. Other grants or loan assistance under Title IV
8. Other scholarships and grants

The College will assume the responsibility of making the appropriate refunds to the Title IV programs for overpayments received by the student, as well as overpayments received by the College; however, it is the responsibility of the student to repay the overpayment in full to the College. Failure to repay the amounts of the overpayments will jeopardize the student's eligibility for future Title IV financial assistance at the College, as well as other institutions of higher education.

Copies of the previously referenced calculations can be obtained from the College's Office of Student Accounts.

Institutional Refund

A student who withdraws or takes a leave of absence from the College during the first 60 percent of the semester and does not receive any Title IV aid will receive an adjustment of her charges and institutional funds. This adjustment will be based on a percentage that is calculated by dividing the total number of days remaining in the semester by the total number of days in the semester (explained in section on Title IV Aid).

Credit Balance

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.

For further information, contact

Controller's Office, Student Accounts
Spelman College
350 Spelman Lane, S.W.
Campus Box 1159
Atlanta, Georgia 30314
(404) 270-5161 or (404) 270-5162 or (404) 270-5163

FINANCIAL AID AND SCHOLARSHIPS

Types of Financial Aid

The main sources for financial aid are (1) grants, (2) direct federal loans, (3) part-time employment, and (4) scholarships. Scholarships and grants are portions of the financial aid award that do not have to be repaid, and are made possible by special gifts and income from the College, various state programs, and the federal government.

Application Procedures

Any student who wishes to receive financial aid from any of the programs administered by the College must complete the Free Application for Federal Student Aid (FAFSA). Any first-year student who wishes to be considered for scholarships must send a completed Spelman College Application for Admission to the Office of Admissions. Supplemental information will be required for some scholarship programs.

A continuing student must submit the FAFSA every year before February 1 to qualify for financial assistance. Receipt of financial aid in one academic year does not automatically result in approval and/or renewal for the next year.

When the FAFSA has been processed, the student will receive a Student Aid Report (SAR), and the College will receive an Institutional Student Information Record (ISIR) electronically. If the information on the FAFSA is incorrect or incomplete, the U.S. Department of Education cannot calculate the Expected Family Contribution (EFC) number. Consequently, comments on Part 1 of the SAR will ask the student to confirm, correct, or add information in/ on Part 2 (the Information Request Form). Changes on Part 2 should be made according to instructions, and the SAR should be returned for reprocessing. The financial aid administrator can make the changes electronically to expedite the process. Incorrect information will delay the disbursement of financial aid and may even prevent a student from receiving financial assistance.

Special Note: Parents of dependent students applying for aid may be required to submit copies of their federal income tax returns and other additional information to the Office of Student Financial Services.

Transfer Students

Transfer applicants must request a duplicate Student Aid Report (SAR) be sent to the Spelman College Office of Student Financial Services before February 1 to be eligible for the Federal Pell Grant.

Students Claiming Independent Status

A student who claims independent status must meet the criteria set by the U.S. Department of Education. A student can claim independent status if she is 24 years of age or older, Veteran of U.S. Armed Forces, has dependents, graduate or professional student, married, orphan or ward of the court, or has children that she supports.

Financial Aid Eligibility

Spelman College adheres to the terms of the Higher Education Act of 1965 (as amended by Congress) that require institutions of higher education to establish minimum standards of "Satisfactory Progress" for students receiving financial aid. A student's eligibility to receive financial aid from federal or state sources is verified upon the initial award. Subsequently, her grades are evaluated at the end of the spring semester to make sure that she has met the Spelman definition of satisfactory progress outlined here: A student has progressed satisfactorily if she has a cumulative grade point average (GPA) at or above the minimum cumulative GPA for academic good standing, completed seventy-five percent (75%) of the credit hours attempted and she completes the required number of credit hours for the academic year.

Grade Point Average and Required Credit Hours

Class	Minimum Cumulative GPA	Minimum Completed Credit Hours*
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

*in addition to transfer credit

Maximum Time to Receive Financial Aid

A student can receive financial aid for up to 180 attempted credit hours. The grade symbols "F," "W," and "I," repeated courses, transfer credits, and advanced placement credits will be included in this limit.

Eligibility Appeals

Appeals for financial aid and reinstatement of aid will be considered once a decision has been made by the Academic Appeals Committee concerning a student's reinstatement in school.

Verification Policy

Verification is the process used to check the accuracy of the information that a student submits when applying for federal student aid. It is regulated by the U.S. Department of Education.

The Student Financial Aid Programs Covered by Verification

- Federal Pell Grant
- Federal Direct Loan Program (FDL), formerly Federal Family Educational Loans Federal Supplemental Educational Opportunity Grant
- Federal College Work-Study

The Financial Aid Data to Be Verified

- Adjusted gross income (AGI) for the base year or previous year
- U.S. income taxes paid for the base year or previous year

- Number of family members in the household
- Number of family members attending postsecondary educational institutions as at least half-time students and pursuing a degree, certificate, or diploma (not to include parents)
- Citizenship status

Other Untaxed Income and Benefits to Be Verified

- Social Security benefits
- Veterans Administration benefits
- Child support
- Untaxed payments to IRA and/or Keogh plans
- Foreign income exclusion
- Earned income credit

The Verification Procedure

Students selected for verification are sent verification letters, which must be completed, signed, dated, and returned to the Spelman College Office of Student Financial Services.

To ensure accuracy, the Office of Student Financial Services may review requested information, such as U.S. income tax returns (1040, 1040A, 1040EZ,), the needs analysis (FAFSA), the non-tax filer form, and untaxed income and benefits statements.

If the information on any of these documents conflicts with data reported on the FAFSA, additional documentation may be required.

How Need Is Determined

Spelman subscribes to the principle that the amount of financial aid granted to a student should be based on demonstrated need, which is the difference between the student's cost of attending the College and the family's ability to pay. FAFSA uses financial aid data (listed previously) to determine eligibility. Upon receipt of the financial information from the Department of Education, the Spelman College Office of Student Financial Services estimates the student's need by subtracting the amount of the family's contribution from the total estimated educational expenses of the student, including indirect expenses such as books, personal expenses, and transportation.

An Estimated Family Contribution (Federal Pell Grant Index) (EFC) is calculated from the FAFSA data analysis and appears on the SAR. If the index number is 5273 or lower, the student may be eligible for a grant. The Federal Pell Grant Index, which changes each year, is used to determine the amount of the Federal Pell Grant.

Even if the student is not eligible for a Federal Pell Grant, she should contact the Office of Student Financial Services. The office may use the information on the SAR to determine eligibility for aid from other federal student aid programs.

Federal and State Need-Based Financial Aid Programs

Federal Work-Study Program (FWS)

This program permits students to work part-time on Campus or at agencies off campus. Students with an eligible Estimated Family Contribution (EFC) are assigned jobs after all other sources of assistance have been applied. Jobs are awarded to those students who have completed the FAFSA on a first-come first-serve basis.

Students enrolled half-time or more are eligible for job assignments. The rate of pay varies but is at least equal to the minimum wage set forth in the Fair Labor Standards Act.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federally funded grant program for undergraduates may be available to students with exceptional financial need (lowest EFC index numbers) who are Pell Grant recipients.

Federal Pell Grant

This federally funded grant program, authorized by the Higher Education Act of 1972, provides eligible students with a "floor" of financial aid to help defray the costs of postsecondary education.

Federal Direct Stafford Loan Program

This program enables students to borrow up to $3,500 per year for the first year, $4,500 for the sophomore year, and $5,500 for the junior and senior years.

In every case, the College must determine financial need, the student's enrollment status, and the status of repayment of grants and other loans expected from the date of graduation and then recommend an amount to the lender. All students receiving student loans must complete entrance and exit loan counseling.

Federal Direct Plus Loan

This program is designed for parents of undergraduate dependent students and may be used for up to four years. Repayment begins 60 days following the last disbursement of the academic year and is repayable on a monthly basis while the student is enrolled in college.

Federal Direct Unsubsidized Stafford

This program is designed for independent students and may be used for up to four years. It may also be awarded to dependent students whose parents cannot qualify for a Plus loan.

Georgia Tuition Grant Program

This program is funded by the State of Georgia to Georgia resident students who meet the residency status, academic classification, minimum academic load, and other eligibility requirements. The amount is stipulated by the state legislature each year. Students must be enrolled in a minimum of 12 credit hours.

Other Aid Sources

A daughter of a deceased or physically challenged veteran should write to the Veterans Administration office nearest

her home. Social Security assistance is also available for the qualified student. Information may be obtained from the Social Security Administration.

State Funded Scholarships

Georgia Hope Scholarship
The HOPE Scholarship is funded by The Georgia Lottery and is a merit-based scholarship. Students are eligible for the HOPE Scholarship if they graduate from an accredited Georgia high school, have a cumulative grade point average of 3.0 upon high school graduation, and their parents are considered residents of Georgia.

Students may retain the HOPE scholarships if they maintain a cumulative grade point average of 3.0 at the end of each spring semester.

Spelman College Scholarships

Dewitt Wallace Scholarship Program
The DeWitt Wallace Scholarship Program, initiated in 1992, has been made possible by a $37 million gift to Spelman College from the DeWitt Wallace-Reader's Digest Fund. The College offers scholarships based on a $1 million annual income from the endowment.

Scholarships for New Students

A first-year applicant who presents an excellent high school record may be eligible for Spelman funded or administered scholarships.

Presidential Scholarship
Annually, a presidential scholarship committee selects five entering first-year students on the basis of scholastic achievement, academic promise, leadership potential, and community service. A Presidential Scholar receives full tuition, fees, and on-campus room and board for four years, if she continues to meet the scholarship criteria.

Dean's Scholarships
Approximately 65 entering first-year students are selected annually to receive full- or partial-tuition scholarships based on their high academic achievement in high school. Dean's scholarship notification may be included with the offer of admission. An awarded student may retain her Dean's Scholarship for four years, if she continues to meet the qualifying criteria.

Bonner Scholarship
The Bonner Scholars Program is a service scholarship program which provides opportunities for students to contribute to society. It is supported by the Corella and Bertrum F. Bonner Foundation, a national philanthropic organization based in Princeton, New Jersey.

A Bonner Scholar, a first-year student at the College, may actively participate in the program through her senior year. The student must provide evidence of high financial need, solid academic performance in high school, and good citizenship at home, school, church, and in her community. Consideration may also be given to a student who does not have financial need but who has demonstrated outstanding commitment to community service.

Scholarships for Continuing Students

A continuing upper-class student who has earned a 3.0 GPA and maintained an acceptable citizenship record will be eligible to apply for scholarships as funds are available. The College reserves the right to withdraw a scholarship at the end of the first semester if the student's academic performance does not warrant its continuation. A transfer student may be eligible to apply for a Spelman Scholarship after she has completed 32 credit hours at Spelman.

The Sisters Chapel Scholars Program
The Sisters Chapel Scholars Program provides financial support to Spelman students who are interested in exploring religious vocations, the study of theology or ethics, spirituality, and ordained ministry. Based on academic potential, community service and financial need, five Spelman students are chosen annually and awarded a $5,000 scholarship. All classifications are encouraged to apply, recognizing that research projects and Sisters Chapel program support and participation are required.

Other Scholarships

Some special Spelman-funded or administered scholarships are awarded each year. The number varies depending upon contributions made to the College for this purpose. Their value may range from $50 to full scholarships that cover tuition, fees, room and board.

Students are not generally awarded more than one Spelman-funded scholarship and the sum of Spelman-funded scholarships and external scholarships cannot exceed the cost of attendance.

Retention of Spelman-Funded Scholarships

To retain her scholarship, a student must maintain an acceptable citizenship record, and complete all courses. Additionally, she cannot receive an incomplete ("I"), withdrawal ("W"), or any grade below a "C." Students must earn the minimum credit hours required for each academic classification. She must also earn the following GPA for each academic year:

First Year	2.8
Sophomore	3.0
Junior, Senior	3.2

Notification of Awards

No decision can be made on a new student's application for financial assistance until the Office of Admission has approved her admission to the College. After a new student has been admitted and paid the necessary admission deposits, the financial aid awards are made if she has completed the Free Application for Federal Student Aid (FAFSA).

Financial aid awards are distributed annually, but only one-half of the award is applicable each semester. The College

will make an award every year for documented need, provided the student files a new FAFSA each year with the Department of Education by February 1. Subsequent awards for a continuing student are adjusted to reflect her current need as determined from annually updated financial information.

The financial aid award for a returning student is made in early spring. Priority will be given to the student who completes her file before February 1. To receive prime consideration for financial aid, the student should apply as early as possible on or after January 1 of each year.

A student who receives student loans or other financial aid is expected to make timely arrangements with the Office of Student Financial Services and the Student Accounts Office to ensure that payments are applied to her account.

The Award Package

Financial aid is awarded to a student who needs assistance. It provides a reasonable part of the total amount required to meet college costs by offering students employment, loans, or both. Acceptance of a loan is not considered a prerequisite for the award of a scholarship or a job.

A student who enrolls in fewer than 12 credit hours will receive a prorated portion of her financial aid award, which may include scholarships awarded by Spelman College. However, Georgia regulations require that a student carry at least 12 semester hours to receive the Georgia Tuition Equalization Grant and at least six hours to receive the HOPE Scholarship.

If a student receives federal financial aid as a result of reporting inaccurate information, she will have to repay the portion of aid she should not have received. Also, any person who intentionally makes false statements or misrepresentations on a federal aid application violates the law and is subject to a fine or imprisonment or both under provisions of the U.S. Criminal Code.

Adjustments to the Award

Overawards

If a student receives outside scholarships in conjunction with financial aid and Spelman scholarships and it takes her over the Cost of Attendance, the College will adjust her financial aid and Spelman Scholarship to the Cost of Attendance.

A student who is awarded a scholarship or financial aid from a source other than the College should notify the Office of Student Financial Services. Her Spelman financial aid award will be subject to review and possible revision.

The student should inform the Office of Student Financial Services of any significant changes in the family's financial situation that might warrant an increase or decrease in aid from the College.

Refund Policy

Distribution of Refunds for Title IV Recipients

If a refund is due a student under Spelman College's institutional refund policy and the student has received financial aid under any Title IV student financial aid program other than the Federal College Work-Study Program, a portion of the refund will be returned to the Title IV student assistance programs using the following formula:

- Total amount of Title IV aid less FCWS earnings
- Total amount of aid less FCWS earnings

The resulting percentage will be applied to the refund determined by Spelman College's refund policy.

After the total dollar amount has been determined, each Title IV program will be credited with its proportionate share, according to the dollar amount each program contributes toward the student's aid. The same formula will be used to return to the student's lender any portion of a refund from a loan made under the Federal Direct Loan Program (FDLP) or Federal Direct Plus (FDPLUS) for undergraduate students by substituting total Federal Direct Stafford or Federal Direct PLUS for total amount of Title IV aid less FCWS earnings.

Confidentiality of Circumstances

Since the financial aid award reflects a family's financial circumstance, it will be considered a private matter between the student and her family. In accordance with the Family Educational Rights and Privacy Act of 1974, the College will not release this information to others without written consent of the student, except in the case of specific scholarship donors. The Parents' Confidential Form will not be released to a student without the written consent of the parents.

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, athletics, religious and spiritual life, health services, counseling services, disability services, student judicial programs and services, public safety, and international student advising.

Publications

The Student Handbook contains policies and procedures governing student life. The handbook also includes the Guide to Success for Spelman Students, which outlines traditions, appropriate conduct, and decorum for students.

Housing and Residence Life

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 work closely with professional and paraprofessional staff to provide innovative educational and cultural programs.

Spelman College has eleven (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 Office of Disability Services.

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, the Atrium, and the Suites are the main dining facilities. The Jaguar Underground Grill offers additional meal options and is open extended hours during the week.

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 care 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 student, her 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 that will need monitoring or treatment. The Department of Student Health Services can also refer students to specialists in the community to assist with their treatment.

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 for 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 to obtain.

Student Sickness and Accident Insurance

All students who register for 12 credits or more are required to participate in a health insurance program. The College has made this coverage mandatory to ensure 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 Office of Career Planning and Development (CPD) provides quality services and programs that produce highly skilled, competitive candidates for hiring organizations and graduate/professional schools.

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 departments 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.

This process is achieved through individual or group counseling, topical workshops and forums, and crisis intervention.

Through a cooperative relationship with teaching faculty and other professional staff, students have the opportunity to enhance and develop a stronger personal identity and self-awareness that will assist them as they become mature, confident, and self-sufficient.

Disability Services

The Office of Disability Services ensures that students with physical or learning differences will have equal access to all programs and activities offered at the College. Disability Services coordinates and provides a variety of services, which are based on individual need.

Services are available to students who have either a physical or mental impairment or condition that substantially limits one or more major life activities. To receive services, students must provide current documentation of their disability from a qualified health professional.

International Student Advisor

Spelman College invites young women from other countries to join the Spelman Community as full-time students. All Student Life and Services Programs are available to international students. In addition, there are several services that address the special needs or concerns of international students. The International Student Advisor is responsible for providing information to students and to College staff and faculty regarding regulations that govern nonimmigrant students studying in this country. New international students are urged to arrive a few days early to participate in a pre-orientation program designed to familiarize them with the city, American higher education, and the College. Other programs and activities are designed by the International Students Organization and by international as well as American students from the Atlanta University Center and metropolitan Atlanta.

There are several citywide activities that bring international students together and foster host family linkages and activities.

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.

Intercollegiate Athletics

Athletics plays an integral role in the development of the total student, complements her educational experience, and contributes to the intellectual and leadership potential of Spelman women. The goal of Spelman's intercollegiate athletics program is to provide the support to achieve each student's maximum potential as a scholar-athlete within an atmosphere of academic excellence. Spelman College intercollegiate athletics is a member of the National Collegiate Athletics Association Division III and the Great South Athletics Conference. Spelman's athletic teams compete in cross country, soccer, volleyball, basketball, tennis, golf, and softball.

At Spelman, the overall academic success of scholar-athletes is the number one priority of the athletics program. Scholar-athletes must maintain the academic standards of the College established for NCAA sponsored sports. Every scholar-athlete must adhere to rules of appropriate sportsmanship and ethical behavior at all times. Spelman seeks to establish and maintain an environment in which a student-athlete's educational experience fosters cultural diversity and gender equity among student-athletes and athletics staff.

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. The Dean of the Chapel and Director of the WISDOM (Women In Spiritual Discernment of Ministry) Center, the Chapel's interfaith living and learning community located in the Bessie Strong Residential Hall, gives leadership to the religious and spiritual life of the College community while supporting the mission of the College and department of religious studies. The Offices of the Dean and Chapel staff and a small prayer room are located on the first floor of the WISDOM Center. Students are invited to use the WISDOM Center prayer room and attend guided meditations that are offered weekly.

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)

The Spelman Student Government Association (SGA), composed of student representatives, meets regularly to discuss student concerns and issues of policy, and governance. The assembly acts as a liaison between the student body and the faculty, staff and administration by presenting proposals, programs, activities and resolutions that reflect student opinions. The assembly also seeks to further sisterhood among Spelman women by helping students gain an understanding of themselves, society, and their heritage. In addition to providing forums for discussing educational and social issues, SGA allocates funds to all student organizations for their programming and leadership needs.

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 programs and events on and off campus that range from concerts and lectures to poetry nights, movies, homecoming and other special events that benefit the entire Spelman community.

Sorority Life

Sororities are a vital part of campus life. 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. The following Greek organizations are currently represented at Spelman: Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho, Gamma Sigma Sigma, Zeta Phi Beta, and Tau Beta Sigma Honorary Band Sorority.

Student Publications

Creative expression is strongly encouraged and solicited from Spelman students. Students with literary interests are encouraged to submit articles to campus publications.

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

Reflections, the College Video yearbook, is published annually by the student body and presents a pictorial and literary view of life at Spelman.

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.

Each student is encouraged to select an academic program that reflects both her interests and her short- and long-term goals. She also should consult her 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, child development, comparative women's studies, drama, economics, English, French, history, international studies, mathematics, music, philosophy, political science, psychology, religious studies, sociology, sociology and anthropology, or Spanish. A Bachelor of Arts degree is also awarded to a student who fulfills the requirements for an independent major.

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, dual degree engineering, environmental science and studies, mathematics, or physics.

The Core Curriculum[1]

The Core Curriculum, formerly general education, 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 progressive development of our students' intellectual agency within an interdisciplinary context and is 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 completion of the core curriculum, students will be able to

- demonstrate knowledge of the intellectual traditions of women of African descent in the Arts, Humanities, Natural and Social Sciences.
- apply skills of analysis and reflection to evaluate complex problems that transcend traditionally defined disciplinary boundaries.
- use a variety of tools from the Arts, Humanities, Mathematics, Natural and Social Sciences to formulate questions and synthesize ideas central to these disciplines.
- articulate ideas and communicate meaning through practiced use of language and voice.
- demonstrate an understanding of different methods of inquiry drawn from diverse ways of knowing about the world.
- pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives.
- develop health and physical education competencies to support a healthy lifestyle.

Until the new Core Curriculum can be fully implemented, the current requirements remain in place and are detailed below.

Core Requirements	Credits
African Diaspora and the World	8
Computer Literacy	0–4
English Composition	0–4
Foreign Language	0–16
Health and Physical Education (2 courses)	2–3
Mathematics (MATH 107 or higher level MATH)	0–4
First-Year Experience	1
Sophomore Year Experience	0
International or Women's Studies	4

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

With the exception of physical education, First Year Experience (FYE) and Sophomore Year Experience (SYE), each course that satisfies a core requirement must be equivalent to at least three (3) semester credit hours.

Students are required to take two courses in physical education. Selected dance courses may be used to fulfill this requirement. A maximum of three courses in physical education will count toward the 120 hours required for graduation. Sports participation may be used to satisfy the Health and Physical Education requirement. Students may earn one credit for sports participation towards the general education requirements. Additionally, ROTC may be used to fulfill one physical education requirement.

Divisional Requirements

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

Academic DivisionalCredits[2]

Humanities 4
- History
- Philosophy
- Religious Studies
- Literature
- Modern Foreign Languages (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

[1]The Core Curriculum statement replaces the Statement of Purpose and the 17 Behavioral Objectives. While still in its formative stage, the new core curriculum is expected to be in place by 2015. However, during the 2009-2010 academic year, faculty are preparing interdisciplinary modules and seminars and are piloting revisions to the First and Second-Year Experience courses.

[2]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, she must complete 16 credit hours of French to satisfy the core requirement. If a student places into the 202 level, she 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. The Academic Review Committee in consultation with the chair of a department has the authority to require a student who earns less than a 2.0 cumulative grade point average in the major to change her major. Students may select a major in the following disciplines:

Major Programs

Students are expected to select a major by the end of their sophomore year. Students who expect to major in Art, Biology, Biochemistry, Chemistry, Environmental Science and Studies, Dual Degree Engineering, Physics, Mathematics, Computer and Information Sciences, 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 requirements for graduation.

- Art
- Biochemistry
- Biology
- Chemistry
- Child Development
- Comparative Women's Studies
- Computer and Information Sciences
- Drama
- Dual Degree Engineering
- Economics
- English
- Environmental Science and Studies
- French
- History
- Human Services (Pauline E. Drake (PED) Students only)
- International Studies
- Mathematics
- Music
- Philosophy
- 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. The student approved to follow the Independent Major works 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 number of 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.

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.

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 each academic department.

Minor Programs

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

- Anthropology
- Art
- Biochemistry
- Chemistry
- Child Development
- Comparative Women's Studies
- Computer and Information Sciences
- Dance
- Drama
- Economics
- English
- Environmental Studies
- Environmental Health
- Film Studies and Visual Culture
- French
- History
- International Studies
- Japan Studies
- Management and Organization
- Mathematics
- Multi-Media
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health (in collaboration with Morehouse College)
- Religious Studies
- Sociology
- Spanish
- Writing

Student Tenure

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

Classification

A student's annual classification is determined by the number of credits she has 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 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

A student who is in good standing is entitled to register and to continue her academic program toward fulfilling the requirements for a degree. Upon completion of her degree requirements, a student 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 not counted towards SAP.

Full-Time Students

Tenure at the College	GPA	Credit Hours
First Year	1.8	24
Second Year	2.0	48
Third Year	2.0	72
Fourth Year	2.0	96
(120 credit hours are required for graduation)		
Fifth Year	2.0	120

A full-time student is expected to fulfill the requirements for graduation in six years or less.

Part-Time Students

Tenure at the College	GPA	Credit Hours
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 waivers 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

A student is eligible to graduate from the College provided she meets the following requirements:

- be in good academic and financial standing
- complete an application for graduation
- complete a minimum of 120 credit hours
- complete the General Education requirements with passing grades, including First-Year and Sophomore Experiences and English Composition with a grade of "C" or better
- 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
- earn 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 is within two courses of fulfilling her degree requirements may be eligible to march/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 March. Permission to march 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.

A student in the Dual Degree Engineering Program (DDEP) may be eligible to march in the commencement ceremony provided she has only two remaining courses at the engineering school, is in good academic and financial standing at both institutions, and has not violated the academic integrity policy or code of conduct at either institution. A dual degree student is responsible for providing a letter from the chair of the engineering department or similar office to the Dean of Undergraduate Studies, which verifies that a maximum of two courses remains to be fulfilled for graduation.

Grading System

A student will be assigned a grade for each course in which she is enrolled. The grade will be posted to her transcript at the end of the semester provided she has met her financial obligations to the College. This grade represents the quality of the student's 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

1. 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 Morehouse Physical Education classes, which are graded Pass/Fail.)
2. 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 drop/add deadline.

3. 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.
4. 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.
5. A failing grade is calculated in the grade point average. A Pass (P) does not affect the grade point average.

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 with the symbol, "R," indicating that it has been replaced by a later course. The "R" will not precede an "F" grade.

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

A student who is considering repeating a course should discuss with her 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 and is preceded by the symbol "S," 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 her advisor the repercussions 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 her 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 revoked. Additionally if a student applies for course forgiveness and later withdraws, the attempt will count as one of the allotted course forgiveness attempts.

The Course Forgiveness Request form may be found in the Office of Undergraduate Studies and the Office of the Registrar.

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 of A, B, C, D (+ or -), F, I, IP, or a grade preceded by an R was earned.

Grade Grievance Policy

If a student believes a particular grade was assigned unfairly or that crucial assignments were not taken into account, 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. The chairperson may convene a conference with the student and the instructor. If the student does not agree with the outcome of the consultation, she 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 (IP)

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

"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" for the semester the grade was reported. 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 her record.

Paracurricular Credit

A student may enrich and expand her academic program through experiences outside the traditional classroom. Credits for paracurricular projects count toward the total credit hours required for graduation, but not for general education requirements, for the major, or cognate courses. The faculty advisor in consultation with the Dean determines the number of credit hours 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 general education 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 foreign language (French: FRE 101-102, German: German 101-102; Spanish: SPAN 101-102, Japanese: JPN 101-102, Chinese: CHI 101 and 102, and Latin: LAT 101-102) may not use these courses to fulfill the general education 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

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, Latin, mathematics (Calculus AB Examination), physics, psychology and Spanish. 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 3, 4, or 5 on the Calculus BC Examination will receive the equivalent of two semesters of credit, or 8 semester hours in mathematics. A student who receives a minimum of 30 credit hours through the Advanced Placement Program is eligible for sophomore classification.

A student may be eligible to apply for exemption from some of the general education or divisional requirements on the basis of advanced placement scores. A student must notifying the Office of the Registrar in writing of 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 and advanced placement 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 general education 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 relevant 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.

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
Composition, Freshman	50	4
Humanities	50	4
Science and Mathematics		
Calculus with Elementary Functions	50	4
Algebra	50	4
Algebra – Trigonometry	50	4
Biology	50	4
College Mathematics	50	4
Chemistry	50	4
Trigonometry	50	4
Natural Sciences	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

Note: CLEP is now a completely computer-delivered system. 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, they will be evaluated by the relevant department(s).

Writing Proficiency Requirement

Spelman College is committed to developing the writing proficiency of every student. Effective writing is tied to effective critical thinking and academic performance in all majors; it is also closely related to the development of multiple literacies, including the uses of multimedia. Thus, the student's development of writing ability takes place throughout the 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 the 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 makes recommendations to students for further development of their writing skills while at the College. Students who did not pass the resubmitted First-Year Writing Portfolio, must enroll in ENG 150 Grammar and Style (or any other four credit writing course) to complete the portfolio requirement.

Writing Intensive Requirement in the Major: Students must demonstrate writing proficiency in their major course of study. Student writing should constitute 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 she is enrolled during the semester immediately 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.

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 programs sponsored by the Learning Resources Center.

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

Procedure for Dropping and Adding Courses during Registration

A student may drop or add courses or change sections during the period specified in the academic calendar. The signatures of her major advisor and the course instructor are required. Students must contact the Office of the Registrar to drop the last course from her schedule, if dropping all classes.

Cross Registration

Atlanta University Center

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

Atlanta Regional Consortium for Higher Education (ARCHE)

Spelman students may cross-register at any ARCHE member institution, 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.

Concurrent Enrollment

Concurrent enrollment exists when a student enrolls 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 her 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 hours for off-campus courses

Guidelines for Summer Study

Spelman does not conduct summer school. A student who wishes to earn credit toward graduation requirements through summer study 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 her major department and the chairs of corresponding departments for courses outside the major.

A student may earn a maximum of 16 semester hours toward graduation requirements through summer study during her enrollment at Spelman. *Note: Quarter hours will be converted to semester hours. Spelman College does not accept credit for on-line courses.*

Summer study approval and/or attendance will not preclude academic probation or academic dismissal. 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 one of the most important college experiences; 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 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. Instructors should include attendance requirements in course syllabi.

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

A student may request an excused absence from the Dean of Undergraduate Studies only if she has a valid reason (e.g., personal illness, death in the family, or other emergency) 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 courses, a student must (1) obtain a withdrawal form from the Office of the Registrar; (2) consult with her academic advisor; (3) obtain the appropriate signatures; and (4) submit the forms to the Office of Undergraduate Studies by the appropriate deadline. 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 ability to receive financial aid and scholarships. A student who withdraws from a course after the established deadline will 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 has stopped attending class is one who has not attended class for two consecutive weeks and has not contacted her professor. A student who falls into this category does not qualify for an Incomplete (I) and will not be administratively withdrawn. This student will receive a course grade in accordance with the grading policy as stipulated on the course syllabus. The student retains the option to withdraw from the course during the withdrawal period as specified by the College calendar. The professor must record the last date of attendance of a student whose class attendance falls into this category. Non-attendance does not relieve students of the financial responsibility for tuition charges after they hare 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

The Wednesday prior to the week of final examinations week is designated the last day of classes. Thursday and Friday of the last week of classes each semester is designated as the Reading Period. Classes are suspended, but professors may hold study sessions or reviews during normal class times. 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. These students may appeal to the instructor prior to the scheduled examination Final examination schedules are listed on the College'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. A student is in academic good standing if a student's cumulative 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 grade point average and the total number of hours attempted. Hours transferred will be included in determining the total hours attempted; however, the cumulative grade point average will be computed only on the work completed at Spelman College (institutional grade point average (GPA)). 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 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 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. There are three possible outcomes from a semester on Academic Warning:

1. A student who raises her cumulative grade point average to meet the Academic Standards outlined above will be removed from Academic Warning.
2. A student who receives a term GPA of 2.0 but does not raise the cumulative GPA enough to meet above standards will remain on Academic Warning.
3. A student who fails to achieve a semester grade point average of 2.0 while on Academic Warning 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. There are three possible outcomes from a semester on Academic Probation:

1. A student who raises her cumulative grade point average to meet the Academic Standards outlined above will be removed from Academic Probation.
2. A student who receives a term GPA of 2.0 but does not raise the cumulative GPA enough to meet above standards will remain on Academic Probation.
3. A student who fails to achieve a semester grade point average of 2.0 while on Academic Probation will be placed on Academic Suspension.

A student will remain on academic probation unless she meets 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 will be automatically allowed after one semester of suspension.

Students who can provide **valid documentation** of extenuating circumstances which contributed to their unsatisfactory progress may appeal their suspension. If granted an appeal, the student must submit an action plan and abide by all stipulations established by the Academic Review Board. The student will remain on probation until she satisfies 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.

A student may apply for readmission two calendar years from the date of dismissal. A student wishing to be reinstated following dismissal must submit a reinstatement appeal demonstrating her 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 your poor academic performance.
- An explanation of how you have resolved the circumstances that affected your performance.
- A description of your plans for ensuring future satisfactory academic performance.
- Other documentation that supports your appeal, including any transcripts for schools attended since your dismissal from Spelman College.

Students must submit their reinstatement packet to the Dean of Undergraduate Studies no later than April 1st of the year she wishes to return. The student will be notified on or before May 15th. If approved, the student will return 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

A student who wishes to leave Spelman College and has no intentions of returning to complete her studies at a later date should withdraw from the College. Prior to her departure, she should arranged to discharge outstanding financial obligations with the Office of Student Accounts.

A student who elects to withdraw from the College must meet with a Dean to complete the appropriate paperwork. Visit or call the Office of Undergraduate Studies for an appointment. Additional requirements may apply to residential students.

Unofficial Withdrawal

A student who fails to enroll for two consecutive semesters without notifying the College of her intention will be considered to have withdrawn from the College and must be readmitted.

If a student is enrolled for courses and discontinues class attendance for the remainder of the term, she is required to complete and submit official withdrawal papers. However, if

the student decides to leave the College without completing official withdrawal papers, she is considered unofficially withdrawn and is subject to receiving failing grades for the term and of being assessed appropriate charges. A student who is enrolled and stops attending classes for the remainder of the term is required to submit an official withdrawal form. If a student leaves without completing the necessary paperwork, she is considered unofficial withdrawn and is subject to receive failing grades for the term and to be assessed appropriate charges. Simply dropping all courses for the term does not constitute withdrawal from the College. *Note: Simply dropping all courses for the term does not constitute withdrawal from the College.*

Leaves of Absence

A student may apply for a leave of absence for a period not to exceed two consecutive semesters. She may file a petition for a leave of absence by completing the official paperwork with a Dean in the Office of Undergraduate Studies. If the student petitions for a leave of absence before the add/drop period end, all classes will be dropped and her registration cancelled. If she petitions for a leave after the add/drop period has ended but before the end of the withdrawal period, the student will receive a W grade in all her classes. If the petition is made after the withdrawal period, the professor must assign grades in accordance with the class grading requirements.

