



EMORY COLLEGE



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University Mission Statement

Emory University's mission is to create, preserve, teach, and apply knowledge in the service of humanity.

To fulfill this mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction.

The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the University.

In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory with

- a commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff;
- open disciplinary boundaries that encourage integrative teaching, research, and scholarship;
- a commitment to use knowledge to improve human well-being; and
- a global perspective on the human condition.

The University, founded by the Methodist Episcopal Church, cherishes its historical affiliation with the United Methodist Church. While Emory's programs are today entirely nonsectarian (except for those at Candler School of Theology), the University has derived from this heritage the conviction that education can be a strong moral force in both society and the lives of its individual members. *Approved by the Board of Trustees May 9, 2002.*

College Mission Statement

The scholarly mission of Emory College involves research and creativity, teaching, and service.

As an institution dedicated to intellectual discovery and creativity, Emory College is charged both with generating new knowledge and with inventing new ways of understanding what is already known. Faculty, administrators, and students cooperate to expand the boundaries of the known through research and experimentation, creation and performance, publishing the results of their efforts for the general advancement of learning and the betterment of the human prospect.

As a teaching institution, Emory College imparts to its students the kinds of knowledge that traditionally compose a broad liberal education: practical skills in critical thinking and persuasive writing, in mathematics and computation, in a for-

eign language; a basic familiarity with modes of inquiry proper to natural science and mathematics, to the social sciences, and to the arts and humanities; and a mature command of at least one discipline or field of concentration. Through instruction that aims to be the symbiotic complement of research, Emory College prepares its graduates to live an active life of the mind, aware of their responsibilities to assume a part in the intellectual leadership of the nation.

As an institution responsive to the various communities of which it is a member, Emory College acknowledges a commitment to service in its local community, in the national and international academic community, and in the nation as whole.

Each aspect of this threefold mission must be carried forward in an atmosphere of intellectual and moral integrity, one of habitual regard for the ethical dimensions of research and creativity, teaching, and service.

College Statement on Diversity

Emory College is committed to valuing difference and ensuring that the students, faculty, staff, and administrators are diverse in ethnicity, gender, religion, philosophy, sexual orientation, and physical ability. At the same time, we are unified in the goal of achieving academic excellence, preparing for life and work in a global society. We strive to offer multicultural and gender-balanced education in the curriculum, instruction, and services that address learning and physical disabilities and support for staff and faculty development.

University Environmental Mission Statement Precis

We, the Emory University community, affirm our commitment to protect and enhance the environment through our teaching, research, service, and administrative operations. We seek to foster a community that sustains ecological systems and educates for environmental awareness, local action, and global thinking. We seek to make environmentally sound practices a core value of the University.

Emory College combines the personal concern of a small, liberal arts college with the rich diversity of a major, urban university. The oldest and largest division of Emory University, Emory College has provided instruction in the arts and sciences to talented, highly motivated students for more than 165 years. Today its faculty of some four hundred offers more than twelve hundred courses to nearly five thousand students drawn from every section of the United States and many foreign countries. The college offers students off-campus opportunities to participate in a wide range of internship programs or to study abroad, including the Bobby Jones Scholars Program with St. Andrews University in Scotland.

Emory College's resources are enriched by those of Emory University, a research university comprising Oxford College, a two-year college located in Oxford, Georgia; the Graduate School of Arts and Sciences; and the schools of business, law, medicine (including the allied health programs), nursing, public health, and theology. Most members of the college faculty also teach in graduate or professional programs. Emory University is a community of scholars where undergraduates, graduate and professional students, faculty, and staff benefit from the presence of each other as well as from the presence on or near campus of the United States Centers for Disease Control and Prevention, The Carter Center of Emory University and the Jimmy Carter Library and Museum, Yerkes National Primate Research Center, and the national headquarters of both the American Cancer Society and the American Academy of Religion.

Emory is expanding its international programs and opportunities to rise to the challenge of globalization. This effort underscores the University's conviction that a liberal arts education in the twenty-first century must embrace global perspectives and enhance cross-cultural understanding. Emory is committed to training its students to pursue their professions and live their lives in a world that is fast becoming a global neighborhood. Emory College requires courses on foreign language and international and comparative issues; the other schools have strong international and global components in their curricula. A growing number of international scholars are teaching and conducting research at Emory; professors from Emory are pursuing scholarly research and service abroad, and their students gain from their experiences, insights, and broadened perspectives. The enrollment of international students is rising. Emory faculty and students are participating in The Carter Center action programs in developing countries. Mutually beneficial linkage agreements with foreign universities present challenging opportunities. Substantial new funding is stimulating exciting initiatives in global education.

Emory College offers a variety of study abroad opportunities through exchange agreements, Emory study abroad programs, and programs run by other institutions. Students can study in most parts of the world, including Argentina, Australia, Austria, Bolivia, Botswana, Brazil, Chile, China, Costa Rica, Czech Republic, Egypt, France, Germany, Greece, India, Israel, Italy, Japan, Kenya, Korea, Namibia, Portugal, Russia, South Africa, South Pacific, Spain, Turkey and the United Kingdom, while earning direct Emory credit in most academic disciplines. The Center for International Programs Abroad advises students about studying abroad and works with college faculty to develop and administer academic year, semester, and summer study abroad programs designed specifically for Emory undergraduates.



Among the centers for specialized research and study at Emory are the Graduate Institute of the Liberal Arts; The Carter Center of Emory University; the Emory Center for International Studies; the Center for Ethics in Public Policy and the Professions; the Center for Research in Faith and Moral Development; and the Michael C. Carlos Museum. Independent affiliates include the National Faculty of Humanities, Arts, and Sciences and the Georgia Humanities Council.