Medical Leave of Absence (voluntary)

A student whose psychological, and/or health condition is interfering with her 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 a student whose psychological and/or health condition is life threatening or who poses a significant risk to the health or safety of others or significantly disrupts 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). The student may be required to meet specific conditions before requesting reinstatement.

Resuming Studies after an Involuntary Administrative Withdrawal or Medical Leave

A student 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 request for reinstatement must be submitted in writing to the Dean of Undergraduate Studies and must be accompanied by documentation showing that the student's medical, psychological and/or health problems have been resolved to the satisfaction of the College. 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

A student who is in good academic standing and withdraws from the College is eligible to apply for readmission to the College by obtaining and completing an Application for Readmission from the Office of Undergraduate Studies. Students are reminded that readmission 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, she must notify the Registrar in writing by March 1 (for fall semester), or September 1 (for spring semester). If she fails to do so or does not apply for extension of the leave, she 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 recognize 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 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 fall semester grades for the Commencement program.

Honor Roll and Dean's List

Each student who carries a minimum of 16 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 16 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)

Alpha Epsilon Delta (AED) 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 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 Competitive Awards

Spelman students regularly compete for a variety of prestigious awards, including the Rhodes Scholarship, Marshall Fellowship, Truman Scholarship, Fulbright Scholarships, Gillman Scholarship, and the Watson Fellowship. For further information, students should contact the Office of Undergraduate Studies, 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 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 which 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, Career Planning and Placement Services, Counseling, Academic Support) 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

A student has the right to inspect and review the contents of her records, to obtain copies of these records, and to receive an explanation or interpretation of these records. She also has 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 a student's record may be obtained upon payment of a fee. NO information may be released about a student who has 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 her parents.
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, she must send written notifications to all offices concerned.

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

This Statement of Principles shall apply to all research utilizing human subjects undertaken by faculty, staff or students of the College or involving members of the College community as subjects in which an investigator either obtains data through interaction with the participating subjects or obtains identifiable private information about individual subjects. All such research shall be undertaken pursuant to the following guidelines:

1. All investigators shall obtain written approval from the College Institutional Review Board prior to initiating their research activity. The Spelman College IRB now operates in accordance with federal guidelines related to federal-wide assurance.
2. Where research is or may be funded by a source other than the College, the terms of the grant or other funding source must be disclosed to the College with the investigator's initial request for approval by the College.
3. All proposals to use members of the College community as research subjects shall be submitted to the College's Institutional Review Board (IRB) according to instructions on the Spelman College website prior to the proposed research activity. It is recommended that proposals be submitted at least 60 days prior to the anticipated start date of the research. Typically IRB review occurs at monthly IRB meetings and revisions may be required prior to approval of proposals. The Spelman College IRB does not meet during the months of June and July. Expedited review may be performed in the summer or at other times in accordance with federal regulations and at the discretion of the IRB.

   Proposals must be complete and include a detailed description of the methodology to be utilized in recruiting subjects and obtaining data, and a description of how data will be stored, treated and presented. All research instruments, including questions to be asked of participating subjects, must be included.
4. While the IRB must review and approve the research proposal prior to the initiation of research activity, the IRB shall also be responsible for continuing review of the research activity as necessary once it is initiated to ensure that it is conducted in the approved manner.
5. Participation by subjects shall be voluntary. The subjects shall be informed that they have the right to refuse participation, or to withdraw from participation in the research activity without being penalized in any way. For this reason, academic credit shall not be given for student participation, nor withheld for failure to participate or for withdrawal from participation.
6. An informed consent form shall be signed by each participating subject, or the subject's legal representative if the subject is a minor, prior to the inclusion of the subject in the research activities. The consent form must clearly describe in plain language the research activity, the purpose of the research, the expected duration of the subject's participation and any risks and benefits that relate to participation in the study. A copy of the consent form should be provided to participants.

   Contact information for the investigating team and for relevant IRB representatives and health care providers should be provided on the consent form should participants have questions concerning their rights as participants, and their right to counseling or health care in accordance with their risks in participating in the research activities.
7. The degree to which the data related to a subject's participation will be anonymous or kept confidential shall be clearly stated in the proposal, along with any risks related to possible disclosure of participants as the source of the data provided.

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. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, 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 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 term papers or parts of term 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 slip; forging signatures of advisors; falsifying information on an official document such as drop/add form, 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 syllabus for each class. 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 acknowledgement 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. See sanction for Academic Integrity Violations for more information.

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 instructor.
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 term paper 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, falsification of 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. All academic infractions committed after return from suspension for a previous academic integrity violation.
2. Infractions such as forging a transcript, stealing an examination from a professor, buying an examination, 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. Willful violation of the Spelman College Code of Conduct.

Sanctions for Academic Integrity Violations

Academic misconduct is considered to be a violation of the behavior expected of a Spelman College student in an academic setting as well as a student conduct violation. 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 prompt, 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, this meeting should end the matter. 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,
- required attendance in Writing Center workshops on citation and referencing
- required attendance in a workshop(s) on ethics or a related subject 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 the sanction(s) are fulfilled. Once concluded, a grade change must be submitted. The professor must 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

their 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 and that she understands the process.

The hearing will be conducted by the Academic Integrity Committee and will be chaired by the Dean of Undergraduate Studies or her 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 of her choice and will give the Dean reasonable advance notice of who the advisor will be. The student will be expected to speak for herself. The advisor may counsel his or her advisee 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 with the extent and severity of the violation.

1. A student who is found responsible for her first 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 a direct bearing on the case. It is the student's responsibility to demonstrate that the penalty should be modified. Sufficient grounds for good cause is defined as an infringement 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 in confidence 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 on file in the Office of Student Affairs. In those cases where the student has such a record, the information will be provided to the requesting party.

Adapted with permission from the "Policy on Academic Integrity for Undergraduate and Graduate Students," Rutgers University, New Brunswick Campus.

INTELLECTUAL PROPERTY: COPYRIGHTS AND PATENTS

The College's Name and Trademarks

The name of the College should be used in a faculty member's title to show institutional affiliation in connection with College-related work made public. The name of the college may not, however, be used for promotional purposes of a commercial nature without the written approval of the President.

Policy on Copyright

Any discovery by any individual who:

makes use of College resources, except library, or made the discovery within the normal field of her/his employment responsibility and activity with the College (hereafter "Disco very"), shall be subject to provisions hereof.

Such individual is hereafter referred to as "Creator."

Under Federal copyright law a work prepared by a College employee within the scope of her/his employment is a "work-for-hire." The College, by law, is the owner of copyright in works-for-hire.

In keeping with tradition, the College does not claim ownership of books, articles, and similar works, the intended purpose of which is to disseminate the results of academic research or scholarly study. Such works include those of students created in the course of their education, such as dissertations, papers and articles. Similarly, the College claims no ownership of popular nonfiction, novels, poems, musical compositions, or other works of artistic imagination or of study guides, syllabi, lecture materials, tests or similar items. If title to copyright in works defined within this section vests in the College by law, the College will upon request and to the extent consistent with its legal obligations, convey copyright to the creators of such works. Regardless, works described in this section shall not otherwise be covered by this copyright policy.

Subject to the rights of Inventors of patentable items as described in the College's Patent Policy, the College shall be the owner of all rights in works, other than those described in Section I C above, created in the course of the creator's employment, regardless of creator's location or salary source (specifically including creator's employment at affiliated hospitals or institutions), or through the use of College resources other than the library, such works shall include but not be limited to: biological material, computer software, computer databases, circuit diagrams, integrated circuit chips, prototype devices, equipment, videotape, lectures or other instruction.

Under the Copyright Act, commissioned works of non-employees are owned by the creator and not by the commissioning party, unless there is a written agreement to the contrary. College personnel must, therefore, require contractors to agree in writing that copyright ownership is assigned to the College. Examples of work which non- employees may be commissioned to prepare are: illustrations or designs, artistic works, architectural or engineering drawings, forwards and introductions, computer software and reports by consultants or subcontractors.

The Copyright and Patent Committee (Technology Development Committee) shall administer this policy, and make recommendations concerning the relinquishment of College rights as contemplated in Section VII hereof.

The Copyright and Patent Committee, subject to the approval of the President, shall make such rules and regulations and issue such instructions as may be necessary to implement this policy.

Any person who during her/his association with the College, shall create any work, or obtain a commissioned work, subject to this policy shall report the same promptly to the Copyright and Patent Committee in writing and in reasonable detail and shall cooperate with that Committee in effectuating this policy.

The College will make such efforts as it deems reasonable to determine potential commercial use and contribution to the public good of the work. When, in the judgment of the College, there appears to be sound basis for proceeding, the College will at its sole expense obtain Federal registration of the copyright. Subject to the provisions of Paragraph VI, should the College determine that there is no reasonable potential for commercial use and no reasonable potential for contribution to the public good, it will assign to the employee/creator, and may assign the non-employee/creator, all rights in the work and relinquish any claim thereto. Such determination will be made within a reasonable time.

As soon as practicable following copyright registration, the College will market the work or will move to grant an exclusive license, or one or more non-exclusive licenses, to market the work. As a general policy, the College does not sell or assign copyrights. If, within a reasonable time, the College has not marketed or granted a license to market the item, then, if requested by the creator, all rights in and to the copyrighted work will be transferred to the employee/creator and may be transferred to the non-employee/creator.

Income derived from retained copyrights shall be distributed as follows:

Expenses incurred by the College in copyright registration, licensing and in otherwise protecting the copyright, shall constitute the first charge against any income derived from the copyright.

Thirty percent (30%) of the Net Income, in the aggregate, shall be distributed to the creator. In the case of commissioned works, the creator's share shall be divided equally between the Department and the office commissioning the works. Thirty percent (30%) of the Net Income, in the aggregate, shall be credited in an account for the creator. Twenty percent (20%) of the Net Income, in the aggregate, shall be credited to the Department(s) or Program(s) in which the creator serves.

Twenty percent (20%) of the Net Income shall be credited to a restricted fund to be controlled by the President of the College and disbursed at her/his direction or the direction of her/his designee. It is contemplated that these resources will be employed to encourage and assist the development of new copyrightable works or for other appropriate and related purposes.

In the case of works created using Federal funds, royalties distributed other than to the creator shall be solely for the purpose of research and education.

The term creator shall include multiple creators and, in the case of multiple creators, the applicable royalty percentage shall be divided equally among them. Their Departments and Schools or Divisions shall also divide the applicable percentage equally.

With respect to funds allocated to them hereunder, except as required by law or regulation, neither the Department nor School shall be restricted as to the use thereof but it is contemplated that consideration will be given to the activities of the creator and to the programs of the Department or Departments.

In any case in which another institution or an outside person or agency is entitled to share in the income derived from the copyrighted work:

An amount, in the aggregate, equal to forty percent (40%) share of the Net Income received by the College shall be distributed to the Spelman creator. (In the case of a commissioned work, the creator's share will be divided equally between the Department and Division commissioning the work.), Any remaining income to the College shall be divided accordingly: one-third (1/3) to the Creator; one-third (1/3) to the President; one- sixth (1/6) to the Chair of the Creator's Department; and one-sixth (1/6) to the Dean/Director of the Creator's unit.

When the subject matter of the copyrightable work shall be affected by any grant or contract to or with the College, or by legislation, those elements shall control; and the provision of this policy shall be deemed to be amended to the extent necessary to give effect to such elements.

When the College's contribution to the work shall have been insignificant, the President of the College shall be authorized, with the concurrence of the Copyright and Patent Committee, to relinquish in whole or in part the rights of the College with respect thereto. Should conditions or an applicable grant or law require it, concurrence of the Federal government must be secured. Further, the President of the College shall be authorized to alter or modify the allocation of income from copyrights as set out in Paragraph V, when she/he shall be advised by

the Copyright and Patent Committee that special circumstances justify such action.

This policy becomes effective following adoption by the Trustees of the College and shall apply to all works of which notice is given to the College on and after said date. Upon request of the creator, the Copyright and Patent Committee may apply this policy retroactively if authorized by the President of the College.

Acceptance of the College's Copyright Policy as prescribed herein shall be a condition of employment.

Civil penalties. Violations of copyright law expose the company and the responsible user(s) to the following civil penalties:

- Liability for damages suffered by the copyright owner
- Profits that are attributable to the copying
- Fines up to $100,000 for each illegal copy
- Criminal penalties

Violations of copyright law that are committed "willfully and for purposes of commercial advantage or private financial gain" expose the College and the user(s) responsible to the following criminal penalties:

- Fines up to $250,000 for each illegal copy
- Jail terms of up to five years

College Patent Policy

Any discovery by any individual who:

makes use of College resources, except library, or

made the discovery within the normal field of her/his employment responsibility and activity with the College without regard to location or salary source (specifically including individuals employed at affiliated hospitals and institutions), shall be subject to the provisions hereof.

Such individual shall be referred to as "Inventor."

Acceptance of the College's patent policy, as hereafter prescribed, shall be a condition of employment.

The President of the College shall appoint a special College Committee on Patents to advise her/him on patent matters, administer the policy, and make recommendations concerning the relinquishment of College rights as contemplated in Paragraph VII hereof.

The Copyright and Patent Committee, subject to the approval of the President, shall make such rules and regulations and issue such instructions as may be necessary to implement this policy.

All rights in a discovery by an Inventor shall be assigned to Spelman College; provided that such obligation to assign shall be subject to waiver, as hereinafter set out.

Any Inventor who during her/his association with the College, shall make any discovery subject to this policy shall report the same promptly to the Copyright and Patent Committee in writing and in reasonable detail and cooperate with the Copyright and Patent Committee in making a determination of rights in the item.

Unless and until the decision is made that the College will not retain the patent rights, the College will defray all expenses involved in the preliminary investigations and related to the patent applications; and the Inventor shall execute in favor of the College all assignments considered by the counsel of the College to be necessary for effectuating this policy.

The College will make reasonable efforts to determine the potential commercial use and patentability of the discovery and will seek to make such contractual arrangements as may be appropriate for development of commercial use. When, in the judgment of the College, there appears to be sound basis for proceeding, the College will cause an application for patent to be filed and prosecuted, at no expense to the Inventor. Subject to the provisions of Paragraph VI, should the College determine that there is not reasonable potential for commercial use and no reasonable potential for contribution to the public good, it will, when possible, return to the Inventor all rights in the discovery and relinquish any claim thereto. Such determination will be made within a reasonable time, and in any event, within one (1) year from full disclosure of the discovery to the College.

Following disclosure of discovery to College, the College will move to grant an exclusive license, or one or more non-exclusive licenses, to market the item. As a general policy the College does not sell or assign patent rights. If within a reasonable time, the College has not granted a license to market the item, then, at the request of the Inventor, all rights in and to the patent will be transferred to her or him.

The College and the Inventor may by agreement elect to have a different procedure followed; e.g., employing the service of Research Corporation, etc.

Income derived from retained patents shall be distributed as follows:

Expenses incurred by the College in preliminary investigations in filing and presenting the application for patent, licensing and in otherwise protecting the patent rights, shall constitute the first charge against any income derived from the patent rights.

Thirty percent (30%) of the Net Income, in the aggregate, shall be distributed to the inventor.

Twenty percent (20%) of the Net Income, in the aggregate, shall be credited in an account for the inventor and be used to support the inventor's research.

Fifteen percent (15%) of the Net Income shall be credited to the Department or Departments in which the inventor serves.

Twenty percent (20%) of the Net Income shall be credited to a restricted fund to be controlled by the President of the College and disbursed at her/his direction or the direction of her/his designee. It is contemplated that these resources will be employed to encourage and assist the development of new patents or for other appropriate and related purposes.

In the case of federally funded discoveries, royalties distributed other than to the Inventor shall be used solely for purposes of research and education.

The term Inventor shall include multiple inventors and, and in the case of multiple inventors, the applicable royalty percentage shall be divided equitably among them. Their Departments, Programs and Divisions shall also divide the applicable percentage equally.

With respect to funds allocated to them hereunder, except as required by law or regulation, neither the Department nor the School shall be restricted as to the use thereof, but is contemplated that consideration will be given to the activities of the inventor and to the programs of the Department or Departments.

With respect to any patent matter in which another institution or an outside agency shall share in the income derived from the patent rights:

An amount, in the aggregate, equal to thirty percent (30%) share of the Net Income received by the College shall be distributed to the Inventor;

Any remaining income to the College shall be divided accordingly; one-third (1/3) to the Inventor's research; one- third (1/3) to the President; one-sixth (1/6) to the Chair of Inventor's department; and one-sixth (1/6) to the appropriate Associate Provost.

When the subject matter of the patent shall be affected by any grant or contract to or with the College, or by legislation, those elements shall control; and the provisions of this policy shall be deemed to be amended to the extent necessary to give effect to such elements.

When the College's contribution to the discovery shall have been insignificant, the President of the College shall be authorized, with the concurrence of the Copyright and Patent Committee, to relinquish, when possible, in whole or in part the rights of the College with respect thereto.

Should conditions of an applicable grant or law require it, concurrence of the Federal government must be secured. Further, the President of the College shall be authorized to alter or modify the allocation of income from patent rights as set out in Paragraph V, when he shall be advised by the Copyright and Patent Committee that special circumstances justify each action.

This revised policy shall supersede the policy heretofore existing and become effective following its adoption by the Trustees of the College and shall apply to all discoveries of which notice is given to the College on and after the adoption date. This policy will be applied retroactively to all existing and/or pending patents.

The policy shall not be construed in any way as having an application to copyrights.

Policy No. 090

SPECIAL ACADEMIC OFFERINGS

Special Majors

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

Human Services Major*

Open to Pauline E. Drake Students 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 which 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 gives the student an advantage in securing a position or promotion from her present position 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, caregiving, 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 exert a positive impact on primary health care for disadvantaged individuals. While at Spelman, students are provided with opportunities for summer enrichment/internships/research programs, showowing health professionals, to participate and present at health professional/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: (1) B.S. degree with a major in biology, (2) B.S. degree with a major in biochemistry, (3) B.S. degree with a major in chemistry, (4) B.S. degree with a major in mathematics, (5) B.A. degree with a major in psychology and other related majors.

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 pr-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 that an acceptable score on the Medical College Admission Test (MCAT), Dental Admission Test (DAT), etc. can be made. 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 prior to college graduation. After successfully completing the first year at these schools with which we have an articulation agreement, the student will be awarded a B.S. degree from Spelman College.

Eligibility requirements for the three-year sequence include (1) SAT of 1200 or ACT of 25 (or higher), (2) an excellent academic record, (3) strong letters of recommendation, and (4) exemplary performance and maximum exemptions on tests administered at the beginning of the freshman year.

Special Courses

- **African Diaspora and the World**
- **First Year Experience**
- **Sophomore Year Experience**
- **Spelman's Independent Scholars**

ADW 111 – THE AFRICAN DIASPORA AND THE WORLD (4)

The first semester of a two-semester sequence that seeks to examine the major themes associated with the African diaspora within a global context and from perspectives that are both interdisciplinary and gender informed. Topics examined include a consideration of various forms of knowledge; points of convergence between race, gender, and slavery; and the varying responses to the condition of servitude throughout the Americas.

ADW 112 – THE AFRICAN DIASPORA AND THE WORLD (4)

The second half of the sequence. An interdisciplinary and gender-informed approach to a comparative assessment of post-emancipation societies; capitalism, Marxism, Social Darwinism, uplift and the cult of true womanhood as responses to industrialization and colonialism; periods of cultural efflorescence such as the Harlem Renaissance and the

Negritude movement; relationships between anticolonial struggles in Asia, Latin America, and Africa and the Civil Rights movement in the United States; the turbulence and genius of the 1960s; and a look at contemporary economic and political conditions in the diaspora.

FYE 101-102 – FIRST YEAR EXPERIENCE (1)
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 (0)
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 her personal growth through self-assessments and through the establishment of educational and personal goals. Two semesters.

Spelman's Independent Scholars is a two-semester intergenerational and interdisciplinary learning experience that introduces students to the fundamentals of oral history and that produces a student-edited volume of selected life stories of older African American women for the SIS Repository, Their Memories, Our Treasure: Conversations With African American Women of Wisdom. The first semester focuses on field research, weekly seminars, writing sessions, and regularly scheduled interviews with participating older women mentors. The second semester focuses on transcribing interviews and editing transcriptions for inclusion in the volume. SIS is open to sophomores, juniors and seniors across the disciplines. A student may request independent study credit hours for her work in SIS by consulting with her major department or a department recommended by the SIS director. (Suggested departments currently include History, Psychology, and Philosophy and Religious Studies.)

Special Programs

- **NIMH-COR and UMARC**
- **Ethel Waddell Githii Honors Program**
- **Health Careers Opportunity Program – Prefreshman Summer Science (HCOP-PSSP)**
- **ROTC**

NIMH-COR and UMARC Honors Programs

The Honors Undergraduate Minority Access to Research Careers Training Program (Honors UMARC) and National Institute of Mental Health Career Opportunities in Research Education and Training (NIMH-COR) are AUC-wide programs. Participants in both programs are selected at the end of the sophomore year on the basis of academic achievement and potential. The programs offer special curricula, research opportunities, and financial support.

The Honors UMARC and NIMH-COR programs are designed to increase the number of well-prepared minority students who can compete successfully for entry into graduate programs leading to the Ph.D. degree and research careers in biomedical science in the case of UMARC, or in disciplines related to mental health for NIMH-COR. Participants in these program are selected primarily from biology, chemistry, mathematics, physics, psychology and sociology majors.

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 and a combined verbal and math SAT I score of 1150 will be referred by the Office of Admission to the Honors Program for review and consideration for acceptance to the Program. In evaluating each applicant, the Honors Program Committee considers her academic achievement, her commitment to her intellectual development, her involvement in extracurricular activities, the level of her 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.

Requirements

Curriculum

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

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

ENG 193	Honors First-year Composition	4
MATH 193	Honors Math	3
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.

MATH 193 – HONORS MATH (4)
A rigorous introduction to mathematical ideas. Examination of topics selected from the following: set theory, logic, polynomial and rational functions, exponential and logarithmic functions, matrices, linear programming, trigonometric functions, mathematical induction, probability, and statistics. Applications of selected topics. Requirements: Independent study papers or projects.

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.

Honors Electives

Art
- **ART 161**: Art and Culture of African Diaspora
- **ART 214**: Issues in Latin-American Art
- **ART 315**: Contemporary Art Seminar
- **ART 322**: Issues in Women's Art

Chemistry
- **CHEM 411/ES 411**: Toxicology

Comparative Women's Studies
- **CWS 302/FR302/IS302**: Francophone/African Cinema
- **CWS 315**: Representation of Women of Color in Film
- **CWS360/SPA 360**: The Universe of the Women of Color in Afro-Hispanic Literature
- **CWS 370**: Women and Social Resistance Movements
- **CWS 390/EDU 390/HIS 390**: The Higher Education of Women in America
- **CWS 400**: Black Female Bodies in 19th-Century American Literature
- **CWS 471**: Feminist Theory

Dance/Drama
- **DRA 333/ ANT 353**: Ritual and Performance
- **DAN 377**: Women in Dance: Sexism, Sexuality and Subversion
- **DAN 396**: Choreographing Lives: A Cross Cultural Study of Women's Autobiography and Dance

Education
- **EDU 390/HIS 390/CWS 390**: The Higher Education of Women in America

English
- **ENG 346**: The Politics of Black Poetry: The Black Arts Movement
- **ENG 361**: Cinema Literacies
- **ENG 424**: New U.S. Immigrant Women's Literature
- **ENG 432**: Stages in Women's Lives
- **ENG 433**: Postcolonial Women's Literature
- **ENG 436C**: Women, Law and Literature
- **ENG 436D**: Trauma and Testimony in Women's Life Writing

Economics
- **ECIB 142/SOC 242**: Health: Sociological and Economic Perspectives
- **ECO 424**: Globalization and Development

Environmental Science
- **CHEM 411/ES 411**: Toxicology
- **ES 384**: Industrial Ecology

History
- **SHIS 400**: Hip Hop Culture
- **SHIS 442**: Mao-Zedong's Thought in Africa
- **SHIS 452**: Seminar in Gender and Family in Early Modern Europe
- **SHIS 464/SOC 430B**: Gender, Race/Ethnicity and Social Class within African American and Afro-Caribbean Communities

International Studies
- **IS 302/CWS302/FR302**: Francophone/African Cinema

Math
- **MATH 322**: Geometry

Music
- **MUS 230**: Opera and Society (2 credits)
- **MUS 340**: Honors Music in America After 1960

Philosophy and Religion
- **PHI 295**: Biomedical Ethics
- **PHI 391**: Philosophy and Literature
- **PHI 392**: On the Origins of Postmodernism
- **PHI 400**: Latin American Philosophy
- **REL 370/IS370/CWS370**: Women and Religious Fundamentalism

Political Science
- **PSC 317**: Black Women: Developing Public Leadership Skills
- **PSC 318**: Black Women: Status, Achievement, Impact
- **PSC 410**: International Politics and Film

Psychology
- **PSY 203**: General Psychology – Honors
- **PSY 346/ SOC and ANT 346**: The Learning Studio (1)

Sociology/Anthropology

- **ANT 333/DRA 333**: Ritual and Performance
- **ANT 336**: Qualitative Methods
- **ANT 444**: Food and Culture
- **SOC 360**: Women in Japanese Society
- **SOC 242/ ECO 142**: Health-Sociological & Economic Perspectives
- **SOC 346/PSY 346**: The Learning Studio (I)
- **SOC 360**: Women in Japanese Society
- SOC 370/CWS 370: Women and Social Resistance Movements
- **SOC 403**: The Sociology of Health
- **SOC 430B/HIS 464**: Gender, Race/Ethnicity and Social Class within African American and Afro-Caribbean Communities

World Languages and Literature

- **FRE 302**: Francophone Cinema
- **SPA 350**: Latin-American Film
- **SPA 360/CWS 360**: The Universe of the Women of Color in Afro-Hispanic Literature

There are three other Honors courses that are not Honors electives. Students are encouraged to take these, but they do not fulfill the Honors Program elective requirement.

- **CIS 193**: Honors Introduction to Computers
- **FREN 222**: Honors Intensive French
- **SPAN 222**: Honors Intensive Spanish

Health Careers Opportunity Program – Prefreshman Summer Science (HCOP-PSSP)

A joint six-week summer program (with Morehouse College) prior to the student's first-year is offered to strengthen their study and performance in mathematics, library research, problem solving, biology, computer science, chemistry, and quantitative analysis. Participants in the summer program are selected from those students in the entering first-year class who have indicated an interest in pursuing a career in the health/ allied health professions.

Reserve Officer Training Corps (ROTC) Programs

Overview

Spelman College Army Reserve Officer Training Corps (ROTC), a subsidiary of the Georgia State University ROTC, is designed to develop students who exhibit strong scholarly, athletic, leadership attributes, and a desire to serve this country to become a Second Lieutenant in the regular Army, US Army Reserve, or the Army National Guard. Students may enter this program at any stage of their collegiate career and qualify for benefits to assist them in pursuing their collegiate goals, provided they meet the requirements listed below.

Training and Benefits

The Army ROTC program offers a wide variety of training opportunities ranging from field training exercises (FTX), combat water survival test (CWST), rappelling, Airborne School (Fort Benning, GA), Air Assault School (Fort Campbell, KY), Leaders Training Course (Fort Knox, KY), Leadership Development and Assessment Course (Fort Lewis, WA), Nurse Summer Training Program (worldwide), and Cadet Professional Development Training (worldwide). In addition to the leadership training, students/cadets who qualify may receive two, three, and four-year scholarships. A monthly stipend ranging between $300-$500 as well as an annual book allowance of $1200 is paid to individuals contracted to become Army Officers.

Enrollment Requirements

Current students must possess a minimum 2.0 GPA (2.5 GPA to compete for a scholarship), complete a military physical examination, and be able to pass a physical fitness test. Freshman/New Collegiate Enrollees must have earned a high school GPA of 2.5 or higher, scored either a 19 on the ACT or a 920 on the SAT. These individuals will also be required to complete a military physical and pass a physical fitness test.

Simultaneous Membership Program

The SMP Program allows students/cadets to serve as officers in the U.S. Army Reserve or Army National Guard in a non-deployable status while pursuing higher education in preparation to become an Army Officer. As an SMP, students will participate in drill with their unit one weekend a month and two weeks during the summer and will receive pay and benefits. This program is available to current Reserve Component members and non-prior service individuals willing to attend basic training or the Leadership Training Camp (Fort Knox, KY). SMP cadets are eligible to compete for a two or three-year scholarship, monthly stipend, and annual book allowance. SMP's are also eligible for additional benefits, including the GI Bill and drill pay.

To find out more about the ROTC program and its many benefits, please contact any of the following:

On Campus ROTC Recruiter

- Division of Business Administration and Economics
- Office (404) 653-7869

or

- Department of Military Science
- Office: (404) 413-6489/6487

Georgia State University ROTC Recruiter

- Department of Military Science
- CPT Maurice Middleton
- Office: (404) 413-6487
- email: rotmzm@langate.gsu.edu

For more information you may also visit the Panther Battalion web page: http://armyrotc.com/edu/gastate/about.htm.

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 each student to enrich

and expand her 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 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 the Off-Campus Study Programs, a student must

1. have attained junior status (must have completed 60 or more semester hours).
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 Coordinator 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 her Spelman academic program.
5. provide catalog descriptions of the courses she plans to take.
6. secure approval of the proposed course of study from the chair of her major department and her academic advisor.
7. provide a letter of support from her academic advisor or the chair of her 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 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, Connecticut College, Dartmouth College, Dickinson College, Douglass College, Duke University, Grinnell College, Haverford College, Middlebury College, Mills College, Mount Holyoke College, New School of Social Research, New York University, Occidental College, Ohio Wesleyan University, Pitzer College, Pomona College, Sarah Lawrence College, Scripps College, Simmons College, Skidmore College, Smith College, Stanford University, Tufts University, University of California-San Diego and Berkeley, Washington and Lee University, and Wellesley College.

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. A student 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.

Semester Study Abroad

Spelman College offers students a variety of exchange experiences through its 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. One opportunity is the Spelman College Summer Art Colony, located at Taller Portobelo on the Caribbean coast of the Republic of Panama. The Art Colony attracts art students, emerging artists and students interested in the African Diaspora. Students should contact the Department of Art for information and an application.

The Department of Foreign Languages sponsors four summer programs. French majors may spend a month in Martinique, where they live with host families and study the French language and French-Caribbean culture. Spanish majors may participate in programs in Oaxaca, Mexico; Santiago, Dominican Republic, Malaga, Spain, and San José, Costa Rica. In these programs students live with host families for a month and study Spanish in a university setting. The Oaxaca program is intended for students who also wish to study historical and economic issues of Mexico and see its diverse indigenous heritage. The program in the Dominican Republic is designed for students who are interested in current Caribbean social, political and economic issues that affect Dominican life. The program in Costa Rica attracts students who wish to study Spanish and are interested in social and environmental issues and community service. The Malaga program is designed for students interested in Spanish civilization and culture. Six to eight hours of credit are awarded upon successful completion of these programs. Interested students should contact the Department of Foreign Languages.

Other Spelman language programs include the Atlanta University Center's Summer Program in Japan, which is administered by the Spelman College Japan Studies Program and is hosted at Josai International University in Togane, Japan.

In alternate years Spelman's History Department offers a summer program located on the St. Augustine campus of the University of the West Indies in Trinidad. Students take a course on Caribbean society and another on Festivals and Carnival in the West Indies. Contact the History Department for further details.

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 Scholarship 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)

The International Affairs Center was established in 1989 and 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; oversees a Japan Studies Minor; 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. 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.

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 are accompanied by a stipend or scholarship.

In addition, the Center publishes a bi-annual newsletter.

Women's Research and Resource Center

Founded in 1981with 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, a new facility 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.

Academic Success Center

- Assessment of Student Learning and Development
- College Writing Center
- Disability Services
- Learning Resources Center
- Mathematics Laboratory
- Language Laboratory

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.

All assessments listed are required of all students at the indicated classification levels, except for the listing of "selected students."

First-Year Level

Test	Purpose
Placement Tests ***	To determine level of competence for placement into courses or programs
CIRP Freshman Survey	To determine characteristics of entering students throughout the nation
Measure of Academic Proficiency & Progress (MAPP)	Measurement of general education skills (critical thinking, reading, writing & mathematics)
Myers-Briggs Type Indicator (MBTI)	To measure personality preferences & relate to learning styles & career development
The Strong Interest Inventory	To identify patterns of vocational interest
Spelman College Student Development Inventory	To assess level of outcome behaviors expected of Spelman students
Spelman College Survey of Academic Advising	To assess impact of the first-year student advising system

Sophomore Level

Measure of Academic Proficiency & Progress (MAPP)	Measurement of general education skills (critical thinking, reading, writing & mathematics)

Junior Level

Measure of Academic Proficiency & Progress (MAPP)	Measurement of general education skills (critical thinking, reading, writing & mathematics)

Senior Level

Major Field Test (or other means of assessment in the major)	Measurement of student achievement in the major
College Learning Assessment (CLA) (Selected students)	Measurement of critical thinking, analytical reasoning and written communication
Measure of Academic Proficiency & Measurement (MAPP)	Measurement of general education skills (critical thinking, reading, writing & mathematics)
Spelman College Survey of Academic Advising	Assessment of impact of academic advising
Spelman College Student Development Inventory	Assessment of achievement of behaviors associated with the Spelman College experience

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 those 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 alleviation test anxiety. The Office also maintains a library of information on all of the major examination programs and on basic skills in communications and mathematics.

College 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. Staffed with peer tutors, students may come in for assistance 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.

Disability Services

The goal of the Office of Disability Services is to ensure that students with disabilities have equal access to all programs, both academic and extracurricular. Disability Services coordinates and provides a variety of services for students with disabilities, including, but not limited to, learning disorders, deaf or hard of hearing, visual or mobility impaired, attention deficit disorder, and psychiatric and medical disabilities that substantially limit one or more major life activities. The services are based on individual need. In addition, the Office of Disability Services promotes positive attitudinal and behavioral responses among faculty, staff and students. To receive services, students must provide current documentation of their disability from a qualified health professional.

Learning Resources Center

The Learning Resources Center, a comprehensive center designed to serve the College community, offers learning and enrichment opportunities at several levels, including regularly scheduled noncredit courses, laboratory instruction, academic advisement, peer tutoring and academic workshops. The Center also assesses students' academic needs and refers them to appropriate campus resources.

The Center provides instruction in study techniques and the application of learning strategies students need to complete assignments, master course content, and ultimately obtain their academic goals. Its major objective is to empower students to become creative, independent learners and problem solvers, capable of processing and handling volumes of information.

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 for Spanish, assisting students with Audio and Audio-visual files, assisting faculty with technology, and free peer tutoring.

AFRICAN DIASPORA AND THE WORLD MINOR

The African Diaspora and the World (ADW) 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 ADW Minor

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

Core Courses

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

- **ADW 220**: Discourses of the African Diaspora (4)
- **ADW 242**: Directed Study: (May be research sequence to ADW 222) (2-4)
- ***ADW 222/A, B, or C**: Short-term Study Travel: Ghana, London/Liverpool and Brazil (2)

*Though not required, these courses are strongly recommended for the experiential engagement with communities of African-descended people in Europe, Africa and the Americas.

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**

Two Social Science/Science Electives (8)

- ***ANTH 330**: Social History of Caribbean Music
- ***ANTH 340**: Ethnomusicology History, Theory, Method: Case Studies in the African Diaspora
- ***ANTH 406**: Globalization and Social Inequities in the African Diaspora
- ***ANTH 409**: Diasporas, Transnationalism and Postcolonial Identities
- ***CSW 330**: Gender and Health in Crosscultural Perspective
- ***CWS 370**: Women and Social Resistance Movements
- **ECON 424**: Globalization and Development
- **ES 200**: Introduction to Environmental Science
- **ES 211**: Introduction to Environmental Health
- ***PSC 346**: African Politics
- ***PSC 483**: African Americans in Politics
- ***PSC 480**: Seminar in International Studies: The Politics of Global Environment

Two Humanities Electives (8)

- **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
- **ENG 215**: Twentieth Century Black Women Writers
- **ENG 346**: Politics of Black Poetry
- **ENG 363**: African Cinema
- **FL/CWS 302**: African/Francophone Cinema
- **HIST 221**: Survey of African American History
- **HIST 222**: Survey of African American History
- **HIST 322**: African American Thought since the Civil War
- **HIST 323**: African American History in the 20th Century
- **HIST 338**: The African Diaspora in the Indian Ocean
- **HIST 261**: History of the Caribbean to 1804
- **HIST 262**: History of the Caribbean since 1804
- **HIST 362**: Caribbean Economic History
- **HIST 363**: The Contemporary Anglophone Caribbean
- **HIST 462**: Seminar: Women and Gender in the Caribbean
- **HIST 373**: Africans in Latin America
- **MUS 341**: The Study of Music in the African Diaspora
- **PHIL 240**: African American Philosophy
- **REL 237**: African Derived Religious Traditions in the Americas
- **SPA 360**: Universe of Women of Color in Afro-Hispanic Literature

* *Prerequisite or permission of the instructor required.

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

Distribution of Courses by Categories, Traditions or Geographic Regions

Africa

- **ART 312**: African Art
- **ENG 363**: African Cinema
- **FL/CWS 302**: African/Francophone Cinema
- **HIST 338**: The African Diaspora in the Indian Ocean
- **PSC 346**: African Politics

The Caribbean

- **ANTH 330**: Social History of Caribbean Music
- **HIST 261**: History of the Caribbean to 1804
- **HIST 262**: History of the Caribbean since 1804
- **HIST 362**: Caribbean Economic History
- **HIST 363**: The Contemporary Anglophone Caribbean
- **HIST 462**: Seminar: Women and Gender in the Caribbean

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
- **HIST 221**: Survey of African American History

- **HIST 222**: Survey of African American History
- **HIST 322**: African American Thought since the Civil War
- **HIST 323**: African American History in the 20th Century
- **PHIL 240**: African American Philosophy
- ***PSC 483**: African Americans in Politics
- **HIST 373**: Africans in Latin America
- **SPA 360**: Universe of Women of Color in Afro-Hispanic Literature

Comparative Courses

- * **ANTH 340**: Ethnomusicology History, Theory, Method: Case Studies in the African Diaspora
- * **ANTH 406**: Globalization and Social Inequities in the African Diaspora
- * **ANTH 409**: Diasporas, Transnationalism and Postcolonial Identities
- ***CSW 330**: Gender and Health in Crosscultural Perspective
- **CWS 370**: Women and Social Resistance Movements
- **ECON 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

ART DEPARTMENT

Faculty

- **M. AKUA MCDANIEL**, Chair and Associate Professor
- **DEBRA JOHNSON**, Lecturer
- **ROBERT HAMILTON**, Computer Graphics Assistant
- **CHARNELLE HOLLOWAY**, Associate Professor
- **ARTURO LINDSAY**, Professor
- **FRANK T. MARTIN**, Associate Professor
- **ABAYOMI OLA**, Assistant Professor

Department Location

Giles Hall, 1st Floor
Giles Hall, 4th Floor
Fine Arts Building 142, 207, 208
Science Center Lower Level

Mission Statement

The mission of the Department is to serve Spelman students by providing technical, historical and philosophical instruction in the visual arts. Our program supports the liberal arts tradition of the College and promotes excellence in the arts through a broad-based curricular framework rooted in the theory and practice of art as it relates to visual language systems and the principals of design.

Objectives

Through the curriculum in studio art and art history, students will be able to

1. Understand the role of the artist in historical and contemporary societies.
2. Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts.
3. Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace.
4. Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences.
5. Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures.

Special Entry Requirements

First-year Students

Studio: Students interested in Studio must submit:

1. a one-two page, typewritten narrative describing present and past involvements in the arts, purpose and goals for pursuing art as a career.
2. at least five to ten digital images, a DVD or CD-ROM or photographs of recent works.

All Studio/Art majors (minors optional) must register for Studio Review during the sophomore and junior years, and Portfolio Criticism I and II in the senior year.

Art History: Students interested in Art History must submit a one- to two-page typewritten narrative describing

1. past and present involvement in the arts.
2. current area of interest/research.
3. goals and objectives for pursuing a career in the arts.

All Art History majors (minors optional) must register for Art History Review during the sophomore and junior years and Art History Seminar in the senior year.

Transfer or Change of Major Students

Studio: A transfer student or student changing her concentration to Studio must

1. interview with the Department Chair.
2. complete the special entry requirements for Studio Art majors (minors optional).
3. submit at least five to ten digital images, a DVD or CD-ROM or photographs of recent works.
4. in lieu of digital images, students may take one of the foundation courses (Drawing or Basic Design) and must receive a grade of "B" or higher.

Art History: A transfer student or student changing her major to Art History must

1. interview with the Department Chair.
2. complete the special entry requirements for Art History majors (minors optional).
3. complete an art history course at Spelman College earning a grade of "B" or higher.

Placement Examinations

None

Teacher Certification

See Education Studies Program

Major Requirements

The Department of Art functions as an integral unit of the coordinated programs of the Atlanta University Center, which includes Spelman, Morehouse, and Clark Atlanta University. The Department of Art also has coordinated activities/programs with the Atlanta College of Art, Georgia State, Agnes Scott College, Emory University, University of Georgia, and various other schools throughout the state university system. Spelman offers a majority of the required core courses for concentrations in Studio Art and Art History. Spelman's faculty specializes in painting, drawing, sculpture, design, computer graphics, and art history.

B.A. Degree with a Concentration in Studio Art: The concentration in Studio Art is designed to prepare students for professional career opportunities in the visual arts. The degree requires a total of 47–48 credits (14 core) to be selected from the list of art courses offered at Spelman or Clark Atlanta University.

Fourteen Core Courses

- **ART 111**: Basic Drawing
- **ART 113**: Basic Design
- **ART 121**: Painting I
- **ART 131**: Sculpture I
- **ART 141**: History of Art I
- **ART 142**: History of Art II
- **ART 211**: Life Drawing I
- **ART 212**: Life Drawing II
- **ART 213**: History of Modern Art
- **ART 216**: Intermediate Drawing
- **ART 217**: Printmaking I (Clark Atlanta University)
- **ART 250**: Studio Review I
- **ART 312**: African Art I
- **ART 350**: Studio Review II
- **ART 492**: Portfolio Criticism – Part I
- **ART 492A**: Portfolio Criticism – Part II
- **One Elective Course**

B.A. Degree with a Concentration in Art History: The Art History concentration leading to advanced study in Art History requires a total of 41-43 credits (12 core courses) to be selected from the list of courses offered at Spelman or Clark Atlanta University.

Ten Core Courses

- **ART 110**: Understanding the Visual Arts
- **ART 140**: African American Art*
- **ART 141**: History of Art I
- **ART 142**: History of Art II
- **ART 213**: History of Modern Art
- **ART 251**: Art History Review I
- **ART 312**: African Art
- **ART 315**: Contemporary Art
- **ART 351**: ART History Review II
- **ART 492 B/C**: Portfolio Criticism (Art History)/ Honors Thesis

*approval of name change pending

Choose one two-dimensional course:

- **ART 111**: Basic Drawing, or
- **ART 113**: Basic Design, or
- **ART 121**: Painting I, or
- **ART 217**: Printmaking I (Clark Atlanta University), or
- **ART 257**: Photography (Clark Atlanta University)

Choose one three-dimensional core course:

- **ART 131**: Sculpture I, or
- **ART 300**: Three-Dimensional Methods and Materials
- **Plus one art history** or **studio art elective**

Focus in Comparative Women's Studies: Any of the above described minor and major programs can be enhanced with an area disciplinary or a thematic focus or self-designed program in Comparative Women's Studies.

Art Minor (Studio)

The Studio Minor is designed to provide non-art majors the opportunity to pursue their personal interest in art courses. This option would give students limited practical experiences and, at the same time reinforce a possible continuing involvement in the visual arts. The Studio Minor requires 26-28 credits (five required courses, plus two elective courses) to be selected from the list of art courses offered at Spelman and Clark Atlanta University.

Five required courses

- **ART 110**: Understanding the Visual Arts
- **ART 111**: Basic Drawing
- **ART 113**: Basic Design
- **ART 121**: Painting I
- **ART 131**: Sculpture I
- **Plus two elective art courses**

Art Minor (Art History)

The Art History Minor is designed for students seeking to expand their knowledge of art history to complement their major interests in other disciplines. This minor will also provide students with options to continue their education in a variety of graduate art programs. The Art History Minor requires 19-23 credits (three required courses).

Three required courses (choose one from each option)

Option I

- **ART 140A/B**: African American Art* I or II, or
- **ART 312**: African Art

*name change approval pending (formerly Introduction to African American Art)

Option II

- **ART 141**: History of Art I, or
- **ART 142**: History of Art II

Option III

- **ART 213**: History of Modern Art, or
- **ART 315**: Contemporary Art
- **Plus two elective courses in Art History and/or studio courses and one cognate course with the approval of the student's advisor**

Optional Experiences

Students interested in hands-on experiences with a museum, gallery, design firm, or arts council will be encouraged to complete an internship at an approved site. This internship may be substituted for one of the designated elective courses, if approved by the student's advisor and the chair of the Department of Art. Students will also be encouraged to take more courses in art history, aesthetics and/or to pursue study abroad opportunities in art.

Orientation and Sophomore/Junior Evaluation

All Spelman and Morehouse first-year students majoring or minoring in art are required to participate in a scheduled group orientation session, which outlines the annual evaluations. Art majors are required to enroll in the annual spring semester evaluation courses, Studio Review I and II or Art History Review I and II, during their sophomore and junior years, respectively. Studio concentration requires portfolio reviews from selected works produced. The evaluations are a prerequisite for ART 492 Part 1-Portfolio Criticism. (The review courses are optional for other AUC art majors.) Students who declare an art major or minor after their first year

will be required to participate in an orientation and the appropriate annual review.
Art History concentration requires a oral demonstration of formal analysis characteristics (Art History Review 251) and a formal presentation of the thesis proposal in Art History Review ll (351).

Studio and Art History Review make-ups will be scheduled for the first week in October or at a time deemed appropriate by the faculty for students who were studying abroad or participating in the Domestic Exchange Program (special permission).

Students not officially enrolled in Studio or Art History Review I and II will not receive credit. Class attendance and the final review are required in order to pass the course.

Department Graduation Requirement

Successful completion of all art courses with no grade less than "C" is required for graduation. The studio concentration requires a comprehensive senior exhibition. The art history concentration requires a senior thesis/research paper or project.

Additionally, students must successfully complete Studio or Art History Review I and II; however, students who are accepted into the Art program in their junior years are only required to complete Studio or Art History II.

Art majors and minors are required to attend all departmental events and activities. A valid written excuse must be presented to the advisor prior to the events or activities if an absence is unavoidable.

General Education Core Requirement

The general education core requirement may be satisfied with any one of the following Spelman College courses: Understanding the Visual Arts, Basic Drawing, Basic Design, Painting I, Sculpture I, African American Art, History of Art I or II, History of Modern Art, African Art, or Contemporary Art.

Advisors

All Studio and Art History majors are required to meet with an assigned faculty advisor each semester and for approval of course changes. Please see the Department's chairperson for a current list of advisors.

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.

Honors

The following courses will satisfy Honors requirements:

- **ART 214**: Issues in Latin-American Art
- **ART 315**: Contemporary Art
- **ART 322**: Issues in Women's Art

Center-Wide Art Electives

Each student will be advised properly on her area of concentration and course selections. Some of the following courses may be used as electives, depending on the student's area of concentration.

Elective Courses

Spelman College

- **ART 140 A/B**: African American Art
- **ART 160**: Special Problems—Art Colony
- **ART 161**: The Art and Culture of the African Diaspora
- **ART 212**: Life Drawing II
- **ART 221**: Painting II
- **ART 231**: Sculpture II
- **ART 232**: Sculpture III
- **ART 240**: The Computer as a Creative Tool
- **ART 260**: Special Problems—Art Colony
- **ART 270**: Intro to New Genre Art Forms*
- **ART 300**: Three-Dimensional Methods and Materials
- **ART 312**: African Art
- **ART 315**: Contemporary Art
- **ART 321**: Painting III
- **ART 322**: Issues in Women's Art
- **ART 360**: Special Problems – Art Colony
- **ART 381**: Aesthetics
- **ART 392**: Origins of Postmodernism
- **ART 442**: Internship
- **ART 460**: Special Problems – Art Colony
- **ART 493**: Directed Studies (Drawing, Painting, Sculpture, Design, Art History

*approval pending

Clark Atlanta University

- **ART 115**: Two-Dimensional Design
- **ART 257**: Photography
- **ART 315**: Illustration I
- **ART 320**: Typography and Layout II
- **ART 321**: Graphic Design I

University Center of Georgia Schools

Students are permitted to take art courses approved by their advisors, if space is available.

Special Summer Program

Spelman College Summer Art Colony is a three-week intensive painting course at Taller Portobello located in a 17th century Spanish colonial village on the Caribbean coast of the Republic of Panama. Students should consult with the director for registration information and details of the course. There are no language requirements; all classes are taught in English by a Spelman art professor.

Course Descriptions

ART 110 – UNDERSTANDING THE VISUAL ARTS (4)

This introductory art appreciation course will emphasize visual and material elements of art, principles of design, as well as the materials and techniques used in creating art. It also will present students with a brief chronological history of art and provide discussions on contempo-

rary issues in art. Open to non-art majors as an elective or fine arts credit. Offered each semester.

ART 111 – BASIC DRAWING (4)
This course will introduce students to the fundamental techniques of drawing through the utilization of black-and-white media, the exploration of a variety of subject matter and stylistic approaches, including representational, abstract, and non-objective drawing. Exercises involving the visual elements and elementary perspective will also be introduced. Six studio hours per week. Open to non-art majors as an elective or fine arts credit. Offered each semester.

add

ART 113 – BASIC DESIGN (4)
This introductory course will develop design skills which employ the elements and principles of design in creating cohesive and/or functional visual expressions. The course also covers major aspects of two and three-dimensional design as well as an integrated computer graphic experience with introduction to Photoshop software. Six studio hours per week. Open to non-art majors as an elective or fine arts credit. Offered each semester.

ART 121 – PAINTING I (4)
This course will introduce the basic principles and techniques of painting through the exploration of painting techniques, color theory, pictorial design, line, shape, and form. The emphasis in this class will be on developing painting skills. Required: Visits to museums and galleries as well as attendance at exhibition openings and art lectures. Open to non-art majors as an elective or fine arts credit.

ART 131 – 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 investigated. Prerequisite: ART 111. Six studio hours per week. Open to non-art majors as an elective or fine arts credit. Offered each semester.

ART 140 A/B* AFRICAN AMERICAN ART (4)
This course will explore the aesthetic expressions of African American artists from the colonial period to the present. By examining the political, social, cultural, and creative history of Blacks in the United States, students will come to know the rich and diverse contributions made by artists of African descent to the development of American art and culture. This learning experience will also expand students' general understanding of the visual arts as a major factor in communicating unique as well as universal concepts and values. Open to non-art majors as a fine art elective.
*name change approval pending

ART 141 – HISTORY OF ART I (3)
This course will explore the art and architecture of Egypt, the Near East, the classical Greek and Roman world and Medieval Europe from about 2000BC to 1400AD. It will examine a wide range of art, architecture and objects, designed for various functions, from the standpoints of style, content and how they express political and religious ideas of the societies that created them. Open to non-art majors as an elective or fine arts credit.

ART 142 – HISTORY OF ART II (3)
This course will explore major artistic traditions from the Renaissance to the Modern era in Western Europe and America. Focusing primarily on painting, sculpture and selected examples of architecture, it will examine art style and content with reference to historical background, patronage, nationality, personality, gender influence and artistic production. Open to non-art majors as an elective or fine arts credit.

ART 160 – SPECIAL PROBLEMS–ART COLONY (4)
The Spelman College Summer Art Colony will provide students with a unique art experience in a tropical rainforest located in Portobelo, Panama – a village that is seminal to history and culture of the African Diaspora. The course will begin with a communal environmental art project and will be followed by individual art projects. Students wishing to work on independent projects must provide a proposal to be approved by the instructor. Please visit www.spelman.edu/artcolony for more information. Open to non-art majors.

ART 161 – THE ART AND CULTURE OF THE AFRICAN DIASPORA (4)
This course will examine traditional African aesthetic retentions in Africa, the Caribbean, Latin America and the United States. Each semester we will begin by studying the art of an ethnic group in West Africa with emphasis on its cultural context. The units that follow will investigate the continuity and change of that tradition in the work of contemporary artists of the African Diaspora. Open to non-art majors as an elective or fine arts credit. Honors elective.

ART 211 – LIFE DRAWING I (4)
Study of the drawing of the human figure, emphasizing basic body structure and various approaches and concepts. Continuous use of models. Prerequisite: ART 316. Six studio hours per week.

ART 212 – LIFE DRAWING II (4)
Advanced study of various aspects of the human figure with emphasis on creative expression and craftsmanship. Prerequisite: ART 211. Six studio hours per week.

ART 213 – HISTORY OF MODERN ART (3)
This course will examine the major art movements, styles, and artists of modernism from its beginnings in the mid-19th century to its present-day impact on postmodernism. The emphasis of the course will be placed on understanding Modern art and aesthetics from historical and sociopolitical contexts. Open to non-art majors as an elective.

ART 214 – ISSUES IN LATIN-AMERICAN ART (4)
This course will explore important issues, dominant styles, and major Latin-American artists of the 20th and 21st centuries with an emphasis on understanding Latin-American art in its cultural, historical, and sociopolitical contexts. Open to non-art majors as an elective. Honors elective.

ART 216* – INTERMEDIATE DRAWING (4)
This course will provide an advanced concentration in drawing utilizing the experiences developed in Basic Drawing. Exploration and experimentation are encouraged with emphasis on composition development in various media. **Prerequisite:** ART 111.
*number change pending (formerly ART 316)

ART 217 – PRINTMAKING I (3)
This course will introduce students to the study of letter forms, including a study of typefaces and letter spacing composition and their application to the design of visual communication materials. Professional craftsmanship and technical skills will be emphasized. **Prerequisite:** ART 115 and ART 119 or permission of instructor. Offered at Clark Atlanta University.

ART 221 – PAINTING II (4)
This course will focus on building painting skills through assignments that explore surface texture, reflections, tonality, and the figure. Required: Visits to museums and galleries as well as attendance at exhibition openings and art lectures. Open to non-art majors as an elective. **Prerequisite:** ART 121. Six studio hours per week.

ART 231 – SCULPTURE II (4)
This course will explore 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. **Prerequisite:** ART 131. Six studio hours per week. Offered each semester.

ART 240 – THE COMPUTER AS A CREATIVE TOOL (4)
The course will focus on the visualization of ideas and the exploration of new possibilities in the creation of fine art, using digital tools as an alternative medium of artistic expression. Students will learn to use specialized graphic software in the creation of virtual, as well as mixed media works of art. Independent research and experimentation for student projects will be mandatory. Six studio hours per week.

ART 250 – STUDIO REVIEW I (1)
This course is a required review which will evaluate all sophomore students who are concentrating in Studio Art. The review is a one-semester course structured to assess, measure, observe, critique, and provide students with collective feedback on their progression at this level. This review is a one-credit course, offered during the spring semester.

ART 251 – ART HISTORY REVIEW I (1)
This course is a required review which will evaluate all sophomore students who are concentrating in art history. This one-semester, one-credit course is structured to observe, critique, assess, measure and provide students with collective feedback from the faculty as to their progress at this phase in their scholarly development. This course is offered during the spring semester.

ART 260 – SPECIAL PROBLEMS – ART COLONY (4)
The Spelman College Summer Art Colony will provide students with a unique art experience in a tropical rainforest located in Portobelo, Panama – a village that is seminal to history and culture of the African Diaspora. The goal of this course will be to develop the student's voice as artist thorough independent projects. Please visit www.spelman.edu/artcolony for more information. Open to non-art majors. **Prerequisite:** ART 160.

ART 270 – INTRODUCTION TO NEW GENRE ART FORMS* (4)
This course will introduce students to environmentally friendly, new genre art forms such as installations, performance and multi-media art, through theory and practice. Class time will be used to discuss theory and critique works of art. However, the student will be required to spend at least twice as much time creating their work. The primary goal of this course is to assist students in discovering new ways of making art using materials that are environmentally friendly. Open to non-art majors as an elective or fine arts credit. Six studio hours per week.
*number change approval pending (formerly ART 170)

ART 300 – THREE-DIMENSIONAL METHODS AND MATERIALS (4)
This course will introduce and expose art students to various concepts and experiments dealing with height, width, and depth interactions within different forms. It is an intensive course that involves the use of different materials, techniques and problem-solving methods to produce small functional and non-functional works that merge fine art and craft disciplines. **Prerequisite:** ART 113, Basic Design 1.

ART 301 – JEWERLY DESIGN 1/ SMALL METALS (4)
This course will introduce students to basic techniques and methods of the traditional jewelry field. Intensive, manual work will be employed in the use of hand tools such as saws, files and sandpaper that aid in the creation of one-of-a-kind works of wearable art. Drawing exercises will assist in the development of design skills. Problem-solving skills will be challenged in the production of small 3D artworks designed to adorn the body. **Prerequisite:** Basic Design1 or permission of instructor. Six studio hours per week.

ART 312 – AFRICAN ART (4)
This course examines traditional art and architecture of African cultures and the aesthetic expressions of contemporary African artists on the global art scene. It is offered each semester. While the course largely focuses on the traditional aspects in the fall, it mainly examines the contemporary aspects in the spring.

ART 315 – CONTEMPORARY ART SEMINAR (4)
This course will investigate late modernist and early postmodernist art of the past two decades through discussions of contemporary aesthetic theory and criticism. Emphasis will be placed on researching the lives and work of contemporary artists and writing critical analysis of works of art. Visits to museums, galleries, artists' studios, and private collections are an integral part of this course. Open to non-art majors as an elective. Honors elective.

ART 321 – PAINTING III (4)
This course will provide advanced painting students an opportunity for experimentation with new media and techniques. The focus of the course will be the development of an individual painting style. Visits to museums and galleries as well as attendance at exhibition openings and art lectures are required. Open to non-art majors as a fine art elective. **Prerequisite:** ART 221.

ART 322 – ISSUES IN WOMEN'S ART (4)
This course will explore cross-cultural issues in women's art in several world regions from the turn-of-the-century to the present. Course readings and discussions will be designed to de-center the Western, patriarchal, art historical tradition by analyzing and theorizing feminisms that do not spring from hegemonic positions. African American women artists who have been ignored, silenced, devalued, erased, and marginalized will be a focus in this course. Open to non-art majors as a Fine Art or Women's Studies elective or Honors elective.

ART 332 – SCULPTURE III (4)
This course will provide an in-depth three-dimensional experience using techniques which integrate the process of creative thinking, fabricating materials, and adapting technology. **Prerequisite:** ART 231. Six studio hours per week.

ART 350 – STUDIO REVIEW II (1)
This required review course will observe, critique, assess, measure and provide junior art majors with collective feedback from the faculty on their progress. The Review II is the second of a three-course sequence which will prepare students for their senior capstone experience. This review is a one-credit course, offered during the spring semester. **Prerequisite:** ART 250 or permission of chair.

ART 351 – ART HISTORY REVIEW II (1)
This required review course will evaluate all junior students who are concentrating in art history. This one-semester, one-credit course is designed to assist, critique, and provide students with collective feedback from the faculty on their progress at this phase in their development. This review is offered during the spring semester. **Prerequisite:** ART 251 or permission of chair.

ART 360 – SPECIAL PROBLEMS – ART COLONY (4)
The Spelman College Summer Art Colony will provide students with a unique art experience in a tropical rainforest located in Portobelo, Panama – a village that is seminal to history and culture of the African Diaspora. The emphasis in this course will be to develop the student's voice as artist through independent projects. Please visit

www.spelman.edu/artcolony for more information. Open to non-art majors, **Prerequisite:** ART 260.

ART 391 – CERAMICS (3)
This course will provide students with an introduction to basic clay techniques such as hand-building, glazing, and firing in kilns, with emphasis on both technical skills and creative design. Six contact hours per week. Offered at GSU, UGA or SCAD. Permission of Spelman sculpture instructor required.

ART 392 – THE ORIGINS OF POSTMODERNISM (4)
This course will examine some of the philosophical background that gave rise to the contemporary school of philosophy, art, and literary criticism called postmodernism. A study of a few of the most important contemporary postmodern thinkers will serve as the framework for this course.

ART 442 – INTERNSHIP (4)
This experience will provide a supervised off-campus instruction/work experience which will broaden student knowledge in areas such as museology, historical preservation, graphic design, computer graphics, art therapy, etc. **Prerequisite:** Approval by the department chair.

ART 460 – SPECIAL PROBLEMS – ART COLONY (4)
The Spelman College Summer Art Colony is designed to provide students with a unique cultural experience and an experiential understanding of the basic principles and techniques of making art. Each year the instructor will propose a new project as a special problem for the group. However, students wishing to work on independent projects must provide a proposal, which must be approved by the instructor.

ART 492 – PORTFOLIO CRITICISM – PART 1 (3)
Portfolio Criticism Part 1 is the first of two courses which will prepare seniors majoring in Studio Art 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 artworks for exhibition. **Prerequisite:** ART 350

ART 492A – PORTFOLIO CRITICISM – PART 2 (3)
Portfolio Criticism Part 2 is the culminating studio concentration capstone course required for graduation. The course will provide instruction in developing visual arts portfolios and business practices of the visual arts field. The Senior Art Exhibition will be the required, culminating event of the semester. Students will be responsible for all aspects of their capstone exhibition including invitation design and publicity; preparing and installing works in the designated gallery space and artist presentation/talk for the show. **Prerequisite:** ART 492 – Part 1.

ART 492B – PORTFOLIO CRITICISM/ HONORS THESIS RESEARCH – PART 1 (4) 2+2
Portfolio Criticism/Honors Thesis Research is the first of two courses which will provide the required capstone experiences for seniors who are pursuing the Art History concentration and Honors program requirements. Honors Thesis Research is designed for college honor students who are majoring in art. The course will focus on individual thesis topics related to the student's area of study. Research may consist of archival investigation, field study and/or personal interviews. **Prerequisite:** Art History Review 351.

ART 492C – PORTFOLIO CRITICISM/ HONORS THESIS RESEARCH – PART 2 (4) 2+2
This honors thesis research course will provide students with instruction and support to intensively investigative their research topic under the supervision of their major advisor. The research will culminate with a comprehensive senior thesis (typically a 20-25 page paper with supporting documentation, images and notes) which students must defend. **Prerequisite:** ART 492B – Part 1.

ART 493A-D – DIRECTED STUDIES – STUDIO (4)
Students will further their studies in an area of design that is supported by faculty and facilities of the College. Proposals will be submitted and if approved, a customized list of assignments will be created for the individual student to achieve the desired learning experience agreed upon by the student and faculty member. Currently supported design areas are: graphic design, jewelry design, 3D design, small metals. **Prerequisite:** Art113. See design faculty for additional prerequisites, depending on chosen field.

ART 493E-G – DIRECTED STUDIES – ART HISTORY (3)
These courses will provide additional independent research/special projects in a specific area of art history with the approval of art history professors. Proposals will be submitted and if approved, a customized list of assignments will be created for the individual student to achieve the desired learning experience agreed upon by the student and faculty member. **Prerequisite:** Art 141&142. See art history faculty for additional prerequisites, depending on chosen field.

ART 494 E – TRADITIONAL AND CONTEMPORARY AFRICAN ART

ART 494 F – AFRICAN AMERICAN ART AND 19TH & EARLY 20TH CENTURY AMERICAN ART

ART 494 G – MODERN, CONTEMPORARY, AND LATIN AMERICAN ART

BIOLOGY

Faculty

- **MARK LEE**, Chair and Associate Professor
- **MENTEWAB AYALEW**, Assistant Professor
- **ROSALIND BASS**, Assistant Professor
- **CYNTHIA BAUERLE**, Professor
- **BARBARA BELL**, Assistant Professor
- **RITINDRA KHAN BHADURI**, Senior Lecturer
- **JOANN POWELL BROOKS**, Lecturer
- **VICTOR IBEANUSI**, Professor
- **MARK MALONEY**, Professor
- **MICHAEL MCGINNIS**, Associate Professor
- **ADITI PAI**, Assistant Professor
- **ANNA POWOLNY**, Lecturer
- **HONG QIN**, Assistant Professor
- **YONAS TEKLE**, Assistant Professor
- **ELETHIA TILLMAN**, Lecturer
- **TOKUNBO YEROKUN**, Lecturer

Biology Office Location

Science Center, Room 342

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 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 a Spelman Biology major
2. reflecting on how academic preparation and professional aspirations impact your worldview
3. Reflect on how your worldview impacts your professional and academic aspirations and your 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 or on the Spelman Web page.

Teacher Certification

See Education Studies Program

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

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

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 211 – PLANT BIOLOGY (4)
A study of the basic principles necessary for understanding plant structure and function including the biochemical and biophysical processes of plant cells and the importance of plant life to humans and to other

animals. Two one-hour lectures and one three-hour laboratory period per week. **Prerequisites:** BIO 110, 115, 120, 125. Annually, fall semester.

BIO/ES 225 – ECOLOGY (4)
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 which begin with (1) Ecology: its meaning and scope, including experimentation models, (2) The organism and its environment, (3) The ecosystem concept, (4) Comparative ecosystem ecology, (5) Population ecology, and (6) The community. Two one-hour lectures and one three-hour laboratory period per week. Attendance on field trips required. **Prerequisites:** BIO 110, 115, 120, 125. Alternate years, 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. Three one-hour lectures and two two-hour laboratories per week. **Prerequisites:** BIO 110, 115, 120, 125. Alternate years, spring 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 break out 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 312 – GENETICS (4)
A study of the fundamental principles of genetics that examines the molecular mechanisms operative in prokaryotic and eukaryotic cellular systems and the genetic diversity of plants and animals. Emphasis on recombinant DNA technologies. Course meets twice weekly for two and a half hours. **Prerequisites:** BIO 110, 115, 120, 125. Annually, fall semester.

BIO 314 – ENVIRONMENTAL BIOLOGY (4)
A presentation of the diverse issues related to the environment from (1) a humanistic view that involves a holistic look at major environmental issues, and (2) a direct evaluation of the environment by analytical applications. A study of the mechanisms of ecosystems, demographics, food production, natural resources, air and water quality, waste disposal and management and current topics such as in situ bioremediations of pollutants using simulated microbial systems. **Prerequisites:** BIO 110, 115, 120, 125. Alternate years, fall semester.

BIO 315, 316 – INTRODUCTION TO BIOMEDICAL EXPERIMENTATION (4)
A rigorous laboratory experience designed to introduce the students in the MARCU*STAR program to experimental techniques, data gathering, data recording, and procedures and instrumentation used in biomedical research. An examination of the interaction between the biological aspect of an organism and its behavior is included. Enrollment restricted to MARCU*STAR students only.

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 in 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 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, spring semester.

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 356 – DEVELOPMENTAL BIOLOGY (4)
An introductory study of the fundamental principles of embryological development with emphasis on the higher vertebrates. A detailed study of gametogenesis, cleavage patterns and basic body plans, and organ system formation. Three one-hour lectures and one three-hour laboratory per week. **Prerequisites:** BIO 110, 115, 120, 125. Annually, spring semester.

BIO 360 – BEHAVIORAL ENDOCRINOLOGY (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 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 470 – BIOMOLECULES (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. **Prerequisites:** BIO 110, 115, 120, 125; CHEM 231-232. Annually, spring semester.

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 laboratories. 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 486 – MOLECULAR MECHANISMS OF SIGNAL TRANSDUCTION (2)
Covers fundamental concepts in cellular signaling by exploring mechanisms by which cells receive and respond to external stimuli. Journal club format. **Prerequisites:** BIO 110, 115, 120, 125, 471.

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 491 – SELECTED TOPICS IN BIOLOGY (2-4)
An in-depth study of selected topics in biology. Focused, detailed discussions of research literature and current research problems including parasitology, tumor biology, molecular biology, hypertension, environmental microbiology, salt and water balance, cellular mobility, hormone synthesis and secretion, and cellular regulation. **Prerequisites:** BIO 110, 115, 120, 125. Annually.

CHEMISTRY

Faculty

- **LISA B. HIBBARD**, Chair and Associate Professor
- **GLADYS S. BAYSE**, Professor
- **NRIPENDRA K. BOSE**, Associate Professor
- **BEATRIZ H. CARDELINO**, Professor
- **PETER C. CHEN**, Professor
- **JEAN-MARIE D. DIMANDJA**, Associate Professor
- **CORNELIA D. GILLYARD**, Associate Professor
- **KIMBERLY M. JACKSON**, Associate Professor
- **TAWFEQ KAMARI**, Senior Lecturer
- **MARISELA DELEON MANCIA**, Lecturer
- **SHANINA SANDERS**, Lecturer
- **ALBERT N. THOMPSON, JR.**, Professor
- **LEYTE L. WINFIELD**, Associate Professor

Department Location

Science Center, Room 343

Department Approval

The Chemistry Department offers a program that is approved by the American Chemical Society. Students interested in completing the requirements necessary for ACS Certification should contact the Department Chair. Refer to the ACS Certification description below and the Chemistry 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 choose to enroll in Chemistry 112 with departmental approval.

Goals

The Chemistry Department seeks to establish itself as a benchmark in the discipline, serving as a model for educating and training undergraduate students in the chemical sciences within a liberal arts context. The Department strives to create a vibrant learning community focused on promoting academic excellence, research training and scientific discovery, as well as lifelong learning. 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 will

1. be able to develop and apply critical thinking and scientific reasoning skills toward problem-solving.
2. be able to develop and apply technical skills in the conduct of scientific investigations.
3. be able to exhibit scientific literacy through effective communication.
4. be aware of the norms and values of the chemical profession and be able to utilize their knowledge for the benefit of society.

Requirements for Departmental Honors

Students graduating with Chemistry departmental honors must have (1) a 3.0 overall GPA, (2) a 3.2 GPA in Chemistry 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 Chemical Engineering

Ten content courses are required of all majors, not including seminar, research, and laboratory courses. Seven of these content courses must include a laboratory component. Courses with laboratories are typically four total credit hours per semester. Lecture-only courses are usually three credit hours per semester.

The department offers five chemistry options. All options require two semesters of General Chemistry with lab, two semesters of Organic Chemistry with lab, two Advanced Chemistry electives, a First Year Seminar in Chemistry and a Senior Undergraduate Seminar in Chemistry. Biochemistry majors are required to take two semesters of Biochemistry (one with lab) and must take Advanced Biochemistry as one of the Advanced Chemistry electives. All majors, with the exception of Chemistry – Option 2 majors, are required to take two semesters of Physical Chemistry (one with lab). Chemistry – Option 2 majors and those students working toward ACS certification are required to take one semester of Analytical Chemistry with lab. Chemistry – Option 1 and Dual Degree Engineering majors must complete one semester of Inorganic Chemistry with lab and Instrumental Analysis with lab. Chemistry Option 1 and Biochemistry majors are required to take two semesters of Undergraduate Research.

Prerequisite courses must be completed with a grade of a "C" or higher in order to fulfill the prerequisite requirements. 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."

Support (cognate) courses include a minimum of two semesters of Calculus and two semesters of Physics (with lab); additional support courses are required for Dual Degree Engineering. All chemistry majors are encouraged to take additional Mathematics and Physics courses, especially for students interested in graduate school in physical or analytical chemistry. Undergraduate research is strongly recommended for all chemistry majors.

Transfer or equivalent chemistry course credit will be granted only upon the approval of the Department.

Options in Biochemistry, Chemistry and Dual Degree Engineering

The five 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 biochemistry. The sequence is valuable also as preparation for entry into medical or dental school, or other allied health disciplines. The chemistry courses required are 101; 111, 112; 111L, 112L; 231, 232, 233L, 234L; 311, 312, 313L; 345, 346, 346L, 301/301L or 496; 429; 431, 432 and 446. Total hours required in chemistry are 43. Other required science cognate courses are Biology 111, 112; Physics I and II (PHY 151, 241); Calculus I and II (MATH 231, 232); and one semester of a biology or mathematics elective, chosen from the approved departmental list.

Chemistry

Option 1: This sequence is recommended for students seeking entry into graduate school in chemistry. The chemistry courses required are 101; 111, 112; 111L, 112L; 231, 232; 233L, 234L; 345, 346, 346L; 410; 421, 421L; 429; 431, 432; 496, plus an additional advanced chemistry elective. Total minimum hours required in this option are 43. Other required science cognate courses are Physics I and II (PHY 151, 241), and Calculus I and II (MATH 231, 232); Differential Equations (MATH 365) and Physics III (PHY 242) are recommended courses.

Option 2: This sequence is recommended for students who plan to enter professional degree programs in medicine, dentistry or allied health fields, or see entry to postbaccalaureate or graduate programs that require science degrees for admission. Students planning to enter the job market directly after graduation would also benefit from the Option 2 sequence. The chemistry courses required are 101; 111, 112; 111L, 112L; 231, 232; 233L, 234L; 301, 301L; 345; 429; plus four advanced chemistry electives (two should have a laboratory component) selected from the approved departmental list. Total hours required in this option are 41. Other science core courses required are Calculus I and II (MATH 231, 232); Physics I and II (PHY 151, 241); Biochemistry I and II, with lab (CHEM 311, 312, 313L); Organismal Form and Function (BIO 115); Biology of the Cell (BIO 120); and one semester of a biology elective is recommended for students who plan to enter professional and allied health programs.

Option for Teaching Certification in Secondary Education: This sequence is recommended for students planning to enter the teaching profession with a certification in secondary education. The chemistry courses required are 101; 111, 112; 111L, 112L; 231, 232; 233L, 234L; 301, 301L; 345, 346, 346L; 410; plus two advanced chemistry electives (one with a lab component.) Other science cognate courses are 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 departmental requirements for the degree are: CHEM 111, 111L, 112, 112L; 231, 232, 233L, 234L; 345, 346, 346L; 421, 421L; 496, 496L. Total hours required in this option are 33. Six additional hours approved by the department are required at 3000-4000-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).

The 10 required chemistry courses, 7 with lab components, for each major are summarized below:

Biochemistry

- **CHE 111, 111L**: General Chemistry I
- **CHE 112, 112L**: General Chemistry II
- **CHE 231, 233L**: Organic Chemistry I
- **CHE 232, 234L**: Organic Chemistry II
- **CHE 311**: Biochemistry I; **CHE 313L**: Biochemistry Lab
- **CHE 312**: Biochemistry II
- **CHE 345**: Physical Chemistry I
- **CHE 346, 346L**: Physical Chemistry II Lecture and Lab (346, 346L)
- **CHE 301, 301L**: Analytical Chemistry Lecture and Lab or
- **CHE 496**: Instrumental Analysis
- **CHE 446**: Advanced Biochemistry

Chemistry – Option 1

- **CHE 111, 111L**: General Chemistry I
- **CHE 112, 112L**: General Chemistry II
- **CHE 231, 233L**: Organic Chemistry I
- **CHE 232, 234L**: Organic Chemistry II
- **CHE 301, 301L**: Analytical Chemistry
- **CHE 345**: Physical Chemistry I
- **CHE 346, 346L**: Physical Chemistry II
- **CHE 410**: Biochemical Principles
- **CHE 421, 421L**: Inorganic Chemistry
- **CHE 496**: Instrumental Analysis
- **Advanced**: Chemistry Elective

Chemistry – Option 2

- **CHE 111, 111L**: General Chemistry I
- **CHE 112, 112L**: General Chemistry II
- **CHE 231, 233L**: Organic Chemistry I
- **CHE 232, 234L**: Organic Chemistry II
- **CHE 301, 301L**: Analytical Chemistry

- **CHE 311**: Biochemistry I;
  CHE 313L: Biochemistry Lab (recommended)
- **CHE 312**: Biochemistry II (recommended)
- **CHE 345**: Physical Chemistry I
- Advanced Chemistry Elective (with a laboratory component)
- Advanced Chemistry Elective

Chemistry – Teaching Certification in Secondary Education

- **CHE 111, 111L**: General Chemistry I
- **CHE 112, 112L**: General Chemistry II
- **CHE 231, 233L**: Organic Chemistry I
- **CHE 232, 234L**: Organic Chemistry II
- **CHE 301, 301L**: Analytical Chemistry
- **CHE 345**: Physical Chemistry I
- **CHE 346, 346L**: Physical Chemistry II
- **CHE 410**: Biochemical Principles
- Advanced Chemistry Elective (with a laboratory component)
- Advanced Chemistry Elective

Chemistry/Dual Degree Engineering

- **CHE 111, 111L**: General Chemistry I
- **CHE 112, 112L**: General Chemistry II
- **CHE 231, 233L**: Organic Chemistry I
- **CHE 232, 234L**: Organic Chemistry II
- **CHE 345**: Physical Chemistry I
- **CHE 346, 346L**: Physical Chemistry II
- **CHE 421, 421L**: Inorganic Chemistry
- **CHE 496**: Instrumental Analysis
- Advanced Chemistry Elective (at Engineering Institution)
- Advanced Chemistry Elective (at Engineering Institution)

Chemical Engineering majors should take eight chemistry courses (seven with a laboratory component) before going to engineering school.

ACS Certification

Student majors may also seek to obtain ACS certification. A certified degree in chemistry is a valuable credential that serves as national-level recognition for successfully completing a rigorous academic chemistry curriculum in an ACS-approved department. In order to receive ACS certification, as verified by the Department Chair, 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, 346, 356, 411, 446, 452, 453, 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)
A course designed to introduce entering majors to the field of chemistry. Scientists will be invited to present seminars and discuss their career path. Faculty and visitors will lead discussions on a variety of topics such as research and ethics, scientific writing, and scientific literacy. Department research opportunities and summer internships will be described and learning strategies to assist students in their science courses will be discussed. **Prerequisite:** None.

CHE 111 – GENERAL CHEMISTRY I (3)
As the first course in the General Chemistry sequence for science majors, students will be introduced to the basic principles of modern chemistry. The student 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. 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)
As 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. 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 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 ionization of water, 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 chemistry of biological systems with an emphasis on fundamental macromolecules with regard to structure and catalysis. Degradative and biosynthetic pathways of macromolecules, together with their energy relationships will be explored. Information pathways regarding gene expression will be covered. **Prerequisites:** CHE 311. Lecture three hours per week.

CHE 313L – BIOCHEMISTRY LABORATORY (1)
A course designed to acquaint students with the techniques and instrumentation essential for conducting biochemical experimentation with an emphasis on quantitative concepts. Includes experiments employing UV/Visible spectrophotometry, enzyme kinetics, chromatography, protein isolation and purification skills, electrophoresis, immunoblotting, and microarray techniques. **Corequisite:** Either CHE 311 or CHE 312. Laboratory four hours per week.

CHE 345 – PHYSICAL CHEMISTRY I (3)
First semester of a two-semester sequence in physical chemistry covering 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)
Second part of a two semester sequence in physical chemistry. In-depth topics in chemical kinetics, chemical thermodynamics and quantum chemistry will be covered. 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)
A one-semester laboratory course covering basic physical chemistry laboratory techniques, including thermodynamics, kinetics 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 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:** MATH 323, and either PHY 242 or CHE 346; or permission of the instructor. Six hours of lecture and laboratory per week.

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 role of enzyme catalysts, thermodynamic considerations, and the interrelationship of metabolic pathways complete the content of the material. **Prerequisite:** CHE 345. Lecture three hours per week.

CHE/ES 411 – TOXICOLOGY (4)
A course in 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. Serves as an upper division Honors Program elective. **Prerequisites:** BIO 115 &120, CHE 232. Lecture and discussion four hours per week.

CHE 421, 421L – INORGANIC CHEMISTRY (3,1)
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)
A capstone course that 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 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)
Required 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 will be a research-based course consisting of both lectures and computational laboratory components that introduce students to computer-aided drug design (CADD) applications. **Prerequisites:** CIS 100, CHE 232/234L

CHE 446 – ADVANCED BIOCHEMISTRY (3)
Special topics in advanced biochemistry, including enzyme kinetics of multi-substrate systems, structure and mechanisms of action of hormones, glycoprotein structure and function, eukaryotic protein synthesis, and innate and humoral immune responses. **Prerequisite:** CHE 312, 345, 346. Lecture three hours per week.

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 the student 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 the student 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 assignments, 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 496 – INSTRUMENTAL ANALYSIS (4,0)
A course in the theory and techniques of modern chemical instrumentation, with emphasis on 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

CHE 426 – BIOPHYSICAL CHEMISTRY
Seeks to inform the aspiring biologist, physicist, molecular biologist, pre-medical student and chemist that biopolymers also obey physical laws, which are the basis for the methods. Analysis with modern instrumentation of the determination of useful information about biopolymer systems. **Prerequisites:** HCHE 322. Lecture, 3 hours per week. Laboratory, 6 hours per week.

CHE 423, 424 – ADVANCED PHYSICAL CHEMISTRY (Morehouse) (3,3)
Theoretical principles of modern physical chemistry. Fundamental principles of quantum mechanics, statistical mechanics, angular momentum and group theory. Applications. **Prerequisite:** HCHE 322; Recommended: PHY 361. Lecture three hours per week. Laboratory and lab lecture six hours per week.

CHE 471, 472 – ADVANCED ORGANIC CHEMISTRY (Morehouse) (3,3)
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 duality of (competing) mechanisms is treated in some detail. **Prerequisite:** HCHE 322. Lecture, 3 hours per week.

CHE 431 – ADVANCED ORGANIC CHEMISTRY I (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 and 232. Three lecture hours and one laboratory hour per week.

CHE 432 – METHODS OF STRUCTURE DETERMINATION (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. Three lecture hours and one laboratory hour per week.

CHE 521 – ADVANCED INORGANIC CHEMISTRY (Clark Atlanta University) (3)

Treatment of bonding and structure, oxidation-reduction, and acid-base theory, and correlation with chemical reactivity and ligand field theory. Three lecture hours per week.

COMPARATIVE WOMEN'S STUDIES

Faculty

- **BEVERLY GUY-SHEFTALL**, Anna Julia Cooper Professor of Women's Studies and Director, Women's Research and Resource Center
- **AYOKA CHENZIRA**, Professor of Women's Studies/ Film and Director of Digital Moving Image Salon (DMIS)
- **JOHNNELLA E. BUTLER**, Professor of Women's Studies
- **M. BAHATI KUUMBA**, Professor of Women's Studies and Associate Director, Women's Research and Resource Center
- **MONICA MELTON**, Assistant Professor

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.

Objectives

Upon completion of the Comparative Women's Studies major, the student will be able to

1. analyze in a systematic manner the situation of women in our own and other cultures from a variety of disciplinary perspectives.
2. analyze the ways in which gender, race, ethnicity, class, and sexuality construct the social, cultural, and biological experience of both men and women in all societies.
3. recognize the masculine bias in the history of knowledge.
4. research women's experiences in an unbiased manner.
5. analyze images of women in literary texts, the media, and the arts, and explore relationships between these images and societal attitudes toward women.

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.

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**: Cross-Cultural Perspectives on Women
- **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/REL 220**: Women of the Bible
- **CWS/SOC 210/JSC 210**: Women in Japanese Society
- **CWS/SOC 291**: Race, Class and Gender
- **CWS/SOC 336**: Feminist 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**: Special Topics: Violence Against Women
- **CWS/SPA 478**: Special Topics: The Universe of the Women of Color in Afro-Hispanic Literature

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)
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 has 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)
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 student 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)
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

Faculty

- **ANDREW WILLIAMS**, Chair and Associate Professor
- **JAMES THOMAS HALE, SR.**, Lecturer
- **IRETTA KEARSE**, Senior Lecturer
- **JAKITA THOMAS**, Assistant Professor
- **ALFRED WATKINS**, Assistant Professor
- **ANDREA W. LAWRENCE**, Associate Professor

Department Location

Albro Falconer Manley Science Center, Room 326

Special Entry Requirements

None

General Core Requirements

CIS 100 is generally used to satisfy the college computer literacy requirement. However, CIS 121 can be used as a more challenging substitute. Computer Science, Dual Degree Engineering, Environmental Science, Mathematics and Physics majors must use CIS 121 to satisfy this requirement.

Placement Examinations

A computer literacy examination is given each semester for the purpose of exempting students from CIS 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 second year. Exemption from the course does not carry credit hours. The examination for CIS 100 will be given each semester during registration and early registration.

Goals

The goals of the Computer and Information Science 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.

Objectives

Upon successful completion of a major in Computer and Information Science, students will be able to

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.

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 courses, participation in first-year and senior seminars is required. Computer Science majors entering Fall 206 or later will be required to take CIS 111 Discovering Computer Science as a prerequisite to CIS 121 Computer Science 1. Other curriculum revisions are in progress. 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 121**: Introduction to Computer Science I (4-3-2)
- **CIS 122**: Introduction to Computer Science II (4-3-2)
- **CIS 181, 182**: First-Year Seminar (0-1-0)
- **CIS 213**: 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 326**: File Processing and Data Management (3-3-0)
- **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 214**: Linear Algebra and Applications
- **MATH 231**: Calculus I
- **MATH 232**: Calculus II
- **MATH 233**: Foundations of Mathematics ***or***
  MATH 205: General Statistics
- **MATH 234**: Discrete Mathematics

Two semesters of calculus-based Physics:
PHY 151 and PHY 241

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 121, CIS 122, and either CIS 213 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 366, CIS 437, and CIS 463, or from the set CIS 302, CIS 326, CIS 413, and CIS 463. The suggested mathematical cognates for this option are MATH 214 and MATH 234.

Information Science Minor

The Information Science minor is designed for nonscience 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 122, CIS 213 or CIS 216, and CIS 313 or CIS 326 or CIS 343. Two electives may be chosen from CIS courses listed as electives in the option above, or MGT 300, Principles of Management.

Course Descriptions

CIS 100 – INTRODUCTION TO COMPUTERS (4-3-0)
A course 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 193, or CIS 121 is required of all students.

CIS 102 – RESEARCH USING THE INTERNET (1-1-0)
Introduction to methods and tools for finding and disseminating information for scholarly research using the World Wide Web. Emphasizes understanding of how the Internet works, what the World Wide Web is, and ways that people can communicate via the Internet and the Web. This course is taught on a Pass/Fail basis.

CIS 111 – DISCOVERING COMPUTER SCIENCE (4-3-2)
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 121 – COMPUTER SCIENCE I (4-3-2)
An introduction to programming using C++. Emphasis on problem-solving techniques, algorithm design and concepts of object oriented programming. **Corequisite:** MATH 115.

CIS 181, 182 – FIRST YEAR SEMINAR (0-1-0)
An orientation to the Computer Science major and to the resources of the UNIX system and the Internet. 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 193 – INTRODUCTION TO COMPUTERS (HONORS) (4-3-0)
A course designed to give students an understanding of how a computer works, its capabilities, limitations, and applications. Includes system components, societal impact, applications, programming concepts, and the use of software packages including word processing, spreadsheets and databases. This course or its equivalent is required of all students. In contrast to CIS 100, this course will have substantial research and writing assignments, including Web page development. **Prerequisite:** Membership in the Honors program or permission of the instructor.

CIS 328 INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS DESIGN (4-3-0)
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.

CIS 216 – COMPUTER ORGANIZATION AND DESIGN (4-3-2)
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. Covers assembly language programming and the Instruction Set Architecture and introduces certain operating system concepts. 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 122.

CIS 302 – DESIGN AND MANAGEMENT OF INFORMATION SYSTEMS (3-3-0)
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.

CIS 313 – DATA STRUCTURES AND ALGORITHM ANALYSIS (4-3-0)
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 divide-and-conquer, dynamic programming and depth-first-search. Methods for solving common summations and recurrences. **Prerequisite:** CIS 122, MATH 231. (formerly MATH 251) **Corequisite:** MATH 214.

CIS 326 – FILE PROCESSING AND DATA MANAGEMENT (3-3-0)
A study of the design of file processing system, including file organization and access methods, data concepts, techniques of structuring data on bulk storage devices and introduction to database design and SQL. **Prerequisite:** CIS 313 or consent of the department.

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)
An introduction to major concepts in the design of operating systems at the register-transfer level. Interrelationships between the operating system and the architecture of computer systems. Includes a significant programming component, a required lab and a major project. **Prerequisite:** CIS 213 and CIS 216.

CIS 346 – ORGANIZATION OF PROGRAMMING LANGUAGES (4-3-0)
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:** CIS 213.

CIS 366 – NUMERICAL ANALYSIS (4-3-0)
A study of and use of techniques for the numerical solution to the following types of problems: zeroes 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 390 – DIRECTED STUDIES (VARIABLE)
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 her 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)
Introduction to the use of computers for manipulation and display of graphical information. 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 122. Suggested: MATH 214.

CIS 413 – DATABASE MANAGEMENT SYSTEMS DESIGN (4-3-0)
Principles, tools, and techniques of database design with emphasis on concepts and structures necessary to design and implement a database management system. File organization and data organization techniques. Includes a major database project. **Prerequisite:** CIS 326, CIS 343.

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)
Fundamental concepts, techniques and issues of artificial intelligence. State space search strategies. Heuristic methods and programming techniques. 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 using the Sony AIBO robot dog. 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 the Tekkotsu robot programming platform.

CIS 437 – SIMULATION (4-3-1)
An elective in the Computer Science major and the Environmental Science major. An introduction to the basics of Discrete Event Simulation and Continuous Simulation. Covers why simulation is used, how to model systems and how to ensure the correctness of the models. Explains how simulations are implemented on computers. Discusses random variate generation. Describes the statistical analysis of results. **Prerequisite:** CIS 121; MATH 205.

CIS 443 – COMPILER CONSTRUCTION (4-3-0)
Definition and overview of a compiler, study of the basic techniques of compiler design and implementation. Lexical analysis, parsing, syntax checking, and semantic analysis. Design of a sample compiler of moderate complexity. **Prerequisite:** CIS 343, CIS 346.

CIS 452 – THEORY OF COMPUTATION (4-3-0)
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 (3-3-0)
A study of various aspects of the human-computer interface. Methods for designing and evaluating computer systems for increased usability and efficiency. Design of a sample system of moderate complexity. **Prerequisite:** Junior standing; CIS 121-122.

CIS 463 – COMPUTER NETWORKS AND DATA COMMUNICATIONS (4-3-2)
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 122, CIS 216, or consent of instructor.

CIS 465 – COMPUTER NETWORKS AND SECURITY (4-3-0)
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 we will study data communications, which enables computer networks. In addition, we will discuss information security.

CIS 470 – SPECIAL TOPICS (4-3-0)
Lectures in 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)
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. **Prerequisite:** CIS 343, or consent of instructor.

CIS 475 – SPECIAL TOPICS (4-3-1)
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)
Supervised student preparation for career development and graduate study including assistance with resumes, applications for admission, and financial aid. Survey of current software applications. Discussion of ethical and social issues in the discipline and gender issues in the discipline.

CIS 482 – SENIOR SEMINAR II (1-1-0)
Discussion of issues and current topics in the discipline. Exploration of literature of the discipline. Exposure to advanced UNIX, scripting, and programming languages. Discussion of ethical and social issues in the discipline.

CIS 485 – SENIOR DESIGN PROJECT (4-0-3)
A major project requiring the integration of material from across the computer science curriculum. The student 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)
An intensive research project required of all honors majors. 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.

DRAMA AND DANCE

Faculty

- **EDDIE BRADLEY, JR.**, Chair and Associate Professor
- **VETA GOLER**, Associate Professor
- **KENNETH GREEN**, Instructor
- **TRACY LANG**, Assistant Professor
- **BLYTHE PITTMAN**, Assistant Professor
- **R. PAUL THOMASON**, Associate Professor
- **MARION A. WRIGHT**, Instructor

Department Location

Fine Arts Building, Room 130

Special Entry Requirements

None

Placement Examinations

None

Goals

The Department of Drama and Dance, unique among historically black colleges and universities, encompasses two theatrical disciplines, and offers a rigorous curricular and co-curricular program in theatre arts with an emphasis on gender explorations in African diasporan performance. We provide students with conservatory-level training as they pursue a liberal arts education.

The department's instructional emphasis is performance-the creation and presentation of theatrical experiences in drama and dance-and includes courses in acting and dance technique, directing, production, playwriting and choreography. Other courses give students contexts within which to understand and present current theatrical practices. Our primary goal is to prepare students for graduate study and professional work as theatre arts performers and creators. We seek to make Spelman College the undergraduate first choice of Black students interested in careers in the theatre.

Objectives

The Department of Drama and Dance offers a Drama Major (with an optional Concentration in Dance). After completing the major, the drama or dance student will be able to

1. demonstrate the skills necessary for advanced academic study or professional careers in drama or dance.
2. exhibit an appreciation of drama and dance arts.
3. articulate-orally and in written form-historical, literary, and theoretical knowledge of drama and dance forms.
4. demonstrate well-rounded development in the theatre arts by exhibiting high level critical thinking and performance skills, and uniquely expressed creativity.

General Core Requirements

Fine Arts

The following courses fulfill the Fine Arts division requirement for non-majors:

- **DAN 105**: Dance Appreciation
- **DAN 209**: Contemplative Practices and the Arts
- **DAN 222**: Black Dance and Pop Culture
- **DAN 241**: Black Presence in American Dance
- **DAN 242**: Twentieth Century Concert Dance
- **DRA 101**: Theatre Insight
- **DRA 121**: Introduction to Technical Theatre and Design
- **DRA 210**: Studies of Women in Theatre and Drama
- **DRA 300**: Contemporary Drama

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 Drama Major consists of 48 semester credits. The major is divided into four areas: the Core; Literature, History and Criticism; Performance; and Technical Theatre/Management. Students majoring in Drama are required to take all of the courses offered in the core (36 credit hours) and one elective from each of the other three areas (12 credit hours).

Drama Major Core (36)

- **DRA 101**: Theatre Insight
- **DRA 102**: Principles of Acting
- **DRA 121**: Introduction to Technical Theatre and Design
- **DRA 206**: History of Theatre I
- **DRA 207**: History of Theatre II
- **DRA 302**: Theatre Management
- **DRA 306**: Monologue and Scene Study
- **DRA 407**: Script Analysis
- **DRA 408**: Directing

The drama major's major electives must be drama, design, or management courses in areas A, B and C.

The Drama Major with a Concentration in Dance consists of 48 semester credits. As with the Drama Major, students take classes in the Drama major core (36 credit hours) and one elective from each of the other three areas (12 credit hours).

Drama Major with Concentration in Dance Core (36)

- **DAN 105**: Dance Appreciation
- **DRA 102**: Principles of Acting
- **DRA 121**: Intro to Tech Theatre and Design
- **DRA 206**: History of Theatre I
- **DRA 207**: History of Theatre II
- **DRA 302**: Theatre Management
- **DAN 201**: Choreography I
- **DAN 301**: Choreography II
- **DAN XXX**: 4 credit hours of Dance Technique classes (at least 2 at the intermediate level)

The dance concentrator's major electives must be dance, design, or management courses in areas A, B, and C.

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.

Entrance and Exit Interview/Exam

Students are required to participate in an interview/exam when they begin the major and as graduating seniors.

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.

Resource List

By the time they graduate, students are expected to have read important texts in a variety of theatre areas. Dance concentrators are also expected to have seen selected choreographic works. Advisors will provide students with the resource list. An exam administered during the junior will test students' knowledge.

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.

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. Required courses are

- **DRA 101**: Theatre Insight
- **DRA 102**: Principles of Acting
- **DRA 121**: Introduction to Technical Theatre and Design
- **DRA 206**: History of Theatre I
- **DRA 207**: History of Theatre II

Dance Minor Requirements

The Dance Minor consists of 20 semester credits. Required courses are

- **DAN 105**: Dance Appreciation
- **DRA 121**: Introduction to Technical Theatre and Design
- **DAN 201**: Choreography I
- **DAN XXX I**: Dance History Course
- **4 hours of dance technique** (at least 2 at the intermediate level)

Note: Students minoring in drama or dance are expected to participate fully in department productions.

General Electives

The Department of Drama and Dance offers the following courses for the college community as general electives.

- **DRA 100**: Introduction to Speech
- **DRA 101**: Theatre Insight
- **DAN XXX**: All dance technique classes

Drama Course Descriptions

DRA 100 – INTRODUCTION TO SPEECH (4)
Designed to enhance the student's ability to communicate by developing the ability to share thoughts, ideas, and attitudes effectively and fluently in a variety of speaking situations-public, interpersonal, group, business, and professional.

DRA 101 -THEATRE INSIGHT (4)
A preliminary course to acquaint 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.

DRA 102 – PRINCIPLES OF ACTING (4)
An introductory course 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. **Prerequisite:** DRA 101. Offered every semester.

DRA 102 A INTRODUCTION TO THE ART OF ACTING/ ACTING FOR NON-MAJORS (4)
In this course, student with little or no acting experience will be introduced to relaxation techniques, improvisation and scene work, which will give them the basic principles of acting a rich performing arts experience. This course does not count towards the drama major but may fulfill the fine arts core requirement.

DRA 121 – INTRODUCTION TO TECHNICAL THEATRE AND DESIGN (4)
This course provides students with foundational information and experiences related to the stage, its equipment, and concepts of production and design. Required of all drama majors and minors. **Prerequisite:** DRA 101. Offered every semester.

DRA 200 – PRODUCTION LABORATORY (2)
A course designed to enhance the student's theatrical knowledge by providing hands-on experience in several areas of theatre production. Required: Laboratory hours. Does not satisfy area C requirements. Offered every semester.

DRA 202 – THEATRE ORGANIZATION AND PRACTICE (4)
This course is designed to give the student a general knowledge of management theories. We will examine the ideas and processes behind planning and organizing commercial and non-profit theatre ventures.

DRA 203 – SURVEY OF WORLD DRAMA (4)
This course provides an overview of theatre history through the study of plays from a broad range of cultures.

DRA 206 – THEATRE HISTORY I (4)
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. Attention paid to all of the active participants who create theatre: actors, playwrights, dramaturgs, designers, and public. Required of all drama majors and minors. **Prerequisite:** DRA 101. Offered each fall.

DRA 207 – THEATRE HISTORY II (4)
A continuation of Theatre History I. **Prerequisite:** DRA 101, 206.

Required of all drama majors and minors. Offered each spring.

DRA 208 – 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:** DRA 101 and 102, or DAN 105, or permission of the instructor.

DRA 210 – STUDIES OF WOMEN IN THEATRE AND DRAMA (4)
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 to be examined in relation to man's philosophical, political, sociological, and psychological impact.

DRA 221 – STAGECRAFT (4)
A course to provide practical experience in the various technical skills required in the construction of scenery, costumes, and properties, and the operation of lighting and sound equipment for theatrical productions. Required: A minimum of four laboratory hours each week. **Prerequisite:** DRA 121.

DRA 300 – CONTEMPORARY DRAMA (4)
A study of the principal playwrights, movements, and trends in European and American drama to the present. **Prerequisite:** DRA 101, 206 and 207 or permission of the instructor.

DRA 302 – THEATRE MANAGEMENT (4)
An examination and application of management theories in the development of theatres and performing arts centers. Emphasis is placed on financial planning, strategic planning, and managing human resources. Required of all drama majors.

DRA 306 – MONOLOGUE AND SCENE STUDY (4)
A second level acting class, in which students will learn advanced techniques and approaches to selecting and mastering monologue and scene work. **Prerequisite:** DRA 101 and 102. Required of all drama majors. Offered every fall.

DRA 309 – PLAYWRITING (4)
An exploration of the fundamental techniques and resources of playwriting. Students are required to write a play under the supervision of the instructor.

DRA 310 – STYLES OF ACTING (4)
An introduction to the movement, mannerisms, gestures, and speech of various periods through directing and acting scenes from representative periods of drama. **Prerequisite:** DRA 101, 102 and 306. Offered each spring.

DRA 311 – ADVANCED PLAYWRITING (4)
A continuation of DRA 309 with emphasis on the full-length play. **Prerequisite:** DRA 309 or consent of the instructor.

DRA 326 – LIGHTING DESIGN (4)
Covers basic principles of electrical wiring and stage illumination as they are used in the theatre. Teaches the rendering of lighting designs, light plots, and light color theory. Required: Laboratory practicum on the mainstage production. **Prerequisite:** DRA 121. Offered as needed.

DRA 327 – COSTUME DESIGN (4)
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:** DRA 121. Offered as needed.

DRA 328 – SCENE DESIGN (4)
A comprehensive course in the art and craft of scenic design. Emphasis is on the use of design principles of line, mass, and color and their application to the stage. The student is required to master simple drafting techniques and to design at least one complete stage setting, including floor plan, construction drawings, and color rendering or scale model. The final project consists of the design of a complete play approved by the instructor. Required: Laboratory hours. **Prerequisite:** DRA 121 and 221. Offered as needed.

DRA 329 – STAGE MANAGEMENT (4)
This course exposes the learner to the basic duties and responsibilities of a production stage manager. Students will complete course readings and will actively participate in the productions of the department by serving as stage managers, assistant stage managers, and crew chiefs. **Prerequisite:** DRA 101 and 121.

DRA 333 – RITUAL AND PERFORMANCE (4)
A survey course that explores rituals-as formal and informal performances-for their meanings and the way they affect their participants. Cross-listed with the Department of Anthropology and Sociology, and the Honors Program.

DRA 335 – AMERICAN THEATRE AND DRAMA HISTORY (4)
A survey of the significant developments in American (United States) theatre since the 17th century.

DRA 336 – CREATIVE DRAMATICS (4)
Develops skills necessary for use in creative dramatics and children's theatre.

DRA 405 – SEMINAR IN AFRICAN THEATRE AND DRAMA (4)
Students will read and discuss plays from East and West Africa as they relate to cultural and historical backgrounds and political and sociological issues of people in African countries.

DRA 407 – SCRIPT ANALYSIS (4)
A study of the intellectual, emotional, and aesthetic qualities of the script (emotional tonality, style, kind of play, characterizations, etc.) preparatory to its actual production. Production book required. **Prerequisite:** DRA 101, 102, 206 and 207. Required of all non-dance drama majors. Offered each fall.

DRA 408 – PLAY DIRECTING (4)
The director's approach to the play is developed through the use of basic principles, movement, pantomime, composition, picturizations and rhythm. Each student is required to direct a one-act play. **Prerequisite:** DRA 101, 102, 206, 207 and 407. Required of all non-dance drama majors. Offered every spring.

DRA 409 – SEMINAR IN AFRICAN AMERICAN THEATRE AND DRAMA (4)
A history of the theatre and drama of African Americans and the analysis of that theatre within the framework of African American values. **Prerequisite:** DRA 101, 206, and 207.

DRA 415 – SHAKESPEARE IN PERFORMANCE (4)
This advanced level course examines Shakespeare's plays through performance. Students will read and analyze five of Shakespeare's classic works, and will be challenged to prepare, memorize, and perform scenes from each of them. The course will begin with teaching techniques to help students perform Shakespeare's texts and will culminate in true Elizabethan tradition, with an outdoor viewing of the students' very best work. **Prerequisite:** DRA 101, 102, 306 and 310.

DRA 420 – DESIGN PORTFOLIO (2)
Intensive individual work in a major area of design--lighting, scenery, or costumes. Projects to culminate in a portfolio representative of the student's work. **Prerequisite:** DRA 121. Also DRA 221, 326, 327 and 328 or permission of the instructor.

DRA 421 – PROBLEMS IN PERFORMANCE (4)
Intensive individual work or special course offering in an area of performance studies.

Dance Course Descriptions: Studio/Technique

DAN 101 – IMPROVISATION (1)
The investigation of abstraction and chance in the creation of new and original dance patterns that lead to composition. The practice of spontaneity in the use of the elements of dance.

DAN 105 – DANCE APPRECIATION (4)
The purpose of this course is to introduce students to the discipline of dance as an art form and as a life experience, encouraging growth and success within their undergraduate career. This course is designed to familiarize students with the many facets of dance, including dance history, music appreciation, improvisation and choreography. Required for all dance concentrators and dance minors. Offered every semester.

DAN 111, 112 – BEGINNING BALLET (1,1)
An introduction to ballet for the beginning student or those at the elementary level. Covers ballet technique, style, vocabulary and background information.

DAN 121 – AFRICAN DANCE FORMS (1)
Introduction and practice of movements from various African (usually West African) countries.

DAN 131, 132 – BEGINNING MODERN DANCE (1,1)
An introduction to modern dance, including basic concepts of time, space, and dynamics, and the development of basic movement skills and improvisations.

DAN 161 – TAP DANCE I (1)
Introduction to tap dance-its vocabulary, fundamental steps, style, and historical traditions.

DAN 162 – TAP DANCE II (1)
Continued development of tap skills, style, and performance of routines. Choreography included.

DAN 200 – DANCE PERFORMANCE (1)
For students who have dance skills beyond the elementary level of accomplishment in ballet, modern or jazz and who wish to continue their development through participation with the Spelman Dance Theatre. Concentration will be on performance techniques, clean execution, and the high disciplinary standards expected of professional performers. This course may be taken with credit for three years. Admission to course by audition.

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. This course fulfills the fine arts core requirement.

DAN 213, 214 – BEGINNER INTERMEDIATE BALLET (1,1)
Continued progressive development of ballet technique, style, and vocabulary.

DAN 215, 216 – INTERMEDIATE BALLET (1,1)
Continued training in ballet technical skills.

DAN 233, 234 – BEGINNER/INTERMEDIATE MODERN DANCE (1,1)
Continued development of movement and improvisation skills. Introduction to specific modern techniques and styles such as those of Graham, Horton or Limon.

DAN 235, 236 – INTERMEDIATE MODERN DANCE (1,1)
Continued training in modern technique skills.

DAN 251 – JAZZ DANCE I (1)
Introductory practice of jazz dance technique.

DAN 252 – JAZZ DANCE II (1)
Study of jazz dance at the intermediate or advanced level. Work in choreography.

DAN 313, 314 – ADVANCED INTERMEDIATE BALLET (1,1)
Continued training in ballet technical skills. Work in ballet repertory.

DAN 333, 334 – ADVANCED INTERMEDIATE MODERN (1,1)
Continued study and training in modern technical skills. Choreography included.

Dance Course Descriptions: History and Theory

DAN 201 – CHOREOGRAPHY I (4)
Gives the student basic knowledge and experience in the elements and craft of choreography. Students will experiment with their own movement invention. Emphasis on creative and critical thinking. **Prerequisite:** DAN 101 and two dance technique classes. Required of all dance concentrators and dance minors. Offered every fall.

DAN 222 – BLACK DANCE AND POPULAR CULTURE (4)
An exploration of black dance forms in popular culture. Focus on the ways dance movement, music, television, film, visual art and live theatre reflect contemporary concerns and issues.

DAN 240 – HISTORY AND PHILOSOPHY OF DANCE (4)
Study of the function and structure of dance in various cultures through a chronological view of principal events, developments, and personalities from the origins of dance to the 17th century Renaissance.

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. Offered every other fall.

DAN 242 – TWENTIETH CENTURY CONCERT DANCE (4)
This dance history course explores the artists, genres, and styles of theatrical dance performance that originated in or were radically transformed in the twentieth century.

DAN 301 – CHOREOGRAPHY II (4)
Continued development of the craft of dance composition. More advanced course projects. **Prerequisite:** DAN 101, 201 and two dance technique classes. Required of all dance concentrators. Offered every spring.

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, and sexuality-within the context of the exploration 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.

DUAL DEGREE ENGINEERING PROGRAM

Faculty

- **RETINA BURTON**, Coordinator and Instructor

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, Boston University, California Institute of Technology, Clarkston University, Columbia University, Dartmouth College, Georgia Institute of Technology, North Carolina A&T State University, Rochester Institute of Technology, Rensselaer Polytechnic Institute, University of Alabama at Huntsville, and the University of Florida.

Program Requirements

The Dual Degree Engineering student will complete the following courses during her three academic years at Spelman College:

- Introduction to Engineering
- Engineering Graphics
- Calculus I, II, III
- Differential Equations
- Linear Algebra
- General Chemistry I*
- Physics I, II*
- 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 DDEP 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
- Architectural Engineering – North Carolina A&T only
- Biomedical 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)
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)
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

A Dual Degree Engineering student is eligible to graduate when she has:

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.

A DDEP student who is in residence at an engineering institution must provide a copy of her transcript at the engineering institution at the end of each term to the Spelman Coordinator of the DDEP. At the appropriate time she must apply for graduation from Spelman College and she is 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

Faculty

- **ROMIE TRIBBLE, JR.**, Chair and Professor
- **ROBYNN COX**, Assistant Professor
- **JULIET ELU**, Associate Professor
- **MARIONETTE C. HOLMES**, Assistant Professor
- **ANNE R. HORNSBY**, Associate Professor
- **BERNICE J. deGANNES SCOTT**, Associate Professor
- **JACK. H. STONE**, Associate Professor
- **YUPING TSAI**, Lecturer

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.

Objectives

A student who has successfully completed the major in economics will be able to

1. comprehend the fundamental concepts and theoretical principles of the discipline;
2. identify the economic dimensions of societal problems by effectively using appropriate economic concepts and definitions;
3. 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. 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. 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 purposes;
6. apply the mathematical and quantitative tools of analysis for both problem solving and analytical purposes;
7. 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 Studies Program

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 303**: Econometrics (4)
- **ECON 304**: Mathematical Economics (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 cal-

culus. 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)
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)
The focus of this course is on the disciplinary and interdisciplinary perspectives on specific health issues used by sociologists and economists. This course satisfies the College 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)
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 241 – PRINCIPLES OF MACROECONOMICS (4)
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)
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 300 – INDUSTRIAL ORGANIZATION (4)
An examination of market structure, market conduct, market performance. Discussion of characteristics and differences of major industries. **Prerequisite:** ECON 242.

ECON 301 – BUSINESS ENTERPRISE (4)
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)
The nature of government relations with business and society. Antitrust laws, their interpretation and enforcement; current problems of government regulation of various industries. **Prerequisite:** ECON 241 and 242.

ECON 303 – ECONOMETRICS (4)
An extension of ECON 203, which 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 304 – MATHEMATICAL ECONOMICS (4)
Integration of three components of economic analysis: (1) the development of economic theory; (2) the mathematical modeling of economic theory; and (3) methods of solving mathematical models and geometrical and narrative interpretations of the solutions. Focus will be on such topics as equilibrium and optimization models and the comparative statistics associated with their solution. **Prerequisite:** ECON 242 and MATH 211 or equivalent.

ECON 311 – MONEY AND BANKING (4)
The institutional and analytical framework of the American monetary system. Emphasis on 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)
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. An analysis 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)
An exposition of national income determination within a framework of general equilibrium analysis. Focus 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)
Study of the management decision process utilizing analytical concepts from economics. Areas addressed: 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)
Use of 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)
An examination of the theoretical, empirical, and institutional issues pertaining to international economics. A focus 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)
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)
The examination of 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)
An examination of 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)
An examination of 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 how to microeconomics analyses is used 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 382 – PUBLIC FINANCE (4)
An investigation of 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 400 – SENIOR THESIS (4)
The course vehicle used for the writing and oral defense of the senior thesis. 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)
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)
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 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. For 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)
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 STUDIES PROGRAM

Faculty

- **MYRA BURNETT**, Interim Chair
- **RICHARD BENSON**, Lecturer and Interim Co-Chair
- **CHRISTINE KING FARRIS**, Associate Professor
- **ANDREA LEWIS**, Instructor
- **PATRICE PRINCE**, Lecturer

Program Location

Giles Hall, Lower Level – Suite 5, Rooms G10, G11, G12, G12b

Teacher Education Programs*

Teacher Education Preparation for Certification

1. Child Development Major: Teacher Certification in Early Childhood Education (Grades P–5)
2. Secondary Education: Teacher Certification in Grades 6-12 in English, Mathematics, Chemistry, Physics, History, Economics, and Political Science
3. Preschool-12th Grade Education: Teacher Certification in Art, French, Spanish, and Music
4. Child Development Minor without preparation for Teacher Certification

* Please visit the Education Studies Program for the most up-to-date information.

Spelman College Marian Wright Edelman Child Development Center

Educational opportunities for children (preschool through kindergarten) are provided in the Spelman College Marian Wright Edelman Child Development Center. The Center is administered by the Education Studies Program and supports programs and departments at the College by serving as a site for internships, field/laboratory experiences, and research.

Admission Process for Teacher Education Programs

1. Submission of an application
2. Verification of a passing score on GACE I Basic Skills Assessment or exemption based on one of the following:
   - 1000 SAT score
   - 43 ACT Composite
   - 1030 GRE
3. Essay that includes the student's educational philosophy (typed, double-spaced)
4. Three recommendations (two from faculty members in the Education Studies Program)
5. Current transcript that verifies completion of
   - Two required courses in the Spelman College Education Studies Program
   - A minimum of 30 credit hours of college coursework with a cumulative grade point average of 2.5 or above in professional studies and major courses.
6. Verification of a clear Criminal History / Arrest Record
7. Personal interview conducted by faculty in the Education Studies Program

Note: Students who take courses in the Education Studies Program must be admitted to the program (with the exception of students taking courses as electives). Students must apply for admission to the Education Studies Program after completing the second required program course. Students who have not been admitted to the Education Studies Program will not be permitted to enroll/remain in any additional education courses.

Student Teaching Experience

Student teaching is the culminating activity that provides an opportunity for the student to demonstrate appropriate dispositions, knowledge, skills, and experiences acquired in the Teacher Education Program. This 12-week clinical experience is significant in facilitating learning and enhancing the development of all children and preparing teacher-leaders. It is a period of time during which the student teacher assumes increasing responsibility in the instruction process. The student teaching experience at Spelman College is designed to meet Georgia Professional Standards Commission and NCATE guidelines.

Admission to Student Teaching requires the following:

1. Admission to a Teacher Education Program
2. Submission of the Student Teaching Application
3. Overall GPA of 2.5 or above
4. GPA of 2.5 or above in professional studies courses and major courses
5. Completion of all course requirements.
6. Verification of a clear Criminal History/Arrest Record
7. Proof of Liability Insurance (GAE-SP)

Field Experiences

Most courses in the Education Studies Program have a field experience component. The accompanying component for designated courses may include a variety of activities. The goal of the Field Experience component of the Spelman Teacher Preparation Program is to aid in the student's intellectual, personal and professional development as a teacher-leader by providing practical experiences at school sites. This experience takes students with varying skills levels through a planned sequence of cognitive, affective, and psychomotor experiences designed to develop leadership, cultural awareness, knowledge of content, confidence, and self-esteem. The student in the Spelman College Teacher Preparation Program is provided with varied and numerous field experience opportunities that Students must have on file a Criminal History/Arrest Record Verification form to engage in any field experience activities. Any information identified as an infraction on the Criminal History/Arrest Record Verification may prevent a student from participating in field experience activities. The Field experience is a prerequisite and requirement for successful completion of designated courses in the Education Studies Program.

Graduation Requirements for the Child Development Major

1. Admission to the Teacher Education Preparation Program for the Child Development major.
2. Completion of course work for the Child Development major with a cumulative grade point average of 2.0 or higher.

Certification Requirements

To be recommended for certification, the student must have completed the following:

1. Coursework for an approved Teacher Education Preparation Program (which includes an appropriate major) with a cumulative grade point average of at least 2.5.
2. Undergraduate degree.
3. Appropriate passing scores on the GACE II Test. (Not required for graduation.)

Placement Examinations

None

Mission Statement

The Education Studies Program promotes academic excellence in the development and preparation of teacher leaders who display the intellectual, ethical, and leadership qualities desired of all Spelman College graduates.

Vision and Goals

The goal of the Teacher Education Program is 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 Studies Program at the forefront in preparing competent, self-confident leaders who are committed to educating children in urban, multicultural and international communities. Graduates are inspired to be motivated change agents, advocates for all children, and creative, energetic risk takers inspired to touch the future through teaching.

Education Studies Program Conceptual Framework

The Education Studies Program embraces the mission and goals of Spelman College and integrates the intellectual and leadership goals of the institution into its Conceptual Framework for developing professional educators. The theme "The Teacher as a Leader" is the cornerstone of the Conceptual Framework and a driving force for creating effective programs. The Conceptual Framework is guided by national standards (Interstate New Teacher Assessment and Support Consortium), state standards, and professional standards (National Association for the Education for Young Children (NAEYC) and Association of Children Education International (ACEI)), which provide a foundation for performance-based competencies in the areas of knowledge, skills, and dispositions of candidates. The four components of the Conceptual Framework and teacher leader outcomes are: (a) professional teaching, (b) culturally responsive pedagogy, (c) dispositions, and (d) advocacy.

Program Descriptions

Teacher Education Programs with Preparation for Certification (Child Development Major, Secondary Education, Preschool-12th Grade Education)

The Education Studies Program offers Teacher Education Programs that are approved by the National Council for Accreditation of Teacher Education and the Georgia Professional Standards Commission. All program coursework complies with specific coursework requirements of the Georgia Professional Standards Commission and prepares students for certification to teach in public and private schools in Georgia and other states. Programs build upon liberal arts coursework aimed at developing multicultural and international perspectives. The programs include 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 and clinical experiences. 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 preschool through grade 12. The curriculum provides a major in Child Development with preparation for certification to teach at the Early Childhood Education level. The curriculum also provides Teacher Education Programs that prepare students for teacher certification in Secondary Education (Grades 6-12), and Preschool through 12th Grade Education.

Child Development Minor Program (without Preparation for Certification)

The Child Development Minor program (without preparation for certification) offered in the Education Studies Program is designed for students seeking to expand their knowledge base in the area of Teacher Education relating to early Childhood Education. The minor program provides a focus for content areas complementing a student's major area of study. The minor program also facilitates student options for continuing education and/or graduate study.

Objectives

The goal of the Teacher Education Program is to develop teachers who, as knowledgeable, effective educational leaders, will be innovative, action-oriented role models in their classrooms, schools, districts, and communities throughout the world. Graduates are to be change-agents, advocates for all children, and creative, energetic risk-takers inspired to touch the future through teaching.

- Upon completion of the prescribed courses, the student 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 positively impact 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 diversity, learner diversity, and cultural diversity
- demonstrate knowledge of the competencies of the teaching and learning processes of children in urban and multicultural settings
- apply knowledge of educational theories and instructional methods with culturally diverse students
- display ethical practices and positive dispositions
- engage in professional development
- demonstrate professional communication
- acquire skills to facilitate life-long learning
- engage in self-reflection and self-assessment
- demonstrate participation in activities that foster leadership skills
- demonstrate knowledge of school policies and reform movements impacting student achievement
- recognize the significance of advocacy in supporting students' learning and human development
- demonstrate advocacy for the teaching profession through professional engagement and collegial activities

General Requirements

None

International/Women's Studies Requirement

None

Program 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.

Program Honor Society

Kappa Delta Epsilon is an honorary professional education fraternity for students. 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 and professional studies courses are eligible for membership.

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.

Program Major Club

The Child Development Club is a student organization that enhances awareness and understanding of child development issues through symposia, lectures, field experiences, and community service. Membership is open to all students at Spelman College and other Atlanta University Center institutions who have been admitted to a Teacher Education Program. Membership is also open to students who are enrolled in courses in the Education Studies Program at Spelman College.

Course Requirements for Teacher Education Programs with Preparation for Certification

Child Development Major Requirements for B.A. Degree

- **EDU 204**: Educational Psychology (4)
- **EDU 206**: Orientation to Education (4)
- **EDU 224**: Child Development Theories and Patterns*(4)
- **EDU 229**: Educational Technology and Media* (4)
- **EDU 301**: Curriculum for Preschool and Primary Grades* (4)
- **EDU 306**: Reading Content and Diagnostics for Preschool and Primary Grades* (4)
- **EDU 308**: Multicultural Education (4)
- **EDU 314**: Health and Physical Education Content and Methods for Preschool and Primary Grades *(2)
- **EDU 316**: Exceptional Children* (4)
- **EDU 320**: Social Studies Content and Methods* (4)
- **EDU 326**: Science Content for Preschool and Primary Grades* (4)
- **EDU 330**: Science Curriculum and Methods for Teaching in Preschool and Primary Grades* (3)
- **EDU/MUS 342**: Music Content and Methods Pre & Prim-Early Childhood* (2)
- **EDU 350/ART 231**: Art Content and Methods Pre & Prim* (2)
- **EDU 357**: Teaching Reading in Preschool and Primary Grades* (4)
- **EDU 407**: Advocacy in Urban Schools (4)
- **EDU 415**: Mathematics Content for Preschool and Primary Grades* (4)
- **EDU 420**: Mathematics Curriculum and Methods for Teaching in Preschool and Primary Grades* (3)
- **EDU 430**: English/Language Arts Curriculum and Methods for Teaching in Preschool and Primary Grades *(3)
- **EDU 435**: Research in Child Development* (4)
- **EDU 451**: Seminar I for Student Teaching* (1)
- **EDU 452**: Seminar II for Student Teaching* (0)
- **EDU 457**: Student Teaching* (12)

TOTAL: 84

Secondary Education with Preparation for Certification Requirements (Grades 6-12)

(English, Mathematics, Chemistry, Physics, History, Economics, Political Science)

- **EDU 204**: Education Psychology (4)
- **EDU 206**: Orientation to Education (4)
- **EDU 229**: Educational Technology and Media* (4)
- **EDU 304**: Guidance of Adolescents* (4)
- **EDU 308**: Multicultural Education (4)
- **EDU 315**: Teaching Reading in the Secondary School* (4)
- **EDU 316**: Exceptional Children* (4)
- **EDU 407**: Advocacy in Urban Schools* (4)
- **EDU 444**: Curriculum and Methods for Teaching in Secondary Schools* (4)
- **EDU 451**: Seminar I for Student Teaching* (1)
- **EDU 452**: Seminar II for Student Teaching* (0)
- **EDU 458**: Student Teaching in Secondary Schools* (12)

TOTAL: 45–49

Preschool – Twelfth Grade Education with Preparation for Certification Requirements (Art, French, Spanish, Music)

- **EDU 204**: Educational Psychology (4)
- **EDU 206**: Orientation to Education (4)
- **EDU 229**: Educational Technology and Media* (4)
- **EDU 304**: Guidance of Adolescents* (4)
- **EDU 308**: Multicultural Education (4)
- **EDU 316**: Exceptional Children* (4)
- **EDU 407**: Advocacy in Urban Schools (4)
- **EDU 443**: Curriculum and Methods for Teaching Preschool through Twelfth Grade* (4)
- **EDU 451**: Seminar I for Student Teaching* (1)
- **EDU 452**: Seminar II for Student Teaching* (0)
- **EDU 459**: Student Teaching in Preschool-Twelfth Grade* (12)

TOTAL: 45

Note: Spanish courses are strongly recommended for the Core Curriculum language requirement.

Course Requirements for Child Development Minor Program (without preparation for certification)

Program Requirements

- **EDU 204**: Educational Psychology (4)
- **EDU 206**: Orientation in Education (4)
- **EDU 224**: Child Development Theories and Patterns* (4)
- **EDU 308**: Multicultural Education (4)

Program Requirements

- **EDU 229**: Educational Tech & Media* (4)
- **EDU 316**: Exceptional Child* (4)
- **EDU 407**: Advocacy in Urban Schools (4)

The Child Development minor program includes a total of 6 courses (4 required courses and 2 electives).

Course Descriptions

EDU 204 – EDUCATIONAL PSYCHOLOGY (4)
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 – 20 clock hours.

EDU 206 – ORIENTATION TO EDUCATION (4)
An introduction to the field of education with emphasis upon philosophical, psychological, sociological, and historical foundations of education. Information is provided to assist students in career selection in the teaching profession. Students examine career opportunities in education and the impact of diversity, technology, and assessment on instruction. Required: Field Experience – 15 clock hours.

EDU 224 – CHILD DEVELOPMENT THEORIES AND PATTERNS (4)
A study of traditional and contemporary theories of the cognitive, social and emotional developmental patterns of individuals during the period from infancy to adolescence. The course examines the impact of peers, culture, school, and family upon the individual's behavior, and learning potential. These principles and trends of growth and development are examined within the context of culturally diverse populations. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206.

EDU 229 – EDUCATIONAL TECHNOLOGY AND MEDIA (4)
A study of the relationship and application of technology and educational media to teaching and learning. Theoretical and practical considerations are examined in selecting, utilizing, and evaluating technologies and educational media. Course work integrates general studies major content, professional, and pedagogical knowledge. Laboratory experiences for the production of instructional media and the operation of audio-visual equipment are required. **Prerequisites:** EDU 204, EDU 206.

EDU 301 – CURRICULUM FOR PRESCHOOL AND PRIMARY GRADES (4)
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 – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 304 – GUIDANCE OF ADOLESCENTS (4)
A study of the basic principles of human behavior and experiences applicable to the adolescent years. Emphasis is placed on the relationship of developmental patterns of adolescence to teaching and learning. Required: Field Experience – 15 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 229, EDU 308.

EDU 306 – READING CONTENT AND DIAGNOSTICS FOR PRESCHOOL AND PRIMARY GRADES (4)
A course designed to develop the undergraduate candidate's knowledge of the total reading program, including word recognition, comprehension, whole language, developmental reading program, and strategies for teaching reading. This course will also include the diagnosis and remediation of reading problems. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 308 – MULTICULTURAL EDUCATION (4)
An introduction to the knowledge, insight, and understanding needed to work effectively with students from a culturally diverse society and from a global community. The variables of race, ethnicity, social class, gender, religion, and exceptionality are examined. Instructional focus is on appropriate multicultural strategies used in the classroom with culturally diverse student populations. Required: Field Experience – 12 clock hours.

EDU 314 – HEALTH AND PHYSICAL EDUCATION IN PRESCHOOL AND PRIMARY GRADES (2)
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 – 20 clock hours. **Prerequisites:** EDU 204, EDU 206.

EDU 315 – TEACHING READING IN THE SECONDARY SCHOOLS (4)
A study of instructional backgrounds, methodology, techniques, and appreciation basic to effective teaching of reading in the secondary school. Course work integrates general studies major content, professional, and pedagogical knowledge. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 229, EDU 304, EDU 308.

EDU 316 – EXCEPTIONAL CHILDREN (4)
A general survey of exceptionalities and the role of the teacher leader that focuses on the characteristics, needs, and problems of exceptional children. Appropriate procedures for identification and methods will be examined with an emphasis on inclusion. Strategies for effective teaching and learning will be reviewed. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 342, EDU 350, EDU 301, EDU 308, EDU 357, EDU 320.

EDU 320 – SOCIAL STUDIES CONTENT AND METHODS FOR PRESCHOOL AND PRIMARY GRADES (4)
A course designed to develop the pre-service teacher's knowledge skills, and dispositions of teaching language arts and social studies in grades Pre-K through 5. This section of the course is designed to provide information regarding Social Studies curriculum and strategies to educate children for their role as informed citizens in a pluralistic society. Course content will be emphasized through literature, conceptual teaching, inquiry, decision-making, projects and social action education. Field based experiences are intended to allow students to integrate social studies instruction with content and methodologies that positively respond to principles of development and diversity. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 326 – SCIENCE CONTENT FOR PRESCHOOL AND PRIMARY GRADES (4)
An examination of science content and the goals of science education that include the knowledge and skills of scientific concepts for preschool and primary school children. Additionally, it examines the applications of science in a technological context, and methods and processes for conducting true scientific investigations. This course must be taken concurrently with EDU 330. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320.

EDU 330 – SCIENCE CURRICULUM AND METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (3)
An examination of the nature of science and the goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. It uses this foundation to address curricula approaches, diversity and equity, professional resources, classroom management, and assessment for teaching science in preschools and primary grades. This course must be taken concurrently with EDU 326. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320.

EDU/MUS 342 – MUSIC METHODS AND MATERIALS FOR TEACHING (2)
The study of teaching procedures and materials in music for grades P-5. Course work integrates general studies, major content, professional, and pedagogical knowledge. This course is required of all Child Development majors who seek teacher certification. **Prerequisites:** EDU 204, EDU 206.

EDU/ART 350 – METHODS AND MATERIALS FOR TEACHING ART (2)
The study of principles and application in teaching art in public schools. Course work integrates general studies, major content, professional, and pedagogical knowledge. **Prerequisites:** EDU 204, EDU 206.

EDU 357 – TEACHING READING IN PRESCHOOL AND PRIMARY GRADES (4)
A study of the instructional foundations in the backgrounds, methodology, and techniques basic to effective and purposeful teaching of reading in grades P-5. Course work integrates general studies, major content, professional, and pedagogical knowledge. Required: Field Experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342.

EDU 407 – ADVOCACY IN URBAN SCHOOLS (4)
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 – 15 clock hours.

EDU 415 – MATHEMATICS CONTENT FOR PRESCHOOL AND PRIMARY GRADES (4)
An examination of mathematical content, concepts and processes. The focus is on National Council for Teacher of Mathematics (NCTM) standards: Numbers and Operations, Different Perceptions on Algebra, Geometry, Data Analysis, Statistics and Probability, and Measurement. Students will integrate content and pedagogy to facilitate the selection of instructional strategies, technology, and resources for teaching mathematics. This course must be taken concurrently with EDU 420. Required: Field experience – 20 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 420 – MATHEMATICS CURRICULUM & METHODS FOR TEACHING IN PRESCHOOL & PRIMARY GRADES (3)
An examination of mathematical pedagogical knowledge for Child Development majors. It focuses on the following National Council of the Teacher of Mathematics (NCTM) standards: Numbers and Operations, Different Perceptions of Algebra, Geometry, Data Analysis, Statistics and Probability, and Measurement. Students will integrate curriculum pedagogy with content knowledge to select instructional strategies, technology, and resources for teaching mathematics. This course must be taken concurrently with EDU 415. Required: Field experience – 15 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 430 – ENGLISH/LANGUAGE ARTS CURRICULUM & METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (4)
Investigation and application of the theories, research, practices, pedagogies, issues, perspectives and complexities of teaching English/language arts curriculum and methods for child development majors. The course is presented in an integrated framework focusing on the cognitive, social, and physical development of children in the area of English/Language Arts. It has a strong knowledge base that is grounded in the principles of a developmentally appropriate curriculum that serves the needs of a diverse population. Required: Field Experience, 40 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 435 – RESEARCH IN CHILD DEVELOPMENT (4)
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. Students apply principles of educational research involving a major research project. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 443 – CURRICULUM AND METHODS FOR TEACHING PRESCHOOL THROUGH TWELFTH GRADE (4)
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, 40 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

EDU 444 – CURRICULUM AND METHODS FOR TEACHING IN SECONDARY SCHOOLS (4)
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, 40 clock hours. **Prerequisites:** EDU 204, EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

EDU 451 – SEMINAR I FOR STUDENT TEACHING (1)
A seminar required of all applicants prior to student teaching. Focus is on student teaching procedures and relevant educational issues and topics. Required the semester prior to the student teaching experience. Appropriate course work for teaching should be completed. **Prerequisites:** EDU 204, EDU 206, EDU 224, EDU 229, EDU 314, EDU 350, EDU 342, EDU 301, EDU 308, EDU 357, EDU 320, EDU 306, EDU 316, EDU 330, EDU 326.

EDU 452 – SEMINAR II FOR STUDENT TEACHING (0)
A seminar conducted during the student teaching experience to analyze and discuss relevant issues that impact the teaching/learning process and overall school experience. Required of all student teachers. **Prerequisites:** All courses in the curriculum.

EDU 455 – INDEPENDENT STUDY (1-6)
A course that provides opportunities for student and instructors to jointly plan and implement individualized research project. The projects must demonstrate exceptional skill and knowledge and relate to the major or career interests of the student.

EDU 456 – FIELD EXPERIENCES (1-6)
A course that provides opportunities for field experiences designed for students who desire internships in public or private schools, 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 457 – STUDENT TEACHING FOR EARLY CHILDHOOD EDUCATION (12)
An opportunity for 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 curriculum.

EDU 458 – STUDENT TEACHING IN SECONDARY SCHOOLS (12)
An opportunity for 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 curriculum.

EDU 459 – STUDENT TEACHING IN GRADES PRESCHOOL THROUGH 12TH GRADES (12)
An opportunity for 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 curriculum.

EDU 491/492 – HONORS INDEPENDENT STUDY (4)
Directed study for students developing an honors thesis in the Child Development major. Must be a member of the Honors Program and pursue an agreed-upon topic during weekly meetings with the directing faculty member.

ENGLISH

Faculty

- **DONNA AKIBA SULLIVAN HARPER**, Chair and Fuller E. Callaway Professor
- **SUSAN ANDERSON**, Assistant Professor
- **GENEVA H. BAXTER**, Assistant Professor
- **ALMA JEAN BILLINGSLEA-BROWN**, Associate Professor
- **ASSEFA T. DIBABA**, Lecturer
- **CANTICE GREEN**, Lecturer
- **BEVERLY GUY-SHEFTALL**, Anna J. Cooper Professor
- **MICHELLE S. HITE**, Lecturer
- **PIPER G. HUGULEY-RIGGINS**, Lecturer
- **ZANDRA JORDAN**, Assistant Professor
- **STEPHEN KNADLER**, Associate Professor
- **OPAL MOORE**, Associate Professor
- **LISA NILES**, Assistant Professor
- **PUSHPA PAREKH**, Professor
- **MARGARET PRICE**, Associate Professor
- **TIKENYA FOSTER SINGLETARY**, Lecturer
- **CHRISTINE WICK SIZEMORE**, Professor
- **TARSHIA STANLEY**, Associate Professor
- **SHARAN STRANGE**, Lecturer
- **PATRICIA VENTURA**, Assistant Professor
- **ANNE BRADFORD WARNER**, Associate Professor

Department Location

Camille O. Hanks Cosby Academic Center – Third Floor

Special Entry Requirements

None

Placement Examination

None given by English Department. Exemption from ENG 103/193 – AP score of 4 or higher in Composition/Literature; IB Score of 5 or higher in Composition/Literature.

Goals

The Department of English aims to provide all students with opportunities to enhance their communication and critical thinking skills. The English major provides a foundation in humanistic knowledge important to all students, including those planning to study and seek careers in education, law, communications, and business. Departmental offerings provide the literary and writing background necessary for students intending to pursue graduate study in English language, literature, and other texts; in comparative literature; and in various interdisciplinary fields.

Objectives

A student who has successfully completed the English major will be able to

1. demonstrate critical thinking, especially to analyze, synthesize, and evaluate ideas and texts
2. conduct and understand the process of research through identifying, analyzing, synthesizing, and documenting credible source material
3. understand and describe the role of literature in the development of cultures; recognize and engage the conflicts and tensions in values and belief systems embodied in these literatures
4. examine and analyze the representations of women, especially Black women, depicted in literature and visual culture
5. propose and support interpretations of a wide range of texts written in and translated into English, by performing close textual analysis, mobilizing a variety of critical and theoretical methodologies, using interdisciplinary approaches, and accounting for the impact of historical, cultural, and literary contexts

General Core Requirements

ENG 103, First-Year Composition, is required of all students. (For exemptions, see Placement Examinations.) It 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

Courses that satisfy the International/Women's Studies requirement:

- **ENG 215**: Twentieth-Century Black Women Writers
- **ENG 216**: Images of Women in Non-Western Literature

Teacher Certification

See Education Studies 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

1. have a 3.2 cumulative grade point average
2. have a 3.5 grade point average in the major
3. have no initial course grade in the major below a "C"
4. receive a satisfactory score on the Senior Assessment 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 Sigma Tau Delta, a student

1. must be an English major
2. must have at least 60 earned hours and a minimum cumulative GPA of 3.2
3. must have taken at least 12 hours of courses in the English major
4. must have a 3.4 or higher GPA in the major. Must have completed ENG 280, ENG 285, and one additional upper-level English course
5. must have no grade lower than "C" in any individual English course.
6. must have a 3.0 overall GPA
7. must have completed at least three semesters of college course work
8. must submit application by the date announced in the department

For application materials and due dates, eligible students should contact the Sigma Tau Delta faculty advisor.

Major Requirements

Students desiring to major in English are required to complete ENG 103 (with a "C" or better, unless exempted by an AP score of 4 or more in Composition/Literature or a superior CLEP score). The composition course is not one of the major courses. The major includes 11 courses as stipulated in the following categories:

Specific Required Courses
- **ENG 280**: Introduction to Literary Studies (A prerequisite to upper-level literature courses)
- **ENG 285**: Introduction to Critical Studies in English

Category I. African American and U.S. Literature
In this category, two courses are required.
- **ENG 375**: Seminal Writers in the African American Tradition is required for all students, preferably in their junior year.

The second course must be selected from the U.S. literature category, either a survey or a seminar.

Category II. British Literature
In this category two courses are required.
- **ENG 310**: Shakespeare is required for all students, preferably in their sophomore year.

The second course must be selected from the other courses in the British category, either a survey or a seminar.

Category III. Gender Studies, International Literature, and Critical Theory

Two courses in this category are required, either surveys or seminars.

Electives
- Three English major electives (upper division literature courses)

The 11 courses of the major may be completed through major courses which fulfill the following distributional requirements: A student must complete at least two, and no more than four, seminars (excluding ENG 375) among her 11 courses. In addition, she must satisfy a requirement in chronological periods: one course in the period before 1800, one course in the period between 1800-1900, and one course in the period after 1900. These period requirements may be satisfied by either surveys or seminars, but not by ENG 310.

English 211, 212, 215, 216, 217, courses in speech, and Writing minor courses are not acceptable for English major or minor credit. A minimum grade of "C" (2.0), not "C-," is necessary for credit in the English major.

English Minor Requirements

The minor in English consists of 6 courses in the following categories:

Specific Required Courses
- **ENG 280**: Introduction to Literary Studies (4) (A prerequisite to upper-level literature courses)
- **ENG 285**: Introduction to Critical Studies in English

Category I. African American and U.S. Literature
- **ENG 375**: Seminal Writers in the African American Tradition

Category II. British Literature
- **ENG 310**: Shakespeare

Electives
- An additional two electives in upper division literature courses, one of which must be a seminar.

Writing Minor

Housed in the English Department, the Writing Minor is intended for and structured to serve writers from the spectrum of majors at Spelman College and in the Atlanta University Center. The Minor is built on the belief that students in all disciplines benefit from improving their command of the written word as they enter various professional areas or graduate studies. The Writing Minor offers courses in two concentrations: Creative Writing and Multi-Media, Research and Professional Writing. A student wishing to mix courses from the different concentrations must consult her academic advisor as well as the instructor of the course.

Objectives

Upon completion of the Writing minor, the student will be able to
1. identify how writing functions in academic and professional fields;
2. demonstrate control over mechanics, organization, originality, and over research methodologies appropriate for particular genres of writing;
3. master the stylistic demands of her area of interest; and
4. compile a writing portfolio.

Requirements

The Writing minor consists of a minimum of 20 hours (five courses). Students must observe all prerequisites.

Creative Writing

Prerequisite
- **ENG 290**: Introduction to Creative Writing

Four other electives must be taken. Students may choose from the following courses:

- **ENG 295**: Poetry Writing Workshop I
- **ENG 390**: Editing for the Literary Journal
- **ENG 391**: Creative Nonfiction
- **ENG 395**: Poetry Writing Workshop II
- **ENG 396**: Fiction Writing Workshop I
- **ENG 397**: Screenwriting I
- **ENG 398**: Playwriting (cross-listed as DRA 309)
- **ENG 407**: Screenwriting II

Multi-Media, Research and Professional Writing

For Multi-Media, Research and Professional Writing Concentration, one of the following courses must be taken as the Prerequisite to all others:

- **ENG 286**: Research Methods in Writing
- **ENG 287**: Argumentation

Four other electives must be taken. Students may choose from the following:

- **ENG 286 or 287**: (the course not taken as the prerequisite)
- **ENG 288**: Arts Journalism (cross-listed: MUS 288)
- **ENG 364**: Writing About Film
- **ENG 381**: Journalism Workshop
- **ENG 384**: Special Topics in Writing
- **ENG 385**: Business and Professional Writing
- **ENG 387**: Ethnographic Writing (can carry credit in ANTH/ SOC)
- **ENG 390**: Editing for the Literary Journal
- **ENG 453**: Communication Internship

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 with 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: 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 "Writing minor," "General," or "Humanities" do not give English major credit.)

ENG 103 – FIRST-YEAR COMPOSITION (4)

This course provides opportunities for the student to develop and exercise critical thinking, primarily through writing and research. Course emphasizes comparison/contrast, argumentation, and working with sources. A minimum grade of "C" is required. Both semesters. General core.

ENG 150 – GRAMMAR AND STYLE (2)

This 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. This course is encouraged 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.

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, in sociocultural context, in works from Africa, India, China, Japan, and Iran. Annually. Humanities core elective. Women's/ International core elective.

ENG 217 – INTRODUCTION TO 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. Will require a film lab. 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.

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.

ENG 285 – INTRODUCTION TO CRITICAL STUDIES IN ENGLISH (4)
This writing intensive course satisfies the entry-level writing requirement for English majors and minors. It does not fulfill the Humanities core requirement. The course focuses on the exploration of rhetorical principles with an emphasis on the critical analysis and evaluation of various genres, including students' essays. Both semesters.

ENG 286 – 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.

ENG 287 – ARGUMENTATION (4)
A baseline course for the business and technical sequence in the writing minor, 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.

ENG 290 – INTRODUCTION TO CREATIVE WRITING (4)
An introductory level course in the study of genre forms, especially poetry and fiction, ENG 290 serves as a prerequisite for upper-level poetry, fiction, and creative non-fiction writing workshops. Both semesters. Writing minor.

ENG 295 – POETRY WRITING WORKSHOP (4)
This course focuses on the mechanics of poetry and production of original writings. Close reading, craft discussions and exercises, and discussions and presentations on poetics are part of the format. **Prerequisite:** ENG 290 or by permission of instructor. Writing minor.

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 (unless otherwise stated).

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 carry the number, 304, and a letter, A, B, or C. **Prerequisite**: ENG 280.

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. Survey. **Prerequisite**: ENG 280.

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, with emphasis on Chaucer. Fall semester. Category II. Before 1800. Survey. **Prerequisite**: ENG 280.

ENG 308 – RENAISSANCE LITERATURE (4)
This course provides a study of the major English writers of the 16th and 17th centuries, excluding Shakespeare, and including women writers. Course emphasizes drama and the interrelated and developing themes of authority, justice, gender, race and science. Fall semester. Category II. Before 1800. Survey. **Prerequisite**: ENG 280.

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. Category II. Does not satisfy a period requirement. **Prerequisite**: ENG 280.

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. English Major Elective. FVC

ENG 314 – REPRESENTATIONS OF WOMEN IN LITERATURE (4)
This course provides a study of past and present attitudes toward and assumptions about women produced 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. Survey.

ENG 316 – SCIENCE 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. Major elective. After 1900. Survey.

ENG 317 – RESTORATION AND 18TH-CENTURY ENGLISH LITERATURE (4)
This course provides a study of selected major English writers from the Restoration to the late 18th century. Attention is given to such genres as satire, essay, travelogue, novel, and lyric. The course explores the political upheavals, philosophical concepts, and cultural phenomenon that shaped these literary traditions. Annually. Category II. Before 1800. Survey. **Prerequisite**: ENG 280.

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. Category II. Before 1800. Survey. **Prerequisite**: ENG 280.

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 includes multicultural and feminist writers. Annually. Category II. After 1900. Survey. **Prerequisite**: ENG 280.

ENG 323 – U.S. LITERATURE BEFORE 1865 (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. Category I. 1800-1900. Survey. **Prerequisite**: ENG 280.

ENG 324 – U.S. LITERATURE AFTER 1865 (4)
A multi-ethnic study of significant writers and literary movements of the modernist and postmodernist periods, ENG 324 gives special emphasis to regionalism, naturalism, the Harlem Renaissance, social protest literature, and magic realism. Annually. Category I. After 1900. Survey. **Prerequisite**: ENG 280.

ENG 325 – THE SOUTH AND ITS LITERATURE (4)
This course surveys selected major writers focusing on customs, race and gender issues, social and political problems. Consideration is given to local, cultural contexts for literary movements. Alternate years. Category I. After 1900. Survey. **Prerequisite**: ENG 280.

ENG 327 – ROMANTIC AND VICTORIAN LITERATURE (4)
A study of selected major English writers from the 19th century, ENG 327 gives attention to such genres as lyric poetry, epic poetry, essay, satire, and novel. The course explores the changing aesthetic, political and philosophic views that accompanied monumental shifts in attitudes toward personal and national identity, science, class, economic expansion and reform, and women's rights. Annually. Category II. 1800-1900. Survey. **Prerequisite**: ENG 280.

ENG 328 – AMERICAN MYTHOLOGIES (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. Category I. After 1900. Survey. **Prerequisite**: ENG 280.

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. Category III. Before 1800. Survey. **Prerequisite**: ENG 280.

ENG 334 – INTRODUCTION TO CARRIBEAN 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; oral traditions. Genres range from traditional literary forms (novels, short stories, poetry) to film, folklore, music and visual arts. Offered in rotation. Category III. After 1900. Survey. **Prerequisite**: ENG 280.

ENG 342 (FORMERLY ENG 413) – 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. 1800 to 1900. Survey. Major elective. **Prerequisite**: ENG 280.

ENG 343 (FORMERLY ENG 414) – 20TH-CENTURY AFRICAN AMERICAN LITERATURE (4)
This course surveys selected African American writers from 1903 to the present. Annually. After 1900. Survey. Major elective. **Prerequisite**: ENG 280.

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. Major elective. **Prerequisite**: ENG 280.

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. Elective. After 1900. **Prerequisite**: ENG 280.

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 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. Category III. Honors elective. Requires a lab section (ENG 361L). (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. (FVC) Category III. Survey.

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). Survey. Requires a lab section (ENG 363L).

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. (FVC) (Can also be used for Writing Minor).

ENG 369 – IMAGES OF WOMEN IN THE MEDIA (4) [PREVIOUSLY ENG 409]
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. Category III. After 1900. Survey.

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. Category I. **Prerequisites**: ENG 280 and 285.

ENG 381 – JOURNALISM WORKSHOP (4)
This hands-on class may involve the preparation of publications; for example, a biweekly newsletter or an investigative news magazine that serves as a supplement to the Spotlight. Spring semester. Writing minor.

ENG 382 – SCIENCE WRITING (4)
This course explores the works of well-known contemporary science writers and provides students with experience in writing about the physical, chemical, and 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. Every three years. Writing minor.

ENG 384A – ADVERTISING AND COPYWRITING (4)
As a practical, real-world curriculum, this class involves systematic learning to develop creative thinking and writing skills for advertising in all media. Writing minor.

ENG 384B – PUBLIC RELATIONS WRITING (4)
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 385 – BUSINESS AND PROFESSIONAL WRITING (4)
This course introduces students to the conventions of writing for the business world. It focuses on the critical analysis and evaluation of writing tasks, including academic and nonacademic tasks. Annually. 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. It does not fulfill the English major elective. **Prerequisite:** English 103 or its equivalent.

ENG 390 – EDITING FOR THE LITERARY JOURNAL (4)
This course teaches principles of editing of multiple genres for literary publications, and offers students hands-on experience in journal production. It is recommended for those interested in careers in publishing, and especially for prospective staff of Spelman's print and online literary journals. 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. **Prerequisite:** English 290 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 290 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 290 or the permission of instructor. Spring semester. Writing minor.

ENG 397 – SCREENWRITING I (4)
This course examines the fundamental structure of narrative storytelling 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 290, ENG 396 and by permission of the instructor. Writing minor.

ENG 398 – PLAYWRITING (CROSS-LISTED WITH DRA 309) (4)
This course provides an exploration of 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 400 – SENIOR WORKSHOP
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.

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 290, ENG 396, ENG 397 and by permission of the instructor. Writing minor.

ENG 412 – SPECIAL TOPICS IN BRITISH LITERATURE (4)
This is a seminar designed to allow students to examine 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 carry the number, 412, and a letter, A, B, or C. **Prerequisites**: ENG 310 and 375.

ENG 412A – RENAISSANCE TRAGEDY (4)
This course is designed to explore 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. Includes application of a variety of critical approaches to dramatic literature. **Prerequisites:** English 310 and 375 or permission of instructor. Category II. Before 1800. In rotation. Seminar.

ENG 412B – IMAGES OF THE GROTESQUE IN BRITISH LITERATURE (4)
This course is designed to explore how the paradigm of the grotesque is represented through a broad range of literary texts, primarily those of the nineteenth century. Using an interdisciplinary approach, this course offers differing theoretical approaches to the material, including psychoanalytic theory, gender theory, race theory, disability studies, and age studies. **Prerequisites:** English 310 and 375. Category II. 1800-1900. In rotation. Seminar.

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. **Prerequisites:** English 310 and 375 or permission of instructor. Category II or Category III (can not double count). Before 1800. In rotation. 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, A, B, or C. Alternate years. Category II. Time period varies. Seminar.

ENG 416A – CHAUCER (4)
This course explores the works of Geoffrey Chaucer, the "Father of English Poetry," and the literary and cultural influences that shaped both writer and audience. The course presents representative "Chaucerian" themes and treatments, and explores these through selected critical sources. Offered in rotation. **Prerequisites**: ENG 310 and 375. Category II. Before 1800. 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. 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. **Prerequisite**: ENG 375. Category III. After 1900. 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 number, 419, and letter, A, B, or C. Alternate years. Category II. Period varies. 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. Includes application of a variety of critical approaches to the novel: psychoanalytic, feminist, new historical, and postcolonial. Alternate years. **Prerequisites**: ENG 310 and 375. Category II. After 1900. 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. **Prerequisites**: ENG 310 and 375. Category II or Category III. After 1900. 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, A, B, or C. Three-year rotation. **Prerequisites**: ENG 310 and 375. Category I. Time period varies. 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. **Prerequisites**: ENG 310 and 375. Category I. 1800-1900. 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. **Prerequisites**: ENG 310 and 375. Category I. After 1900. 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. We 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, religion, among many others. **Prerequisites**: ENG 310 and 375. Category I. After 1900. 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. **Prerequisites**: ENG 310 and 375.Category I. After 1900. 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, A, B, or C. Three-year rotation. Category I. Time period varies. Seminar.

ENG 425A – WHITMAN (4)
This course examines Whitman through both primary and critical readings. It emphasizes his extensive influence on American literary tradition and on those social, political, economic and cultural issues that figure strongly in his work. Three-year rotation. **Prerequisites**: ENG 310 and 375. Category I. 1800-1900. Seminar.

ENG 432 – STAGES IN WOMEN'S LIVES (4)
This is a comparative literature course studying English postcolonial and contemporary British women's novels. 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. 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 feminism. Three-year rotation. **Prerequisites**: ENG 310 and 375. Category III. After 1900. Seminar.

ENG 434 – SPECIAL TOPICS IN GEOGRAPHIC AREA (4)
This course provides an examination of a diverse body of literature from one of the principal regions of the world: Africa, the Caribbean, Europe, Latin America, and 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 letter, A, B, or C. Three-year rotation. Category III. Time period varies. 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. 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. **Prerequisites**: ENG 310 and 375. Category III. 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 letter, B, C, or D. Three-year rotation. Category III. Time period varies. Seminar.

ENG 436B – CONSTRUCTING 20TH-CENTURY 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. Seminar.

ENG 436C – WOMEN, LAW AND LITERATURE (4)
This course explores how the social construction of law, as customary, civic, moral, or divine, functions as a regulatory device and shapes power differentials in human communities. It investigates the relationship between law, social structure, social control, language, and meaning, the course engages feminist, poststructuralist, and critical legal theory in its analysis of literary texts. Offered in rotation. **Prerequisites**: ENG 310 and 375. Category III. After 1900. Seminar. 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. **Prerequisites**: ENG 310 and 375. Category III. After 1900. Seminar. Honors elective.

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, A, B, or C. Alternating years. Time period varies. 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. Major Elective. After 1900. 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. **Prerequisite**: ENG 375. Category III. After 1900. 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 writ-

ing. Black Atlantic folklore, as symbolic construction, process, and performance, will be studied in relation to literature, aesthetics, and group identity. Alternate years. Major elective. After 1900. Seminar. **Prerequisite**: ENG 375.

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. Major elective. Consent from faculty supervisor is required before a student registers for independent study.

ENG 453 – COMMUNICATION INTERNSHIP (2-4)
This course is required for academic internship grade. Students will analyze written and verbal communications from internships as models of organizational communications. This course assists students in developing professional portfolios. **Prerequisite:** Junior or senior standing and by permission of instructor.

ENG 491, 492 – HONORS INDEPENDENT STUDY (4)
This course provides directed study for students developing an honors thesis in the English major. Must be a member of the Honors Program and pursue an agreed-upon topic during weekly meetings with the directing professor. Major elective. Consent from faculty supervisor is required before a student registers for honors independent study.

ENVIRONMENTAL SCIENCE AND STUDIES*

Faculty and Staff

- **VICTOR MADU IBEANUSI, Ph.D.**, Professor and Chair
- **TEREZINHA CÁSSIA DE BRITO GALVÃO, Ph.D.**, Associate Professor
- **NA'TAKI OSBORNE-JELKS**, Instructor
- **ALISA HOLLEY YOUNG**, Instructor
- **YASSIN A. JEILANI, PH.D.**, Laboratory Manager
- **SHEREITTE C. STOKES IV, Ph.D.**, ACS Mellon Foundation Post-Doctoral Fellow

Major

Environmental Science

Department Location

Science Center - 331
Chair's Office: Science Center - 377

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 Studies (ESS) 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 sequence in ESS, students will be able to:

- recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment.
- develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
- demonstrate the knowledge and training for entering graduate or professional schools, or the job market.

*Program under review.

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 and 120**: Organismal Form & Function & Biology of the Cell (8)
- **CHEM 111 and 112**: General Chemistry and Labs (8)
- **CHEM 231 and 232**: Organic Chemistry I and II and Labs (10)
- **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, 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 as it relates 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 too 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 STUDIES MINOR

Goals
The curriculum in Environmental Science and 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)
- Capstone Experience (One 4-credit hour course)
  The Capstone Experience may be a 4-credit hour independent study/ research course, field research, or an approved seminar
- **ES 499**: Independent Study
- Electives (3 Courses)

Students will be able to take courses in any of the following areas:
- Social Science/Humanities dimensions of environmental issues
- Natural Science dimensions of environmental issues
- The use of information technology in exploring environmental issues
- **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, Special Topic: The Politics of Global Environment (4,4)
- **SOC 352**: Urban Sociology (4)
- **SOC 402**: Medical Sociology (4)

ENVIRONMENTAL HEALTH MINOR

Minor
Environmental Health

Department Location
Science Center – 333
Chair's Office: Science Center – 377

Special Requirements
None

Placement Requirements
None

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 emerging diseases and the inherent knowledge of environmental health issues as a tool that can lead to an appreciation of human kind's connection with the earth, the curriculum in Environmental Health minor is designed to broaden the knowledge base that provide insights on the precarious balance between human health and environmental resources. The minor aims at preparing 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 and for vulnerable groups
5. Describe the impact of environmental changes on emerging infectious diseases
6. Have enhanced understanding of issues on health disparities and equipped with 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)

Capstone 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

HISTORY

Faculty

- **WILLIAM JELANI COBB**, Chair and Associate Professor
- **DALILA DE SOUSA SHEPPARD**, Associate Professor
- **MARGERY A. GANZ**, Professor
- **JAMES GILLAM**, Associate Professor
- **AZARIA CHARLES MBUGHUNI**, Assistant Professor
- **KATHLEEN PHILLIPS LEWIS**, Associate Professor
- **NATASHA McPHERSON**, Lecturer

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.

Objectives

As a result of majoring in History, the student will be able to

1. Define, explore, and explain major historical problems
2. Develop research skills required to investigate those problems fully
3. Employ critical methods to analyze those problems
4. Prepare formal papers and presentations that reflect research, critical analysis, and layered literacies that follow disciplinary conventions
5. Engage in collaborative scholarship
6. Develop and defend independent theses

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 community or foreign service.

General Core Requirements

Non-majors may use 200-level courses 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

Pre Requisite

To be formally admitted to the history major is a writing intensive endeavor, and therefore, we require that all history majors successfully complete English 103, English Composition, before they become a history major. Also, like the English department, the History department considers a minimum grade of C for both semesters of this course to be successful completion.

To receive the B.A. in history, the student is required to successfully complete 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
Historical Methods (SHIS 203)	1
Making of the Modern World (SHIS 303)	1
Senior Seminar	1
Major Electives (one from each area other than concentration)	5
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
Historical Methods (SHIS 203)	1
Making of the Modern World (SHIS 303)	1
Senior Seminar	1
Major Electives (one from each area other than concentration)	5
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 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 follows:

- 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, 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.

In very rare instances, a student may elect to pursue an independent concentration. 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 she seeks the independent concentration and why her 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.

Historical Methods

The student is expected to take SHIS 203, Historical Methods, in the fall of the sophomore year. This course provides an introduction to the historical discipline by focusing upon those skills needed to successfully complete the major.

The course's emphases include the following:

1. Using references (e.g., journals, indices, bibliographies, microfilm and microfiche, guides, catalogs, reviews)
2. Learning to construct a written historical argument (content and style)
3. Learning to write a book review
4. Reading primary and secondary texts critically
5. Following and articulating a scholarly argument
6. Examining an historical problem via differing schools of interpretation.
7. Providing future teachers with historical skills to use in teaching history

Making of the Modern World

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. Taught every spring. Required of all majors and minors and of international studies majors and minors as well.

Senior Seminar

The senior seminar is the culminating experience for the History major. To implement the senior seminar requirement, a series of 400-level courses specifically designated as seminars are offered in both the fall and the spring semesters. The seminar is designed to allow students to maximize their participation in, and contribution to, discussions about both reading and research assignments. The students will be expected to integrate primary sources and scholarly journals into their research for this course.

Thesis students enrolled in the senior seminar will be required to complete a shorter (15-page) research paper. Non-thesis students will be required to complete a 20-page research paper as a part of the seminar. A passing grade on the seminar paper is B.

The major senior seminar research paper serves as the department exit examination. Only History majors and minors will be allowed to register for the senior seminar. **Pre requisite**: SHIS 203 and SHIS 303. Please note that not all 400 level courses are designated as senior seminars.

Senior Thesis

The senior 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 203, SHIS 303, and departmental permission.

Major Electives

The five electives for the major are to be taken from the five areas outside the concentration. No more than 3 of these 5 electives 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: Historical Methods, Making of the Modern World, and the Senior Seminar must be completed at Spelman.
3. No more than **two** history courses taken on one semester study abroad and **three** for one year can be counted toward requirements for the major. In any domestic exchange event, no more than **three** history courses taken outside of Spelman College can be counted for major credit.

Minor

A minor consists of six courses, or twenty-four credit hours. The following courses are required:

- **SHIS 203**: Historical Methods
- **SHIS 303**: Making of the Modern World
- **SHIS 491,492**: Senior Seminar

At least two of the three remaining courses must be taken in two different areas of concentration. At least one of the three should 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 Studies Program 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.

Course Descriptions

Required Courses

SHIS 203 – HISTORICAL METHODS (4)
This course provides a survey and analysis of key developments in the history of the Modern World. The syllabus is a composite departmental collaboration from all areas of concentration offered in the program, and with reference to those not offered, e.g., the Far and Middle East. SHIS 303 is taken in the spring of the sophomore year after the student has had the benefit of Historical Methods.

SHIS 303 – MAKING 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. Taught every spring. Required of all majors and minors and of international studies majors and minors as well.

Honors

SHIS 491, 492 – SENIOR THESIS SEQUENCE (4,4)
A two-semester, intense investigation of a specific topic within the area of concentration.

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. Alternate years.

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. Alternate years.

SHIS 431 – 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.

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. Alternate years.

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, radical-

ism, segregation, gender, leadership, the Civil Rights and Black Power Movements, and an examination of contemporary society.

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. Alternate years.

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. Alternate years.

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. Alternate years.

SHIS 316 – THE CONSTITUTIONAL HISTORY OF THE UNITED STATES (4)
An investigation into the development of the American Constitution from colonial to modern times. Alternate years.

SHIS 318 – U.S. HISTORY AND THE COLD WAR
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
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. Alternate years.

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. Alternate years.

SHIS 420 – THE BLUEPRINT: TOPICS IN HIP HOP CULTURE
This course is designed to familiarize students with the political, social, cultural, aesthetic, and economic concerns surrounding hip hop. Of particular interest are the ways in which hip hop reflects ongoing historical questions about gender, race, class, violence, capitalism, sexuality and racism within black communities.

SHIS 422 – W.E.B. DU BOIS AND LIBERATION THOUGHT
This course examines themes, conflicts, ideas and achievements of the central theorist of Black liberation in the United States. The course examines the subject matter in both chronological and thematic sequence -- in short, it explores Du Bois's biographical and intellectual evolution in the context of the broader trends of Black life from Reconstruction through the Cold War.

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. Alternate years.

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. Alternate years.

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
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 MODERN 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
An upper division course that will introduce the young Asia specialist to influential aspects, ideas and issues in Asian History.

SHIS 441 – SEMINAR: HISTORY OF VIETNAM, 1858 to 1990 (4)
The history of Vietnam from the French colonial era to the present.

SHIS 442 – SEMINAR: MAO ZEDONG THOUGHT IN AFRICA (4)
An advanced course for those who are experienced in African or Chinese history and wish to perfect the comparative mode of study. This course will focus on the revolutions in portions of what was once Portuguese Africa: Mozambique, Guinea-Bissau, and Angola. There are a number of striking similarities in the Chinese and Portuguese African experiences with socialism, and one of the goals of this course will be to investigate those points.

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. Alternate years.

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. Alternate years.

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. Alternate years.

SHIS 363 – THE CONTEMPORARY ANGLOPHONE CARIBBEAN (4)
An interdisciplinary methodological examination of the social, political, and economic factors associated with 20th-century issues in the Anglophone Caribbean region. Emphasis placed on migration, the impact of adult suffrage, nationalism, and the distinct dimensions of Caribbean culture.

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. Alternate years.

SHIS 464 (SSOC 430B) – SEMINAR: NEGOTIATING RACE, CLASS, ETHNICITY AND GENDER IN AFRICAN AMERICAN AND AFRO-CARIBBEAN COMMUNITIES
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.

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. In keeping with the view of leading historians of this era, the period of 1789-1848 will be considered "The Age of Revolution" in France as well as elsewhere on both sides of the Atlantic, the age Palmer describes as "The Age of Democratic Revolutions." The course will be based on the view that this period was a decisive and epoch-making period not only in the history of France, but for Europe and the world at large. Alternate years.

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. Alternate years.

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. Alternate years.

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 and its impact on world history. Emphasis placed on industrialization, urbanization, gender relations, colonization, 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. Alternate years.

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. Alternate years.

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. Alternate years.

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 expe-

riences. Finally, the course examines their struggle for freedom and citizenship. Alternate years.

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 – US and Brazil Medicine (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 (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 twice, provided the topics differ significantly.

INTERNATIONAL STUDIES PROGRAM

Faculty

- **JEANNE T. MEADOWS**, Director of the International Affairs Center

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. 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. The major includes a Study Abroad experience, which will increase language competency as well as improve cultural understanding and expose 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 and presentations. Students will be introduced to work of an interdisciplinary or transnational nature through internships and other hands-on experiences with international organizations and agencies with an international focus.

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 and enable students to achieve a better understanding of themselves and their roles within their own culture.

Objectives

Upon completion of the International Studies major, a student will be able to

1. demonstrate an understanding of a set of cultural values and beliefs other than her own
2. discuss the impact of modernity and technology on tradition and demographic change in lesser developed countries
3. apply the knowledge base from many disciplines to the study of the international community
4. demonstrate exemplary writing skills as well as skill sets necessary for intercultural communication
5. integrate the study of foreign language with discipline-based content
6. demonstrate an awareness of international career and study opportunities in government, business, education, and in organizations servicing international concerns

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.

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.

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 required. It is suggested that International Studies majors go abroad during the second 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 with the exception of the major electives.

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, IS 411 Senior Internship and Thesis. The remaining courses must be chosen from the following issue areas or area concentrations. Interna-

tional Development, Cultural Studies, Latin America, Africa, or Asia.

Course Descriptions

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.

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.

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.

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 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 her programmatic interests.

Students may choose electives from the following issue and regional areas. (Please see course descriptions under the respective department listings.)

International Development

- **Political Science 350**: International Political Economy
- **Political Science 346**: African Politics
- **Political 363**: American Foreign Policy
- **Political Science 402**: International Organizations
- **History 362**: Caribbean Economic History
- **Management and Organization 390**: Firms in the International Market
- **Economics 321**: International Economics
- **Economics 325**: Comparative Economic Systems

Cultural Studies

- **Anthropology 305**: Cross Cultural Perspectives on Gender
- **Sociology 360**: Women in Japanese Society
- **Anthropology 404**: The Anthropology of Globalization
- **Sociology 407**: Race Relations
  Prerequisite: any 200 level Sociology or Anthropology course
- **History 333**: Islam in Africa
- **History 462**: Women and Gender in English Speaking Caribbean
- **History 471**: Race, Class, and Gender in Brazil
- **Religion 361**: World Religion (Comparative Religion)
- **Political Science 422**: Law Across Cultures

Area Studies

Latin America
- **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

Asia
- **Political Science 342**: Japan in Asia
- **Economics 350**: Japanese Economic Development
- **Sociology 360**: Women in Japanese Society
- **History 343**: Modern Chinese History
- **History 344**: Women in Modern China
- **History 441**: Seminar History of Vietnam

Africa
- **Religion 315**: Judeo Christian Beginnings in Africa
- **Religion 321**: Islamic Civilizations
- **Religion 331**: Introduction to African Religions and Philosophy
- **Political Science 346**: African Politics
- **History 333**: Africa and Islam
- **History 335**: South Africa in Transition
- **History 337**: Africa in Antiquity
- **History 441**: West Africa
- **Art 312**: African Art
- **FL 302 / CWS 302**: African/Francophone Cinema

JAPAN STUDIES MINOR

Japan Studies Minor

The Japan Studies minor is designed to provide students with an understanding of Japanese history, culture, and language and a general knowledge of contemporary Japanese political, economic, and social dynamics.

Objectives

Upon successful completion of the Japan Studies Minor, the student will be able to

1. demonstrate knowledge essential for understanding Japanese society and its civilization from an inter/multi-disciplinary approach;
2. identify and critically evaluate concepts specific to Japanese society;
3. identify and use diverse methods for research on Japanese society;
4. identify and understand distinctive characters of Japanese society and its relationship to rest of the world;
5. demonstrate a general knowledge of the Japanese language and competence in cross-cultural communication;
6. demonstrate preparation for pursuing graduate study; and
7. identify career options in Japan-relatedfields.

Requirements

A minor in Japan Studies consists of 24 semester hours. Students using JPN 101 through 202 as the College language requirement start the Japan Studies Minor with JPN 301 and 302 or equivalent. Students who use another language to fulfill the College language requirement must complete at least JPN 202. It is suggested that these students also take JPN 301 and 302. All students are required to take SOC 260, Japanese Society. All courses must be passed with a minimum grade of "C."

Core Courses

- **JPN 101 and 102**: Elementary Japanese
- **JPN 201 and 202**: Intermediate Japanese or
- **JPN 301 and 302**: Advanced Japanese: 8 hours
- ***SOC 260**: Japanese Society: 4 hours

Three elective courses chosen from:

- ****ECON 350**: Japanese Economic Development
- ****HIS 343A**: Modern Japan
- ****PSC 342**: Japan in Asia
- ****SOC 360**: Women in Japanese Society
- **JPN 402**: Advanced Japanese in Cultural Contexts
- **JPN 478-01**: Selected Topics in Japanese

*Appropriate language level

**Independent Study 400 level (no more than 4 credit hours)

Total: 24 hours

The above courses are described under their respective departments.

Transfer of Credits

Except for SOC 260, students may take Japan Studies courses at other approved colleges and may transfer a maximum of 50 percent (12 hours) of credit hours to satisfy the 24 credit-hour Japan Studies Minor requirement. Courses taken elsewhere do not have to be social science courses, but must be Japan-related. A course may receive credit although it is not offered at Spelman, (e.g., geography), but it must still be Japan-related. This transfer of credit will be determined by the Japan Studies Director.

MANAGEMENT AND ORGANIZATION MINOR

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 her decision-making capacity and confidence from the vantage point of actual work situations.
8. develop her 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.

MATHEMATICS

Faculty

- **JEFFREY EHME**, Chair and Professor
- **FRED H. BOWERS**, Associate Professor
- **SYLVIA T. BOZEMAN**, Professor
- **VICTORIA FROST**, Instructor
- **GLADYS T. GLASS**, Professor
- **MORGIN JONES**, Instructor
- **TASHA R. INNISS**, Associate Professor
- **COLM MULCAHY**, Associate Professor
- **YEWANDE OLUBUMMO**, Associate Professor
- **NAGAMBAL D. SHAH**, Professor
- **MONICA Y. STEPHENS-COOLEY**, Associate Professor
- **MOHAMMED TESEMMA**, Associate Professor
- **JOYCELYN N. WILSON**, Instructor

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 College Placement Exam. On the basis of performance on the placement exam, all students will be assigned to appropriate courses, such as MATH 107, 115, 116, 120, 193, 211, 212, 231, 232, 324, or they may be exempted from taking a mathematics course. Placement depends on the choice of 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 modern 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 placement examination.

International/Women's Studies Requirement

None

Teacher Certification

See Education Studies Program

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 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 pre-requisites 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 13 courses (at least 43 hours) in mathematics: MATH 200, MATH 231 and 232 (or 295 and 296), 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, 481, and PHY 305.

The Bachelor of Arts degree will be awarded in this major after the successful completion of 13 courses (at least 43 hours) as outlined above. The Bachelor of Science degree will be awarded with an additional two courses (8 credits) beyond the core requirements in one science (biology, chemistry, physics, computer science) or 2 additional mathematics electives (8 credits) above the 200 level.

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 in order to progress to a subsequent course.

Major Cognate Courses

A two-semester sequence of a laboratory science course (biology, chemistry, or physics) at the level of majors in that discipline (6-8 hours) and one semester of a computer science course in a high-level programming language (e.g., a C++ or Java course such as CIS 121). Cognate courses must be completed with grades of "C" or better.

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 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 110 – 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.

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 110 or college placement exam.

MATH 193 – HONORS QUANTITATIVE REASONING AND METHODS (3)
A rigorous introduction to mathematical ideas. Varying topics selected from the following: Set theory, logic, polynomial and rational functions, exponential and logarithmic functions, matrices, linear programming, trigonometric functions, mathematical induction, probability, and statistics. Required independent study papers or projects. **Prerequisite:** Honors Program enrollment or departmental approval in conjunction with performance at appropriate level on the 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)
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 212 – APPLIED CALCULUS II (4)
A continuation of MATH 211. Topics covered include partial derivatives, graphing techniques, integration techniques, trigonometric functions, double integrals, differential equations, functions of several variables, series, and Taylor polynomials. Emphasis on applications and problem solving in economics, biology, and other life and social sciences. **Prerequisite:** MATH 116 (or 120) and MATH 211, 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 on introduction to proof techniques as well as computer implementation. **Prerequisite:** MATH 231 (or equivalent).

MATH 231 – CALCULUS I (4)
An introduction to 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)
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)
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)
An examination of 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 295 – HONORS CALCULUS I (4)
A rigorous treatment of introductory calculus that includes the study of limits and continuity, derivatives of algebraic and trigonometric functions, applications of the derivative, and integration. Independent study projects will be required. **Prerequisite:** MATH 116 or 120, enrollment in the Honors Program or departmental approval.

MATH 296 – HONORS CALCULUS II (4)
A continuation of MATH 295. Topics covered include derivatives of exponential and logarithmic functions, methods and applications of integration, improper integration, and infinite series. Independent study projects will be required. **Prerequisite:** MATH 231 or 295, enrollment in the Honors Program or departmental approval.

MATH 314 – LINEAR ALGEBRA II (4)
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)
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)
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 emphasizing applications of statistics in the biomedical and health sciences. Descriptive statistics in the health sciences, probability distributions, statistical inference, analysis of health statistics. 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, including 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. Topics covered include 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, Fermat's Last Theorem. 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 that 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)
A study of the derivation and use of techniques for the numerical solution of problems involving zeroes 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. Requires computer programming skills in one language. Cross-listed with Computer Science. Offered fall of even years.

MATH 367 – APPLIED MATHEMATICS (4)
A study of partial differential equations and boundary value problems with applications in physics and engineering. Special emphasis 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)
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)
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 394 – HONORS THESIS RESEARCH (4)
Departmentally supervised research that could lead to a thesis. Required: Oral presentation of research findings.

MATH 431 – INDEPENDENT STUDY AND RESEARCH (2-4)
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 her 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. Topics covered include combinatorial methods, sample space, probability, random variables, probability distributions and densities, mathematical expectation, Chebyshev's theorem, moment generating functions, descriptive statistics. **Prerequisite:** MATH 324 or departmental approval. Offered fall of odd years.

MATH 456 – PROBABILITY AND STATISTICS II (4)
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, analysis of variance. **Prerequisite:** MATH 455. Offered spring of even years.

MATH 463 – REAL VARIABLES I (4)
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)
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)
Lectures in topic of current interest. The topic for a given semester 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)
A continuation of MATH 371 covering additional topics in groups, rings, and fields, including the Sylow theorems and field extensions. **Prerequisite:** MATH 371. Offered each spring.

MATH 481 – TOPOLOGY (4)
A study of the structure imposed on point sets in order to give a meaningful notion of continuity of mappings, convergence of sequences, etc. 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)
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. Emphasis on 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)
Departmentally supervised research. Required: A written paper and public talk. **Prerequisite:** Consent of the Department.

MUSIC

Faculty

- **KEVIN JOHNSON**, Chair and Associate Professor
- **HYUNJUNG CHUNG**, Assistant Professor
- **PAULA GRISSON**, Instructor
- **MARION HARRISON**, Lecturer
- **JOSEPH W. JENNINGS**, Senior Instructor
- **JOYCE FINCH JOHNSON**, Professor Emerita
- **LAURA ENGLISH-ROBINSON**, Instructor
- **LAWRENCE SCHENBECK**, Associate Professor

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 her 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 goals of the music program are

1. acquire a thorough knowledge of rhythm, melody, harmony, form, timbre, texture, and their interaction, and will apply this knowledge as the basis of all musical activity.
2. understand significant chronology and historical contexts, evolution of styles and musical characteristics, contributions of ethnic groups, particularly those of African Americans.
3. demonstrate refined research capability.
4. demonstrate maximum skill in at least one major area of applied music sufficient for the performance of a cross-section of music from all styles and periods.
5. function as an integral part of an ensemble, yet develop as a soloist performing in departmental recitals, juries, and community programs.
6. understand and creatively use new technologies as they apply to music.
7. 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 websites. (See Departmental Handbook.)

General Core Requirement

Fine Arts

MUS 120, MUS 130, 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 Studies Program

Departmental Honors

The Music Department offers departmental honors for music majors who by the end of the senior year (1) achieve an overall GPA of 3.3 and a GPA of 3.5 in music courses, and (2) 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. If a student wishes to give a Senior Recital, she must declare her interest and receive approval from her 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 203**: Introduction to Music Business* (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)

*approval pending

The music major must also complete the following:

- be enrolled in applied music, an ensemble that serves as a laboratory supporting the primary applied music study, and Music Seminar each semester.
- have an applied jury in her major medium evaluated by the faculty each semester, except when she is scheduled to give a Junior or Senior Recital.
- pass a piano proficiency examination before the end of the junior year.
- present 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 201**: Introduction to Music Technology II* (2)
- **MUS 209**: Counterpoint (2)
- **MUS 210**: Choral Conducting and Literature (2)
- **MUS 288**: Arts Journalism: Writing about the Arts
- **MUS 302**: Jazz Composition and Arranging (2)
- **MUS 309**: Vocal Literature and Pedagogy (2)
- **MUS 310**: Vocal Diction for Singers† (2)
- **MUS 317**: Chamber Music Literature (2)
- **MUS 319**: Keyboard Literature and Pedagogy (2)
- **MUS 330**: History of Jazz (4)
- **MUS 353**: Special Topics in Music History (4)
- **MUS 451/452**: Introduction to Composition (2)

†Required for all vocal performance majors
* Approval pending

Music Seminar

Music Seminar is a zero-credit, pass/fail, weekly meeting of all music majors and minors for the purpose of student recitals (matinees), 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, 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 compositions 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)
A weekly meeting of all music majors and minors for the purpose of student recitals (matinees), seminars, workshops, special lectures, guest recitals, and listening labs.

MUS 100 – FUNDAMENTALS OF MUSIC (2)
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.

MUS 113A – MUSIC THEORY I (4)
A course covering the fundamentals of music theory, triad and chord building, harmonizing of melodies, keyboard harmony, simple modulation, harmonic analysis, ear training, and sight singing. Emphasis on the acquisition of writing and analytical skills. Laboratory assignments using computer-assisted instruction.

MUS 113B – MUSIC THEORY II (4)
A course involving advanced ear training and sight singing, higher discords, chromatic harmony and modulation. **Prerequisite:** MUS 113A.

MUS 113C – MUSIC THEORY III (4)
A course involving 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)
A listening course 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)
A survey of 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)
A course 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.

MUS 200 – INTRODUCTION TO MUSIC TECHNOLOGY (2)
A comprehensive introduction to computers and their uses in music sequencing and digital audio recording. 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)
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., this course will introduce 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 busi-

ness practices within the music industry and how the various segments of the industry operate on a day-to-day basis.

MUS 210 – CHORAL CONDUCTING AND LITERATURE (2)
A focus 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 211 – 18TH-CENTURY COUNTERPOINT (2)
A study of the basic contrapuntal techniques and principles underlying the harmonically oriented counterpoint of J.S. Bach, and selected contemporary music. **Prerequisite:** MUS 113A and 113B.

MUS 213 – JAZZ THEORY (2)
Jazz Theory is a course designed to expose students to the fundamental theories, principles, and practices of jazz music. **Prerequisite:** MUS 113B.

MUS 230 – OPERA AND SOCIETY (2)
Surveys operatic literature from 1600 to the present. 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)
A survey of the music of African Americans from the antebellum period to the present. Major genres include slave songs, blues, gospel, jazz, and art music. Designed to articulate the sociocultural experiences out of which this music has grown.

MUS 241 – AMERICAN POP (4)
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)
An examination of 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, subject to student interests. Cross listed ENG288.

MUS 302 – JAZZ COMPOSITION AND ARRANGING (2)
Jazz Composition and Arranging is an introductory course for writing and arranging music for small ensembles of nine members or less. **Prerequisite:** MUS 113B and 113C.

MUS 309 – VOCAL LITERATURE AND PEDAGOGY (2)
A survey of significant literature for the voice. 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)
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)
A study of the instruments of the orchestra, their playing techniques, capabilities, and tonal characteristics, and essentials of instrumental combinations. An analysis of typical problems in orchestration. **Prerequisite:** MUS 113A and 113B.

MUS 317 – CHAMBER MUSIC LITERATURE (2)
A comprehensive introduction to chamber music from the end of the 16th century to the present. Designed for music majors and minors only.

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)
An examination of 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)
A course designed to expose 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)
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.

MUS342/EDU, 450 – METHODS AND MATERIALS FOR TEACHING MUSIC (4,4)
Courses 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)
A survey 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 from time to time 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)
A course 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)
A course designed to introduce 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)
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.**

PHILOSOPHY AND RELIGIOUS STUDIES

Faculty

- **GERTRUDE GONZALES JAMES DE ALLEN**, Chair and Associate Professor of Philosophy
- **ERIC CLARK**, Lecturer of Religion
- **JAMILLAH KARIM**, Associate Professor of Religion
- **NAMI KIM**, Assistant Professor of Religion
- **ARTHUR PINDLE**, Lecturer of Philosophy
- **ROSETTA ROSS**, Associate Professor of Religion
- **AL-YASHA WILLIAMS**, Associate Professor of Philosophy

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 in, for example, law, journalism, medicine, diplomacy, and diverse social justice and creative projects.

Objectives

A student who has successfully completed a major in philosophy will be able to

1. understand, analyze, and critically evaluate a wide range of philosophical issues and texts in the history of philosophy globally.
2. recognize conceptual subtleties and linguistic nuances in philosophical texts.
3. engage the philosophical thought and critical interventions of peoples of African descent and people of color-especially women.
4. engage in philosophic practice within analytic, Continental, African derived and indigenous traditions of philosophy.
5. recognize informal logical fallacies as well as criteria for well-formed definitions.
6. understand and utilize tools of formal logical analysis, including derivations and truth tables.
7. use her critical skills as an engaged and independent thinker.
8. express herself clearly, cogently, and critically in her written and oral work.

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:

Core Courses

- **PHI 171:** Introduction to Philosophy (4)
- **PHI 230 and 231:** History of Western Philosophy (8)
- **PHI 181 or 201:** (Logic) (4)
- **PHI 421:** Directed Reading and Independent Study in Philosophy (4)

Areas

- **Area I:** Post-Continental or Non-Western Philosophy (4)
- **Area II:** Metaphysics or Theory of Knowledge (4)
- **Area III:** Value Theory (4)
- **Area IV:** Women and Gender (4)
- **Electives** (8)

TOTAL: 44

Minor Requirements

The Department Philosophy also 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 171:** Introduction to Philosophy (4)
- **PHI 181 or PHI 201:** (Logic) (4)
- **PHI 230 and 231:** History of Western Philosophy (8)
- **Philosophy Electives** (8)

TOTAL: 24

Philosophy Course Descriptions

PHI 171 – 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 181 – 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 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 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 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 375 – TAOISM – CHINESE PHILOSOPHY
This course is 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 or permission of instructor. **Prerequisite:** 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)
This course explores 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 AND INDEPENDENT STUDY IN PHILOSOPHY (4)
An approach to the study of philosophy through a comprehensive reading, writing, and discussion about pertinent philosophical issues. **Prerequisite:** Majors must have completed at least three courses in philosophy and obtained special permission of instructor via completion of petition form available at the Department office. Non-majors interested must petition the department via completion of petition form available at the Department office. (Writing Intensive)

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)
In this course we will study 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)

PHI 490/491 – HONORS THESIS (4,4)
This is 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 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 her 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 discipline of 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.

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.

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.

REL 209 – WOMEN AND THE BIBLE (4)
The Judaeo-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.

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.

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, impacting souls and societies from Mecca to America and beyond.

REL 223 – WOMEN AND ISLAM (4)
This course examines the experiences of Muslim women across generation and 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.

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.

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.

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.

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.

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 for students to acquire 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 context.

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, religion and politics. **Prerequisite:** REL111 or REL112.

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.

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.

REL 310 – JUDAISTIC STUDIES (4)
An in-depth exploration of the beliefs and practices of normative Judaism with emphasis on 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.

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.

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.

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.

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.

REL 323 – RACE & 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?

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.

PHYSICAL EDUCATION AND ATHLETICS

Faculty

- **GERMAINE MCAULEY**, Senior Instructor and Athletics Director
- **PHILMORE GEORGE**, Instructor
- **LISA TILLERY**, Instructor
- **DEIDRE REID**, Instructor
- **FARLEY YOUMAN**, Instructor
- **LAVON MERCER**, Instructor

Mission Statement

Spelman College acknowledges that physical activity is an essential component in the total growth and education of women. The Physical Education and Athletics Department embraces a Mind/Body/Spirit concept of Physical Education and Wellness that seeks to foster a positive experience and maximize knowledge of and appreciation for a healthy lifestyle. This interactive concept integrates the total person to enrich self-awareness and personal growth as well as physical fitness. It serves as a foundation to promote lifelong satisfaction of physical well-being, and personal adjustment both in the present and for long-term health. The department supports the mission of the college by educating students in Physical Education, and contributing towards their ultimate completion of baccalaureate degrees. We endeavor to achieve our objectives to meet the diverse physical activity and wellness needs for the Spelman College student body.

General Core Requirements

Physical education is required in all Spelman College academic programs, to achieve not only physical well being, but to promote lifetime activities of health, fitness and recreation to enhance overall quality of life. In addition to the 118 academic hours, two semester courses of physical education are required for graduation. Classes taken to fulfill the two-semester requirement may be selected from any activity area; it is recommended that students take at least one course from the area of lifetime activities. Dance courses at the 100 or 200 level may count toward the requirement in physical education. Students who participate in intercollegiate athletics will fulfill one year of their course requirements. (This does not include cheerleading or dance team)

Goals and Objectives

Physical education is that part education which deals with the teaching of skills, the acquisition of knowledge, and the development of attitudes through human movement.

Goals

- To provide broad and sound educational experiences in the areas of individual, dual, and team sports, and other physical activities.
- To provide opportunities for the acquisition of knowledge through active and progressive skill development.
- To provide knowledge, promote positive attitudes and create opportunities for healthful living through exercise, wellness, and physical activity.
- To develop academic excellence and leadership through the various programs in physical education.

Objectives

- Exhibit a level of proficiency consistent with completion of the beginner or intermediate level of physical activities, where applicable.
- Demonstrate skills appropriate for lifetime participation in selected physical activities.
- Recognize the value of healthful living, activity, and exercise as enhancements to physical, mental, and emotional health.

Educational Objectives

Physical education has proven its value as a school subject by demonstrating its alignment with Benjamin Bloom's domains of learning—cognitive, affective, and psychomotor objectives.

Physical

- Reduces the risk of coronary heart disease, diabetes, obesity, high blood pressure, and colon cancer.
- Improves muscular strength and endurance, flexibility, and cardiovascular endurance.
- Regulates weight, tones bodies, and improves body composition.
- Promotes overall health and fitness.
- Strengthens bones.
- Develops movement skills.

Mental

- Improves academic performance.
- Increases interest in learning.
- Improves judgment.
- Promotes self-discipline.
- Encourages goal setting and achieving these goals.

Psychological and Social

- Improves self-confidence, self-esteem, self-control and self-image
- Provides an outlet for stress.
- Strengthens peer relationships.
- Reduces the risk of depression.
- Promotes healthier lifestyles.

General Education Core Requirement

Students must complete at least two of the following 33 courses to fulfill the Health and Physical Education core requirement of the College.

HPE 110 – INTRODUCTION TO OUTDOOR EDUCATION (2)

A course designed to introduce students to the enjoyable outdoor recreational experiences. The course should help the student to appreciate the out-of-doors as a recreational resource, move students to assume responsibility for the environment, and cause students to work cooperatively as a group. Outdoor skills will also include but not be limited to safety and first aid, project adventure, wildlife (plants and ani-

mals), hiking, backpacking, camping, rock climbing, trap and skeet shooting, and other outdoor/wilderness experiences. The semester goal is to prepare students for an overnight camping trip to the North Georgia Mountains. (Some class activities will require additional expenses.) Written exams and text required for this course. **Prerequisite:** None.

HPE 111 – BEGINNER SWIMMING (1)
A swimming course of the American Red Cross for the beginner swimmer. Individual water safety, water acclimation, prone swimming (front crawl), survival floating, scientific laws, and analysis of movements. Little or no experience in swimming required.

HPE 112 – ADVANCE BEGINNER SWIMMING (1)
A swimming course of the American Red Cross for the advance beginner. Individual water safety, improvement in prone swimming (front crawl), and back swimming (elementary backstroke), scientific laws, analysis of movement, and improvement in endurance. **Prerequisite:** HPE 111 or experience in deep-water swimming: ability to swim 20 meters of a front stroke. May require approval or permission of instructor.

HPE 113 – INTERMEDIATE SWIMMING (1)
An intermediate course of the American Red Cross. Refining of the front crawl stroke and elementary backstroke, learning the breaststroke, sidestroke, and survival stroke: learning personal-safety and elementary rescues: and developing swimming endurance to prepare for advanced swimming courses. **Prerequisite:** HPE 112 or ability to swim 25 meters front crawl and elementary backstrokes, experience in deep water, or permission of instructor.

HPE 114 – ADVANCED SWIMMING AND LIFEGUARD TRAINING (2)
A course structured to provide individuals with knowledge and skills to save lives. Students obtain the American Red Cross Certification in Lifeguard Training upon successful completion of requirements. Not intended as a complete lifeguard training course. Specific training should be taken regarding a specific job situation. **Prerequisite:** HPE 113, or permission of instructor.

HPE 115 – AQUA AEROBICS (1)
A beginning level course designed to teach water exercises to promote aerobic fitness and lifelong sports enjoyment. Focus is on cardiovascular fitness using non-weight bearing water exercises. No swimming ability necessary. Pre- and post-fitness assessment and personal goal setting. Water flotation equipment supplied. Written exams and text required for this course.

HPE 116 – WATER SAFETY INSTRUCTOR (2)
This course is designed to train skilled swimmers to become competently skilled in teaching multiple levels of swimming. The course will employ techniques basic to the American Red Cross Learn to Swim Program; seven levels of instruction leading to stroke development and refinement. American Red Cross certifications will be issued upon successful completion of appropriate skills. **Prerequisite:** The ability to swim 50 meters utilizing the above listed strokes and pass a pre-course written test with a passing score of 80% or better.

HPE 117 – FITNESS WALKING/JOGGING (1)
This is an introduction course to aerobic walking/jogging for cardiovascular fitness. Students will gradually build their ability to walk four to five miles in a 50-minute period. They will develop proper walking/jogging technique and learn the benefits of a low-impact fitness program for lifelong health. Pre- and post-fitness assessment and personal goal setting. Written exams and text required for this course. No experience necessary. **Prerequisite:** None.

HPE 118 – BEGINNING YOGA (2)
An introduction to beginning yoga is a personal lifelong investment in fitness and good health. This 1,700-year-old discipline has something for everyone. Strengthening, stretching and good nutrition improve the body. Body breathing exercises and meditation discipline the mind and relax the body. All these improve the quality of life. This course aims to help students achieve these objectives. Written paper, exams, laboratories and text are required for this course. No previous experience necessary. **Prerequisite:** None.

HPE 119 – SELF-DEFENSE FOR WOMEN (1)
An introduction course to self-defense skills for self-protection against physical and verbal threat. This course is designed to help develop greater awareness and vigilance, hone observational and judgment skills, and learn communication techniques to defuse potentially volatile situations and acquire competency in physical self-defense tactics for use when preventive measures fail. Written exams and tests are required for this course. **Prerequisite:** None.

HPE 120 – TAEKWONDO (1)
Literally translated as the "art of kicking and punching," Taekwondo is a native Korean form of fighting that embraces kicking, punching, jumping, blocking, dodging, and parrying. This is a beginner's course in basic Taekwondo techniques highlighting all necessary hand and foot techniques plus all "kata" forms necessary to attain a yellow belt. Muscle strengthening, improving flexibility, and proper breathing exercises will be taught with the proper martial arts techniques. **Prerequisite:** None.

HPE 121 – FIELD HOCKEY/FLOOR HOCKEY (1)
A course on the fundamental techniques and skills of field hockey with emphasis on skill development in dribbling, passing, offensive maneuvers, and defensive maneuvers. Students will be skilled enough to demonstrate reasonable effectiveness in field hockey to compete for enjoyment. Written/practical exams and tests are required for this course. **Prerequisite:** None.

HPE 122 – BASKETBALL FOR WOMEN (1)
Students will learn the fundamentals of basketball as well as how to appreciate and enjoy the game. Emphasis is on the various offensive and defensive skills. Additional topics include lead-up games, regulation games, rules and regulations, strategies, history, and specific basketball techniques. Both written/practical exams and tests are required for this course. **Prerequisite:** None.

HPE 123 – VOLLEYBALL FOR WOMEN (1)
Fundamental skills, techniques, and knowledge related to power volleyball, with emphasis on skill acquisition for team play, strategies for team play, knowledge of governing rules for play and officiating, and scorekeeping. Written exams and tests are required for this course. **Prerequisite:** None.

HPE 124 – BEGINNING FOIL FENCING (1)
This course is designed to introduce students to the basic skills of foil fencing. Beginners will learn fencing footwork techniques, independent foot movements and crossover movements. The on guard, advance and retreat, lunge, counter attack, parry, and riposte, will be practiced so that a thoughtful fencer can set overall strategies for bouting. **Prerequisite:** None.

HPE 125 – WEIGHT TRAINING FOR WOMEN (2)
Weight Training for Women is designed to teach the facts and dismiss the fallacies and myths of the use of weight/resistance training as beneficial and productive means of toning and conditioning the body. Students will earn proper weight training technique, proper nutrition, nutrient supplementation, workout record keeping and will be chal-

lenged to assess and improve their present level of overall strength and flexibility. **Prerequisite:** None.

HPE 126 – INTRODUCTION TO TAI CHI (2)
An introduction to Tai Chi is a personal life long investment in fitness and good health. This 3,000 year old healing disciplines the mind and relaxes the body. All these improve the quality of life. This course aims to help students achieve these objectives. Written paper, exams, laboratories and text are required for this course. **Prerequisite:** None.

HPE 141 – BEGINNING ARCHERY (1)
Fundamental steps of archery shooting skills: stance, bow hold, nock, grip of the string, draw, anchor, aim, release, and follow through; selection, care, and use of equipment; safety and etiquette; and rules and regulations for various types of play. **Prerequisite:** None.

HPE 151 – BEGINNING BADMINTON (1)
Techniques of badminton, history, rules, scoring, court courtesies, selection, care, and use of the equipment, strategies for singles and doubles play, and safety measures of the game. **Prerequisite:** None.

HPE 152 – INTERMEDIATE BADMINTON (1)
Advanced techniques of Badminton: Students will refine beginning-level skills in short and long service technique, drop shots, smashing, and doubles and singles strategies. Pre- and post-skill assessments and cognitive examinations are done to improve consistency and efficiency in every level of your Badminton game. Text required for this course. **Prerequisite:** HPE 151, or consent of instructor.

HPE 161 – BEGINNING BOWLING (1)
Fundamental techniques and skills of bowling with emphasis on skill development of the stance, approach, and delivery to acquire reasonable effectiveness in bowling (i.e., enough skill to compete for enjoyment). **Prerequisite:** None.

HPE 162 – INTERMEDIATE BOWLING (1)
Fundamental skill development for the novice bowler with emphasis on developing consistency to improve efficiency, the art of spare mastery, introduction of league bowling, and use of bowling language. **Prerequisite:** HPE 161, or permission of instructor.

HPE 171 – BEGINNING TENNIS (1)
Techniques of tennis including history, rules, scoring, court courtesies of the game, selection, care, and use of the equipment, strategies for singles and doubles play, and safety measures of the game. **Prerequisite:** None.

HPE 172 – INTERMEDIATE TENNIS (1)
A course to develop and improve tennis skills beyond the beginning levels of the forehand and backhand drive, flat serve, and volley as well as the slice serve, lob, half volley, overhead (smash), and drop shot. **Prerequisite:** HPE 171, or permission of instructor.

HPE 181 – BEGINNING GOLF (1)
Fundamentals of golf including equipment choice, grip, stance and address, swing, care of equipment, scoring methods, rules and regulations, and etiquette and safety. **Prerequisite:** None.

HPE 191 – STEP-AEROBICS (1)
Introduction to Step-Aerobics is for developing cardiovascular fitness. Pre- and post-fitness assessment is done, along with personal goal setting. Aerobic routines designed for the beginner with gradual increase in difficulty. Basic step-aerobic movements will be taught and skill assessed. Written exams and text required for this course. **Prerequisite:** None.

HPE 192 – INTERMEDIATE STEP-AEROBICS (1)
This course offers an intermediate level of Step Aerobics. The course consists of moderate to high intensity workouts designed for the intermediate to advanced level "steppers." The student will begin by assessing current levels of fitness, listen to a lecture and discuss setting realistic goals for overall improvement, followed by setting individual realistic goals, record daily workouts, maintain a workout journal, and work towards achieving goals set. Students will be held responsible for meeting at least 70% of goals set at the beginning of the course. **Prerequisite:** Beginning Step Aerobics.

HPE 202 – FITNESS FOR CONTEMPORARY LIVING (2)
A course designed for students to evaluate their fitness level by learning principles of fitness development, nutrition, exercise and weight control, weight training, aerobic training, and stress management. Students receive initial fitness assessment and learn to design and implement their own individual fitness programs; a fitness assessment is also taken at the end of the course. Both written/practical exams and text required for this course. **Prerequisite:** None.

PHYSICS

Faculty

- **MICHAEL BURNS-KAURIN**, Chair and Associate Professor
- **DERRICK HYLTON**, Associate Professor
- **PAUL CAMP**, Assistant Professor
- **MARTA DARK MCNEESE**, Associate Professor
- **NATARAJAN RAVI**, Associate Professor

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 her endeavors. The courses strongly support majors in other fields such as chemistry, computer science, mathematics, and engineering.

Objectives

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 which would lead to a successful career in a physics-related profession such as engineering or education;
2. demonstrate a breadth and depth of knowledge of physics which would allow her to begin a graduate program in physics;
3. apply her analytical skills to such diverse professions as law, medicine, finance, telecommunications, etc.;
4. demonstrate proficiency in the application of physics to problems of science, society, and technology.

General Core Requirements

PHY 101 (Astronomy)

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 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; and teaching.

The core courses are PHY 151, 241, 251, 261, 311, and 411. 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:

Advanced Theory and Experiment Option

PHY 305, 312, 322, 362, 462, and one physics elective 300 or greater, and one physics elective 400 or greater.

Chemical Physics Option

PHY 322 (or CHE 345), 356, 362, and one physics elective 300 or greater. Other cognates for this option are CHE 112, 112L, 231, 232, 233, 234, one chemistry elective 300 or greater.

Pre-Health Option

PHY 305, 343, 362, 462, two physics electives 300 or higher. Other cognates are CHE 112, 112L, 231, 232, 233, 234; BIO 115 and 120; biology elective.

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). 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.

Teaching Option

PHY 305, 312, 322, 362, 356 or 462, and one physics elective 300 or greater. Other cognates are CHE 112, 112L, and the courses required for teacher certification (see the Education Studies Program under Secondary Education Teacher Certification).

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. One of these electives must be laboratory-based (PHY 356, 362, or a course approved by the 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 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.

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.

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; recitation discussion one hour per week. **Prerequisite:** MATH 116 or equivalent (algebra and trigonometry).

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; 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 and 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
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. Pre-requisite: PHY 241 Physics II: Electricity and Magnetism and MATH 324 Calculus III.

PHY 311 – CLASSICAL MECHANICS (4)
A study of the laws of mechanics including Newton's Theory and the formalism of Langrange and Hamilton. Topics include generalized coordinates, oscillations, two-body motion and collisions. Lecture four hours per week. **Prerequisite:** PHY 242. **Corequisite:** MATH 365.

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 three hours per week; computer lab one hour per week. **Prerequisite:** PHY 241 and PHY 305, 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 251.

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:** One 300 level physics course.

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:** MATH 324; 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 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 MATH 214 or PHY 305.

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 (3)

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 her 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 three of the following: PHY 311 (Classical Mechanics), PHY 322 (Thermal and Statistical Physics), PHY 312 (Electromagnetic Theory), PHY 411 (Quantum Mechanics).

POLITICAL SCIENCE

Faculty

- **TINAZ PAVRI**, Chair and Professor
- **MARILYN A. DAVIS**, Associate Professor
- **DORIAN CROSBY**, Lecturer
- **JEANNE T. MEADOWS**, Associate Professor
- **LOIS B. MORELAND**, Professor Emerita
- **DESIREE S. PEDESCLEAUX**, Associate Professor
- **FATEMEH SHAFIEI**, Associate Professor
- **KASAHUM WOLDEMARIAM**, Assistant Professor
- **UNISLAWA WZSOLEK**, Assistant Professor

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.

Objectives

Upon completion of courses in the political science major program, students should be able to

1. demonstrate an understanding of the concepts and principles of political science in the structures, institutions, and processes of the United States and other nations
2. apply the knowledge of the discipline, using technology as well as traditional methods, to contemporary questions
3. organize ideas and focus them effectively on the issue in question
4. demonstrate an outstanding of verbal and written communicative, analytical and critical thinking skills in various academic and professional settings
5. recognize their personal value systems and apply these to their own social and political worlds
6. provide content for integrating skills for teacher preparation, graduate, and professional schools

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. 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 supervision in Thesis Honors Research. This requirement may be met 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 Studies Program

Departmental Honors

The qualifications for departmental honors include

1. a grade point average of 3.5 or above
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 required 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.

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. Offered second semester. **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.

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 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 prewar 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 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 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 the senior political science major. 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

Faculty

- **KAREN BRAKKE**, Chair and Associate Professor
- **DOLORES V. BRADLEY**, Professor
- **B. LACONYEA BUTLER**, Professor
- **A. NAYENA BLANKSON**, Assistant Professor
- **MYRA N BURNETT**, Associate Professor
- **JUANCHELLA GROOMS**, Lecturer
- **CARL R. HENDRICKSON**, Professor
- **KAI MCCORMACK**, Assistant Professor
- **LILY MCNAIR**, Professor
- **KESI MILLER**, Lecturer
- **SANDRA SIMS PATTERSON**, Associate Professor
- **SHANI HARRIS PETERSON**, Assistant Professor
- **BEVERLY DANIEL TATUM**, Professor
- **ANGELA FARRIS WATKINS**, Associate Professor
- **BELINDA ROSS**, Lecturer

Department Location

Giles Hall – Room 320

Special Entry Requirements

None

Placement Examinations

None

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 women 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 Requirements

General Psychology – Non-majors, or Risky Behaviors, Social Influences, and HIV/AIDS

General Psychology – Honors (for students with a cumulative grade point average of 3.0)

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 Program

Departmental Examinations

All sophomores and seniors majoring in psychology are required to take the Major Field Test in Psychology. This nationally standardized examination will allow the students and the department to compare Spelman psychology seniors' knowledge in the major with a national sample of senior psychology majors and will assist the department in curriculum development.

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 3.2 average in psychology as well as a cumulative 3.2 grade point average at the end of the sophomore year may qualify for entry into the departmental honors program. This 12-hour sequence consists 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 culminates in the preparation and defense of a comprehensive, 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 Departmental Honors in Psychology.

Departmental Honor Society

Psychology majors with a cumulative average of 3.4 and a 3.4 grade point average in psychology courses 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.

Major Requirements

The major is designed to provide depth in the subject matter of the discipline and flexibility according to students' interests. The major in psychology consists of 40 semester hours, which must be distributed as follows:

Required Courses (28 hours)

- **PSY 201, 201L, 202, 202L:** General Psychology Majors (4,4)
- **PSY 217, 217L:** Statistics in Psychology (4)
- **PSY 305, 305L:** Experimental Design (4)
- **PSY 318:** Theory of Psychometric Instruments (4), or
- **PSY 417:** Statistics II (4)
- **PSY 450:** Senior Seminar (4)

Psychology Laboratory Courses (One of these must be taken)

- **PSY 310:** Psychology of Learning (4)
- **PSY 312:** Cognitive Psychology (4)
- **PSY 315:** Sensation and Perception (4)
- **PSY 320:** Brain and Behavior (4)

The other 12 hours must be distributed among Area I, Area II, and Area III electives. At least one course must be selected Areas I and II. A third course may be selected from Area I, II, III or Laboratory courses. Selections should be made in consultation with the departmental advisor. All departmental required courses and at least two of the three departmental elective courses must be taken on the Spelman College campus, unless special permission is granted by the department chair to do otherwise. 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 40 hours in the major.

Area I Electives – Courses with Emphasis on Fieldwork (4)

- **PSY 204**: Educational Psychology (4)
- **PSY 302**: Child Psychology (4) or
  PSY 304: Adolescent Psychology (4) or
  PSY 306: Developmental Psychology (4)
- **PSY 309**: Theories and Techniques of Counseling (4)
- **PSY 327**: Abnormal Psychology (4) or
  PSY 407: Personality Theory (4)

Area II Electives – Survey Courses in Knowledge Base (4)

- **PSY 205**: Psychology of the Sexes (4) or
  PSY 206: Psychology of Women (4)
- **PSY 301**: Social Psychology (4)
- **PSY 322**: History and Systems of Psychology (4)
- **PSY 325**: Community Psychology (4)
- **PSY 330**: Psychology of the African-American Experience (4)
- **PSY 400**: Current Topics in Psychology (4)
- **PSY 402**: Group Dynamics and Interpersonal Relations (4)
- **PSY 415**: Industrial/Organizational Psychology (4)

Area III Electives – Courses with Intensive Research, Statistics, or Fieldwork Experience (4)

- **PSY 318**: Theory of Psychometric Instruments (4) (only if supplemental to PSY 417)
- **PSY 409 or 410**: Research Seminar (4)
- **PSY 412**: Supervised Fieldwork (4)
- **PSY 413 or 414**: Independent Study (4)
- **PSY 417**: Statistics II (4) (only if supplemental to PSY 318)
- **PSY 420**: Mental Health Practicum (4)

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 a 40-hour concentration in psychology courses specifically relevant to the area.

Mental Health Concentration Course Sequence

- **PSY 201-202, PSY 201L-202L**: General Psychology, Majors
- **PSY 217, 217L**: Statistics in Psychology
- **PSY 305, 305L**: Psychology Laboratory Class
- **PSY 302**: Child Psychology
- **PSY 304**: Adolescent Psychology
- **PSY 407**: Personality Theory
- **PSY 318**: Psychometric Instruments
- **PSY 301**: Social Psychology
- **PSY 450**: Senior Seminar
- **PSY 325**: Community Psychology
- **PSY 327**: Abnormal Psychology
- **PSY 420**: Mental Health Practicum
- **MPSY 452**: Therapeutic Intervention in Clinical Psychology (Morehouse)

Prerequisites to Practicum Course

- **PSY 309**: Theories and Techniques of Counseling, or
  PSY 327: Abnormal Psychology

Suggested Electives

- **PSY 330**: Psychology of the African American Experience
- **PSY 204**: Education of the Sexes
- **PSY 206**: Psychology of Women
- **MPSY 240**: Introduction to Public Health
- **MPSY 393**: Health/Medical Psychology

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 interest 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.

Neuroscience Concentration Course Sequence (Plus other required courses for the Major, Core or Division)

- **BIO 115, 120**:
- **MATH 211**: Applied Calculus
- **PSY 201, 201L, 202, 202L**: General Psychology Majors
- **PSY 217**: Statistics in Psychology
- **CHEM 111, CHEM 111L, 112, 112L**
- **PSY 315, 315L**: Sensation and Perception
- **PSY 320, 320L**: Brain and Behavior
- **BIO 491**: Behavioral Endocrinology or Biology 372
- **PSY 310**: Psychology of Learning, or
- **PSY 312**: Cognitive Psychology
- **BIO 312**: Genetics
- **BIO 356**: Developmental Biology
- **PSY 417**: Advanced Statistics

Minor in Psychology

The psychology minor consists of 24 semester hours. The following courses are required:

- **PSY 200**: General Psychology, Non-majors (4) or **PSY 203**: General Psychology, Honors (4)
- **PSY 217 & 217L**: Statistics in Psychology (4)
- **PSY 305 & 305L**: Experimental Design (4)

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

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 with the exception of PSY 217, Statistics in Psychology. PSY 217 may be taken concurrently with one of the introductory courses.

PSY 200 – GENERAL PSYCHOLOGY, NONMAJORS (4)

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)

This course is designed as an introduction to the field of psychology for non-majors. 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 201L-PSY202L – GENERAL PSYCHOLOGY, MAJORS (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 is required. **Prerequisite:** For PSY 202, either PSY 201, or PSY 200 with Departmental permission.

PSY 203 – GENERAL PSYCHOLOGY, HONORS (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. Field experiences supplement classroom activities. Offered fall semester only. **Prerequisite:** 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.

PSY 206 – PSYCHOLOGY OF WOMEN (4)

A psychological study of women in the contemporary 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: 201-202, or 203.

PSY 217, 217L – 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 301 – 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 200, 201-202, or 203; and PSY 217.

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, 305L – EXPERIMENTAL DESIGN (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 200, 201-202 or 203; and PSY 217.

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; and PSY 217.

PSY 309 – 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 contemporary society, as well as to techniques used in the counseling process. Field experiences supplement classroom activities. Offered spring semester only. **Prerequisite:** PSY 200, 201-202 or 203; PSY 302, 304, 306, OR 407.

PSY 310 – PSYCHOLOGY OF LEARNING (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 305.

PSY 312 – 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 305.

PSY 315 – SENSATION AND PERCEPTION (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. Students participate in a two-hour required laboratory. Offered spring semester only. **Prerequisite:** PSY 305.

PSY 318 – 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 200, 201-202 or 203; and PSY 217.

PSY 320 – 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 305.

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 200, 201-202 or 203; PSY217.

PSY 327 – ABNORMAL PSYCHOLOGY (4)
An overview 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 200, 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 Afri-

can American behavior and mental processes, and consider possible theoretical consensus about the psychology of African Americans. **Prerequisite:** PSY 200, 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:** One methods course in major or permission of instructor.

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 settings. 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 200, 201-202 or 203; and PSY 217.

PSY 407 – 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 viewpoints from holistic, dynamic, person-centered, and existential theories. Field experiences. **Prerequisite:** PSY 200, 201-202 or 203; and PSY 217.

PSY 409, 410 – RESEARCH SEMINAR (4,4)
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. **Prerequisite:** PSY 200, 201-202 or 203; 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 200, 201-202 or 203; and PSY 217.

PSY 413, 414 – INDEPENDENT STUDY IN PSYCHOLOGY (4,4)
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 415 – 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:** PSY 200, 201-202 or 203; PSY 317, or 407.

PSY 417 – Statistics 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 200, or 201-202, or PSY 203; and PSY 217 and 305.

PSY 420 – MENTAL HEALTH 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 309 Theories and Techniques of Counseling, or PSY 327 Abnormal Psychology.

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:** 20 hours earned in the major

PSY 491-492 – HONORS THESIS RESEARCH (4,4)
A course that allows the student to develop an intensive investigative research study under the supervision of her major advisor. Research culminates in a comprehensive senior thesis that the student must defend. Part of the departmental honors sequence.

PUBLIC HEALTH MINOR

(In Collaboration with Morehouse College Public Health Sciences Institute)

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.

*Approved May 8, 2008.

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 HOURS)
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 HOURS)
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 HOURS)
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**: Cross-Cultural Perspective on Gender (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 acknowledgement on the Spelman transcript will be completed by the Associate Provost of Research.

SOCIOLOGY AND ANTHROPOLOGY

Faculty

- **DARYL WHITE**, Chair and Professor of Anthropology
- **BARBARA L. CARTER**, Professor of Sociology
- **HARRY G. LEFEVER**, Professor of Sociology, Emeritus
- **MONA PHILLIPS**, Professor of Sociology
- **CYNTHIA NEAL SPENCE**, Associate Professor of Sociology
- **YOKO UEDA**, Assistant Professor of Sociology
- **BRUCE H. WADE**, Professor of Sociology
- **JERRY WEVER**, Assistant Professor
- **ERICA WILLLIAMS**, Assistant Professor of Anthropology

Department Location

Giles Hall – Room 311

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

Objectives

Upon completion of the prescribed program for a major in sociology or a major in sociology and anthropology, the student should be able to

1. demonstrate knowledge essential for understanding society and culture from sociological and anthropological perspectives on a global scale
2. identify and critically evaluate the contributions of female and Black sociologists, anthropologists, social scientists and scholars
3. identify and critically evaluate the social and historical forces and institutions that influence her life
4. pursue 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
5. 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

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 Delta (AKD), the International Sociology Honor Society. In the state of Georgia, the "alpha" charter of AKD is held by Clark Atlanta University (CAU). Spelman College along with other departments of sociology in the Atlanta University Center collaborates on AKD activities. 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. The major in sociology and anthropology is awarded to students who complete the major core requirements, Anthropology 203, "Introduction to Anthropology," and 12 electives hours of anthropology courses.

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. The following major core courses are required of all sociology majors and must all be taken at Spelman (unless special permission is granted by the department chair):

- **SOC 203**: The Sociological Imagination: Introduction to Sociology for Majors (It is required that majors enroll in the course designated for majors)
- **SOC 320**: The History of Social Thought
- **SOC 334**: Statistics (Juniors only)
- **SOC 335**: Methods of Research (Juniors only)
- **ANTH 336**: Qualitative Methods (Juniors only)
- **SOC 422**: Contemporary Social Theory (Juniors and Seniors)
- **SOC 432**: Sociology Thesis* or
- **ANTH 432**: Anthropology Thesis*

*All required courses must be completed prior to enrollment (seniors only).

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 and independent research project, is required of all seniors majoring in sociology or in sociology and anthropology. Designated faculty advisors and readers supervise the research projects. 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 20 hours and includes the following courses:

- **SOC 203**: The Sociological Imagination: Introduction to Sociology for Majors (4) (It is strongly recommended that sociology minors enroll in the course designated for majors.)
- **SOC 320**: History of Social Thought (4)

One of the following:

- **SOC 334**: Statistics in Social Research (4) or
- **SOC 335**: Methods of Research (4) or
- **ANTH 336**: Qualitative Methods (4)
- Two sociology electives, numbered 300 or above (8). Elective courses must total eight hours.

Anthropology Minor

The minor in anthropology consists of 20 hours and includes the following courses:

- **ANTH 203**: Introduction to Anthropology (4)
- **SOC 320**: History of Social Thought (4)
- **ANTH 336**: Qualitative Methods (4) or
- **SOC 336**: Feminist and Qualitative Research Methods, or ENG 375 Ethnographic Writing (4)
- Two anthropology electives, numbered 300 or above (8). Elective courses must total eight hours.

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. Focus on traditional societies.

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 (4)
A cross-cultural exploration of gender. Explores the diversity of gender in relation to basic social institutions such as family, economics, politics, communications, ideology, and ecology. Focuses on contemporary cultural situations and their historical roots in colonialism, nationalism, underdevelopment, and revolution. **Prerequisite:** ANTH 203.

ANTH 311 – CONTEMPORARY AFRICAN ISSUES (4)
This course introduces some of the major political, social and economic issues shaping Africa today, from an anthropological perspective. Some of these issues include colonialism, post-colonialism, neo-colonialism, and neo-liberalism; ethnicity and ethnic conflict, patronage politics, corruption, and state implosion; globalization; and gender and generational conflict. **Prerequisite:** ANTH 203, or permission of instructor.

ANTH 322 – URBAN ANTHROPOLOGY (4)
A study of urban life and culture from the perspective of cultural anthropology. An analysis of several urban ethnographies. The use of methods and theories of cultural anthropology to examine selected communities in Atlanta and other American cities. **Prerequisite:** ANTH 203.

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 – QUALITATIVE 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 qualitative research project suitable for the senior thesis. **Prerequisite:** SOC 203 or ANTH 203 (Juniors only).

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 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 (e.g., Ethnicity in Black Communities).

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 desire to work.

ANTH 433 – ANTHROPOLOGY THESIS (4)
The senior thesis is the capstone course in the department. An intensive senior-level research experience involving creative research design, data collection, analysis and presentation. One semester. **Prerequisite:** ANTH 203, ANTH 336, SOC 203, SOC 320, SOC 334, SOC 335.

ANTH 444 – 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 ceremonies of eating; food production and human ecology; and the industrialization and globalization of food ways. **Prerequisite:** ANTH 203.

Course Descriptions: Sociology

SOC 201 – THE SOCIOLOGICAL IMAGINATION: Introduction to Sociology (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.

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 social research, social issues and social change. Prerequisite to all courses in the department for majors.

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 260 – JAPANESE SOCIETY (4)
A critical examination of sociological models of modern societies and their relevance to Japan. Special attention is given to contemporary Japan in examining the impact of culture and tradition on social, political and economic organizations of the society.

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 320 – 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 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 – STATISTICS (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 – METHODS OF RESEARCH (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 – THE LEARNING STUDIO: RESEARCHING ACADEMIC EXPERIENCES AT SPELMAN COLLEGE (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. Part One (fall semesters) of The Learning Studio will have as its focus theory, research and writings that have explored critical questions about teaching and learning. In (optional) Part Two (spring semester), students will conduct their own research projects about teaching and learning at Spelman College. **Prerequisite:** any 200 level SOC or ANTH course. Cross-listed in the Department Psychology as PSY 345.

SOC 350 – RACE IN THE AMERICAS (4)

This course is designed to help students analyze and compare race and ethnic group relations in the U.S., Latin America and the Caribbean. The readings focus primarily on Latin America, and special attention is devoted to Brazil. This course seeks to familiarize students with racial ideologies and the history of race and social class relations throughout the Americas. This course will be approached through the use of films (documentary and non-documentary) and readings that offer theoretical perspectives, empirical evidence and cultural analyses of historical and contemporary issues of race and ethnic relations. **Prerequisite:** any 200 level SOC or ANTH course.

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 specific 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 360 – WOMEN IN JAPANESE SOCIETY (4)

An examination of the changing images of Japanese women in relation to their roles as mothers, housewives, citizens and labor force participants. Among the topics considered are socialization, marriage, family, women and paid work, inequality and political participation. **Prerequisite:** any 300 level SOC or ANTH course.

SOC 402 – THE SOCIOLOGY OF HEALTH (4)

A comparative investigation of the social institutions of health and health care. 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 scholarship 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 senior thesis is the capstone course in the department. An intensive senior-year research experience involving independent thought, creative research design, data collection, analysis, and formal presentation. One semester. **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 her 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. 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.

*Required for all majors.

WORLD LANGUAGES & LITERATURE

Faculty

- **FREDERICK LANGHORST**, Chair and Associate Professor of Spanish
- **JACQUELINE ALVAREZ-OGBESOR**, Assistant Professor
- **RENE CAMPOS**, Associate Professor of Spanish
- **JACQUELINE EDWARDS**, Senior Instructor of French
- **ANTHONY DAHL**, Associate Professor of Spanish
- **ESTELLE FINLEY**, Senior Instructor of Spanish
- **DIANA GLAD**, Associate Professor of Spanish
- **JULIO GONZALEZ-RUIZ**, Associate Professor of Spanish
- **CLEVELAND JOHNSON**, Associate Professor of Spanish
- **XUEXIN LIU**, Associate Professor of Japanese
- **SORAYA MEKERTA**, Associate Professor of French
- **GEORGES NANA**, Lecturer of Spanish
- **JEAN NORGAISSE**, Associate Professor of French
- **PILAR VALENCIA**, Instructor of Spanish

Department Location

Camille O. Hanks Cosby Academic Center – 4th Floor

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 she will be assigned an advisor.

Placement Examinations

Offered 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 (or 222). 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 a student who exempts a language course through the departmental placement process; however, credit hours may be awarded on the basis of work 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 majors and minors. For each, the department seeks to develop a broader understanding of a foreign culture through its primary manifestation: language. In addition to improving the skills of speaking, reading, writing, and listening in a foreign language, departmental courses expose students to literary, historical, and social artifacts of a foreign culture. Analysis of the formal aspects of a foreign language also serves to heighten awareness of English language structures.

A major in French or Spanish helps students to develop significant proficiency and makes them aware of the principal literary and other cultural manifestations of the language. With its emphasis on language, literature and critical thinking, the foreign language major prepares students for graduate work, teaching, government, and other careers with an international focus.

Objectives

Upon completing a course sequence in a foreign language through the 202 /222 level, a student will be able to

- demonstrate basic oral proficiency in the foreign language.
- understand basic grammatical structures in the foreign language and show an awareness of syntactic patterns.
- demonstrate critical thinking, especially in relation to analyzing, synthesizing, and producing the foreign language.
- demonstrate an awareness of the basic literary and cultural manifestations of the foreign language

General Core Requirements

The second-year courses in any foreign language (201 and 202 or 222) fulfill the general core requirement in foreign languages. Students enrolled in the first-year language course sequence (101-102) receive no credit toward completion of the general core requirement; however, these courses may be counted as electives for graduation. When possible, students should complete the general core requirement on the Spelman campus.

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 Honors

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."

Departmental Advising

All majors and minors in the Department of Foreign Languages must meet with their designated departmental advisors before registering for courses taught by the department.

Major Requirements

French

A major in French consists of 45 hours, with no grade below "C." The following courses are required: FRE 303, FRE 306-307, FRE 308, FRE 309-310-311, FRE 321-322, FRE 485. Majors in French must also complete FRE 400 and FRE 478.

Spanish

A major in Spanish consists of 12 classes and 45 hours, with no grade below "C." Spanish majors must also spend a minimum of one semester of study in a Spanish-speaking country with a Spelman-approved program. Spanish majors must take the one-credit-hour SPA 485 class in the fall of the their senior year to prepare them for the Senior Comprehensive Exam. All Spanish majors must take the following courses: SPA 303, SPA 306, SPA 307 or SPA 308, SPA 309-310, SPA 311-312, SPA 321 or SPA 331, SPA 425, SPA 485. Additionally, Spanish majors must take two electives from the following: SPA 427, SPA 430, SPA 433, SPA 434, SPA 443, SPA 478.

Minor Requirements

French

A French minor consists of 24 hours. The following courses are required: FRE 303, FRE 306 or 307, FRE 309, FRE 310, FRE 321 or 322 and one of the following electives: FRE 308, FRE 311, or FRE 313.

Spanish

A Spanish minor consists of 24 hours. The following courses are required: SPA 303; SPA 306; SPA 307 or SPA 308; SPA 309-310 or SPA 311-312; SPA 321 or SPA 331.

Study Abroad

The Department of Foreign Languages strongly encourages its major or minor students to participate in a study-abroad program for at least one semester in a host country of their chosen language. This is a requirement for Spanish majors. The department recognizes the unique opportunity inherent in foreign study to further develop students' abilities in oral 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 contemporary 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 she will be awarded college credit. The College reserves the right to determine the maximum number of credits a student may receive.

Department-Sponsored Summer Study Programs

The Department of Foreign Languages sponsors four summer programs. Students of French may spend a month in Martinique where they live with host families and study the French language and French-Caribbean culture. Spanish students may participate in our programs in Oaxaca, Mexico, Santiago, Dominican Republic, San José, Costa Rica, Málaga, Spain and Cuenca, Ecuador. In these programs students live with host families for a month and study Spanish in a university setting. The Oaxaca program is intended for students who wish to also study historical and economic concerns of Mexico and see its diverse indigenous heritage. The program in the Dominican Republic is designed for students who are also interested in current social, political and economic issues in the Caribbean that affect Dominican life. The program in Costa Rica is for students who wish to study Spanish and are also interested in social and environmental issues, and community service. The program in Málaga is for students who are interested in studying the culture of Spain, and exploring its ties to Africa and the European community. The program in Cuenca, Ecuador is for students with an interest in the Andean cultures of South America and in visiting an area of great biodiversity. Eight hours of credit are awarded upon successful completion of these programs.

Course Descriptions

Chinese Courses

CHI 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.

CHI 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.

CHI 301 – ADVANCED CHINESE I
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.

CHI 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.
*Course number under approval and subject to change.

French Courses

FRE 101, 102 – ELEMENTARY FRENCH I & II (4, 4)
Introduction to the study of the language, based on the fundamental skills approach (listening, speaking, reading, and writing), with an emphasis on oral proficiency. 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.

FRE 201, 202 – INTERMEDIATE FRENCH I & II (4, 4)
Development of proficiency in oral communication, reading and writing. Student is guided through a comprehensive review of basic conversational patterns and pertinent grammar. The language laboratory forms part of the required activities in the courses. Enrollment limited to those who successfully complete the first-year sequence or are placed in the course by examination.

FRE 222 HONORS – INTERMEDIATE FRENCH FOR MAJORS/MINORS (4)
Accelerated transition course for French majors, minors and other interested students. Replaces FRE 202. Introduces more advanced literary texts and analysis. Also provides an intensive reinforcement of grammar and conversation skills. **Prerequisite:** FRE 201 or equivalent.

FRE 302 – AFRICAN/FRANCOPHONE CINEMA (4)
Taught in English, this course is an introduction to Francophone films shown in French with English subtitles. It focuses on postcolonial Francophone cinematographic productions and examines the issues of ethnicity, class, religion, political and cultural domination. It explores how directors seek to improve social, economic, and political conditions, and to reach very diverse audiences. This course also serves as an introduction to cinematography.

FRE 303 – FRENCH CONVERSATION (4)
Intensive training in aural comprehension and the idiomatic use of the spoken language through class discussion and presentations on current topics. Introduction and review of advanced grammar and syntactical constructions. **Prerequisite:** FRE 202 or equivalent.

FRE 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.

FRE 305 – FRENCH PHONETICS AND READINGS (4)
Scientific study of the sounds and pronunciation of the French language using the International Phonetics Alphabet (IPA) as a foundation. **Prerequisite:** FRE 202 or equivalent.

FRE 306, 307 – ADVANCED GRAMMAR AND COMPOSITION (4,4)
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 equivalent.

FRE 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:** FRE 306, FRE 307.

FRE 309, 310 – SURVEY OF FRENCH LITERATURE (4, 4)
Study of the essential works in the literature of France from the earliest beginnings to the modern epoch. **Prerequisite:** FRE 306 or FRE 307.

FRE 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 for various reasons. 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:** FRE 306 or 307 and FRE 309, 310.

FRE 313 – BUSINESS FRENCH (4)
Study of types of French business, advertising, postal services, banks, business correspondence, etc. Emphasis is placed on practical application, with a close examination of business documents. **Prerequisite:** FRE 306 or 307.

FRE 321, 322 – CIVILIZATION OF FRANCE/CIVILIZATIONS OF FRANCE AND THE FRANCOPHONE WORLD (4, 4)
A 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.

FRE 371, 372 – SPECIAL PROJECTS – STUDY ABROAD (0-8)
Special summer study conducted abroad in French-speaking countries with direction and consultation from appropriate faculty. Number of hours dependent on departmental approval. Maximum eight hours credit.

FRE 400 – INDEPENDENT STUDY (1-4)
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:** Consent of the department.

FRE 478 – SPECIAL TOPICS IN FRENCH (4)
Intensive coverage of themes as suggested by the faculty of the department. May be chosen from culture, civilization, literature, movements, contemporary political or economic topics, themes, genres. **Prerequisite:** FRE 309, 310 or 311 and departmental approval.

FRE 485 – SENIOR COMPREHENSIVE (PASS/FAIL ONLY) (1)
Preparation of 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.

FRE 491/EDU 450 – TEACHING OF FOREIGN LANGUAGES (4)
Preparation of students for successful teaching of a foreign language at the secondary and elementary levels by providing a general knowledge of the history of foreign language teaching in the United States; an understanding of and practice in the application of the latest techniques and procedures for teaching languages; and an awareness of the significance of the status of language learning and research in the contemporary school curriculum.

Japanese Courses

JPN 101, 102 – ELEMENTARY JAPANESE I & II (4, 4)
Introduction to the study of the Japanese language, limited to students with little or no previous exposure to the elementary level of Japanese. The first-year courses help students acquire a basic structural and communicative competence in the language through listening, speaking, reading and writing practice with an emphasis on pronunciation and intonation, basic sentence patterns, common idiomatic expressions, the hiragana, katakana and basic kanji writing systems. The required activities in the language laboratory/writing center form part of the coursework. These courses do not fulfill the general core requirement.

JPN 201, 202 – INTERMEDIATE JAPANESE I & II (4, 4)
Development and reinforcement of proficiency in oral communication, reading, and writing skills in Kanas and Kanji initiated in the previous 100-level Japanese courses. It introduces students to the more complex sentences requiring the use of verb conjugation and modifiers to enrich expressions in the subject and predicate structures needed to communicate on familiar topics presented in the text. The required activities in the language laboratory/writing center form an essential part of this course. **Prerequisite:** JPN 101 and 102 or placement.

JPN 303, 304 – ADVANCED JAPANESE I & II (4, 4)
Development of more advanced reading comprehension and writing skills using Kanas and sufficient Kanji, translation skills, and situational conversations. It introduces students to different styles of speaking and writing, and idiosyncrasies of Japanese culture and society based on Japanese texts. It helps students strengthen the essential oral-aural capability and enhance their Japanese language skills and knowledge to a higher level. The required activities in the language laboratory/writing center form part of the coursework. **Prerequisite:** JPN 202 or placement.

JPN 400 – INDEPENDENT STUDY (1-4)
Special reading assignments, investigative paper or research project in a specific area of Japanese language, literature, or culture directed by a specialist in that area. **Prerequisite:** Consent of the department.

JPN 401, 402 – ADVANCED JAPANESE IN CULTURAL CONTEXTS (4, 4)
Advanced study of the Japanese language in its cultural contexts. It brings students to a more advanced level of Japanese language knowledge and skills in reading comprehension, conversation, and composition. The selected reading material covers a wide range of topics on idiosyncrasies and traits of Japanese culture, including its society and people, lifestyle, traditions, economic issues, as well as Japan-America economic and diplomatic relations and issues. The course helps students study the Japanese language by looking at how it is used in real-life situations. **Prerequisite:** JPN 304 or equivalent.

JPN 478 – SPECIAL TOPICS IN JAPANESE (4)
The course focuses on Japanese social, cultural, political, and economic issues as reflected in Japanese civilization, culture, literature, language, and pragmatics. Intended mainly for advanced students. The course will be given in the form of assigned readings and class discussion. Taught in Japanese. **Prerequisite:** JPN 304 or equivalent.

Latin Courses

LATIN 101, 102 – ELEMENTARY LATIN I & II (4, 4)
These courses provide students with an opportunity to begin or review basic Latin. Through class exercises, drills, reading and translation exercises, the students learn Latin forms, vocabulary and syntax. Assigned readings furnish discussion topics on Roman social culture, history and mythology. These courses carry elective credit and do not fulfill the general core requirement.

LATIN 201 – INTERMEDIATE LATIN I (4)
Introduction to Latin prose. Students apply and refine their knowledge of Latin grammar in reading continuous passages of Roman prose authors. Students read from oratorical, historical or biographical texts. **Prerequisite:** LATIN 102 or placement.

LATIN 202 – INTERMEDIATE LATIN II (4)
Introduction to Latin poetry. Students read an extended text of Latin verse from Ovid or Vergil. These texts introduce students to rules of metrics and ways in which poetry can play with rules of syntax. Students prepare translations and practice reading in verse. **Prerequisite:** LATIN 201 or placement.

Spanish Courses

SPA 101, 102 – ELEMENTARY SPANISH I & II (4, 4)
Introduction to the study of the language, based on the fundamental skills approach (listening, speaking, reading, and writing) with an emphasis on oral proficiency. 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.

SPA 201, 202 – INTERMEDIATE SPANISH I & II (4, 4)
Development of 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. Enrollment limited to those who successfully complete the first-year sequence or are placed in the course by examination.

SPA 222 – INTENSIVE INTERMEDIATE SPANISH (4
Accelerated transition course for honors students, Spanish majors, minors and other interested students. Replaces SPA 202. Introduces students to more advanced literary texts and analysis. Also provides an intensive reinforcement of grammar and conversational skills. **Prerequisite:** SPA 201 or equivalent.

SPA 301 – SPANISH GRAMMAR REVIEW (2)
This course offers a review of Spanish grammar for the student in need of a transition course beyond the 200-level before entering more advanced Spanish classes. It also serves as a "bridge" class for the student who has been away from the language for a while or who still needs help with the essential grammar of Spanish. Offered pass-fail only, for two credit hours. **Prerequisite:** SPA 202 or equivalent.

SPA 303 – SPANISH CONVERSATION (4)
Intensive training in oral comprehension and the idiomatic use of the spoken language through class discussion and presentations on current topics. Taught in Spanish. Required of majors and minors. Offered each semester. **Prerequisite:** SPA 202, 222, or permission from instructor.

SPA 305 – CURRENT TOPICS IN SPANISH: NEWS (2)
A technology-intensive course that offers an overview of important current events in the Spanish-speaking world. The Internet and satellite TV will be used to present news from different Hispanic sources. In addition to learning how to find, analyze, summarize, document and present information from a variety of Hispanic media sources, students will also make a comparative study of editorial points of view and policy in different countries. Pass/fail only. **Prerequisite:** SPA 202 or equivalent.

SPA 306 – ADVANCED SPANISH GRAMMAR (4)
SPA 306 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 combines theory and intensive practice. Taught in Spanish. Required of majors and minors. Offered once a year. **Prerequisite:** SPA 202 or 222, and permission from instructor.

SPA 307 – SPANISH COMPOSITION (4)
Extensive practice in writing both free and guided compositions in Spanish. Selected readings serve as a basis for further development of composition techniques. Taught in Spanish. **Prerequisite:** SPA 202 or 222, and permission from instructor.

SPA 308 – INTRODUCTION TO LITERARY TEXTS IN SPANISH (4)
This course teaches students to analyze and discuss selected literary texts belonging to the major genres of Spanish-Peninsular and Span-

ish-American literatures using appropriate literary terms and language, and thereafter to generate research topics, use research tools and write research papers using a word processor and an appropriate style of presentation. **Prerequisite:** SPA 202 or 222, and permission from instructor.

SPA 309, 310 – GENERAL SURVEY OF SPANISH-AMERICAN LITERATURE (4, 4)
A survey of main trends of Spanish-American literature from the Conquest to the contemporary period through readings, lectures, class discussion, oral and written reports. The first semester concentrates on the major literary movements and tendencies from the pre-Columbian literature in Spanish America until the realist and naturalist movements of the late 19th century. The second semester continues with the modernist movement through the present. Taught in Spanish. Required of majors. Offered every year. **Prerequisite:** SPA 306, 307 or 308, and permission from instructor.

SPA 311, 312 – GENERAL SURVEY OF SPANISH LITERATURE (4, 4)
Main trends of Spanish literature from the Middle Ages to the contemporary period presented through lectures, commentaries, class discussions, oral and written reports. Taught in Spanish. Required of majors. Offered every year. **Prerequisite:** SPA 306, 307 or 308, and permission from instructor.

SPA 321 – SPANISH CIVILIZATION (4)
Study of the Spanish people through consideration of their geographical, historical, economic and cultural backgrounds. Taught in Spanish. Required of majors in Peninsular Spanish track. Offered alternate years. **Prerequisite:** SPA 306, 307 or 308, and permission from instructor.

SPA 331 – LATIN-AMERICAN CIVILIZATION (4)
The geography, history, institutions and cultural development of the countries of Latin America. Taught in Spanish. Required of majors on Latin-American track. Offered alternate years. **Prerequisite:** SPA 306, 307 or 308, and permission from instructor.

SPA 350 – LATIN-AMERICAN FILM HONORS (4)
A survey of films from Latin America and from Spanish-speaking countries. Through the viewing and discussion of movies ranging from a traditional period to "New Cinema" to contemporary trends, it seeks to foster and develop the "reading" of films in an informed manner, and develops an understanding of and appreciation for the cultural diversity of Latin America, as well as the role that films play in the portrayal of that society. Offered every other year. Class taught in English.

SPA 360 – UNIVERSE OF THE WOMAN OF COLOR IN AFRO-HISPANIC LITERATURE HONORS (4)
This course, with an interdisciplinary approach which combines literary, historical, sociological and textual analysis, addresses the representation of Afro-Hispanic and Afro-Indigenous women in the literature of those Spanish speaking countries where people of African descent are present. In an effort to present multiple feminine images which suggest the plurivalent nature of the universe of the woman of color in these countries, literature by several different male and female authors of distinct nationalities will be introduced. These include Nicolás Guillén, Nancy Morejón, Luz Argentina Chiriboga, Francisco Arriví and Quince Duncan. Class taught in English.

SPA 371-372 – SPECIAL PROJECTS – STUDY ABROAD (0-8)
Special summer study conducted abroad in Spanish-speaking countries with direction and consultation from appropriate faculty. The department establishes the number of hours to be awarded. Maximum of eight hours credit.

SPA 400 – INDEPENDENT STUDY (1-4)
Special 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 do independent study and meet weekly with her project advisor. **Prerequisite:** Consent of the department.

SPA 425 – SPANISH LITERATURE OF THE GOLDEN AGE (4)
A specialized course in Peninsular Spanish literature, concentrating on the main genres and trends of the Golden Age. The course offers an in-depth examination of the poetry, theatre and prose of the 16th and 17th centuries in Spain. Taught in Spanish. Offered any semester as schedule permits. **Prerequisite:** SPA 311-312, and permission from instructor.

SPA 427 – 19TH-CENTURY SPANISH LITERATURE (4)
Reading and analysis of works representing major writers and literary movements from Romanticism through Naturalism in drama, poetry, essay and the novel. Includes Larra, Espronceda, El Duque de Rivas, Zorrilla, Becquer, Valera, Galdos and Pardo Bazán. Taught in Spanish. Offered alternate years in the spring semester. **Prerequisite:** SPA 311-312, and permission from instructor.

SPA 433 – MODERN SPANISH-AMERICAN LITERATURE (4)
Reading and analysis of works representing major writers and movements from Romanticism through Modernism to the first influence of Surrealism in poetry, essay, drama and fiction. Includes works by Jorge Isaacs, Alberto Blest Gana, Jose Martí, Rubén Dario, Rómulo Gallegos, Juan Rulfo, Alejo Carpentier, and Pablo Neruda or Vincente Huidobro. Offered alternate years in the spring semester. Taught in Spanish. **Prerequisite:** SPA 309-310, and permission from instructor.

SPA 434 – THE CONTEMPORARY LATIN AMERICAN NARRATIVE (4)
The contemporary novel and short story in Latin America from early Surrealist writers such as Jorge Luis Borges, to authors of the "boom" (Julio Cortazar, Gabriel Garcia Márquez, Mario Vargas Llosa), to more recent writers such as Manuel Puig, Angeles Mastretta and Isabel Allende. Offered alternate years in the spring semester. **Prerequisite:** SPA 309-310, and permission from instructor.

SPA 443 – AFRO-HISPANIC LITERATURE (4)
Reading and analysis of works produced by Hispanic writers who focus on the Black presence in Latin America. Includes Juan Francisco Manzano, Nicolás Guillén, Nancy Morejón, Adalberto Ortíz, Carlos Guillermo Wilson, Alejo Carpentier, Nicomedes Santa Cruz, Ramón Diaz Sánchez, Blas Jiménez and Francisco Arriví. Taught in Spanish. Offered any semester as schedule permits. **Prerequisite:** SPA 309-310, and permission from instructor.

SPA 478-479 – SPECIAL TOPICS IN SPANISH (4-4)
Special topics in Spanish or Spanish-American literature offered. The course theme will be announced in advance.

SPA 485 – SENIOR COMPREHENSIVE (PASS/FAIL ONLY) (1)
Comprehensive exam preparation for graduating seniors with a major in Spanish. The class is taught during the fall semester by a team of professors who discuss and review works corresponding to their area of specialization. A reading list of the relevant works is distributed to students in spring semester of their junior year.

SPA 491/EDU 450 – TEACHING OF FOREIGN LANGUAGES (4)
Preparation of students for successful teaching of a foreign language at the secondary and elementary levels by providing a general knowledge of the history of foreign language teaching in the United States; an understanding of and practice in the application of the latest techniques and procedures for teaching languages; and an awareness of the significance of the status of language learning and research in the contemporary school curriculum.

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- **Rashunda Brown**, Medical Assistant Back Office
- **Shumika Fordham**, Medical Assistant Front Office

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- Spelman College, 1994

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- Spelman College, 1959

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- Spelman College, 2005

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- Spelman College, 2005

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