To qualify for baccalaureate degrees, students of Emory College must fulfill distribution requirements that ensure both basic competency in essential skills and a general knowledge of each of the major areas of human inquiry, and they must fulfill major requirements that ensure a command of the area of inquiry of most interest to them. Since these requirements permit flexibility and also reserve a substantial portion of each course of study for free electives, students work with faculty and student advisers to fashion programs that fit their individual interests. In this way Emory not only prepares students to face demanding tasks and complex problems but also introduces them to the full range of human achievement and aspiration in the hope of deepening their most searching questions and intensifying their resolve to attain their life goals.

To encourage full participation in its programs, Emory College encourages students to partake of an active residential life on campus. The college's commitment to campus residence reflects its conviction that largeness of mind and spirit may be learned in dormitories and concert halls, on stages and playing fields, as well as in classrooms, laboratories, and libraries. Students are, therefore, encouraged to participate in cocurricular activities that range from lectures, colloquia, and symposia, to concerts, exhibits, and plays, to intercollegiate and intramural sports, to scores of social clubs, civic organizations, and religious groups.

Although the college faculty is deeply committed both to discovering knowledge through scholarship and research and to communicating it through teaching, it also values informal interaction with students through advising programs and cocurricular activities. Students who become members of the Emory community should expect, therefore, to meet challenges in a variety of contexts and to learn from other students as well as from the faculty and staff. Members of the college also join members of other divisions of the University in bringing distinguished guests for comprehensive symposia or consultations on themes of common interest. The Carter Center of Emory University regularly sponsors major consultations. Topics have focused on the Near East, national health policy, arms control and international security, reinforcing democracy in the Americas, global health, the Middle East, and women in the Constitution.

Surrounded by a hilly residential section of Atlanta called Druid Hills, the Emory campus combines natural beauty with historic interest. Peachtree Creek, a branch of Peachtree Creek, winds through the campus. Flowering shrubs—azaleas, dogwoods, and redbuds—abound; and towering trees—magnolias, maples, oaks, and pines—provide shade. Several buildings on the main quadrangle are listed in the National Register of Historic Places, and several markers on the campus commemorate historic events.

A few miles south and west of the campus, the center of Atlanta bustles with activities stimulated by government, business, and transportation as well as research, education, and culture. A contemporary city of energy and charm, Atlanta has increasingly gained national and international prominence. This was highlighted by its selection as the host of the 1996 Olympic Games. It is the home of some twenty colleges and universities, including Agnes Scott College, the Atlanta College of Art, Clark Atlanta University, the Georgia Institute of Technology, Georgia State University, Morris Brown College, Morehouse College, Oglethorpe University, and Spelman College. Several professional sports teams are based in the city. Opera and theater have been strong since the opening of DeGue's Opera House in 1893. Today Atlanta's Woodruff Arts Center includes the High Museum of Art and the Alliance Theatre as well as the Atlanta Symphony and Chorus.

Located more than one thousand feet above sea level, Atlanta offers four distinct seasons. A few hours north of the city, students hike on the Appalachian Trail, canoe and raft on the Chattooga, Chestatee, and Hiawassee rivers, or ski on Sugar Mountain. East and south, they swim and sun on the coasts of South Carolina, Georgia, and Florida.

Through organizations such as Volunteer Emory, the college encourages students to explore the city of Atlanta and the region surrounding it and to contribute to the lives of other people—its hope being that the education and the lives of all of its students will be enriched both by their human and civic concerns and by their work and play.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033 (telephone number: 404.679.4501), to award associate, baccalaureate, masters, and doctoral degrees.



Gary S. Hauk 91PhD

Vice President and Deputy to the President

Cor Prudentis Possidebit Scientiam: “The wise heart seeks knowledge.”

—Emory University motto, Proverbs 18:15

In 1836, when the Cherokee nation still clung to its ancestral lands in Georgia, and Atlanta itself had yet to be born, a small band of Methodists dedicated themselves to founding a new town and college. They called the town Oxford, linking their little frontier enterprise with the university attended by the founders of Methodism, John and Charles Wesley. The college they named Emory, after an American Methodist bishop who had inspired them by his broad vision for education that would enhance the character as well as the mind of men and women.

From its beginning, Emory has sought to preserve and carry forward the ideals of the nineteenth-century public spirit out of which Emory and other colleges had their beginnings. These ideals owed much to the peculiarly American blend of hope for a perfect future, democratic conviction about the importance of individuals, and progressive reform of educational curricula. That philosophy has shaped a university that aims to nurture moral imagination as well as critical intellect and aesthetic judgment.

On December 10, 1836, the Georgia legislature granted a charter to Emory College, named for the young Methodist bishop John Emory, from Maryland, who had died in a carriage accident the previous year. Not until two years after the chartering would the College open its doors, and on September 17, 1838, the College's first president, Ignatius Alphonso Few, and three other faculty members welcomed fifteen freshmen and sophomores. They hailed from as far away as Charleston, South Carolina, and they included a future Emory president, Osborn L. Smith, and a future member of the faculty, George W. Stone.

In retrospect, the mission of the nineteenth-century college appears to have been to rein in the spirit as much as to expand the mind. Certainly that was true at Emory. Students had to be in their rooms during study hours and could not go beyond the town limits more than a mile without the president's consent. Signing their names into the Matriculation Book, the earliest students bound themselves to obey the “Laws and Statutes of the College.”

Despite the watchful attention of their “guards,” students often found ways to work up enough mischief for the faculty to put them on probation, even to expel them. Covington, an apparent seedbed of temptation, provided the allure of taverns and traveling shows.

Other social outlets proved more harmonious with the academic tenor of the campus. Two principal venues for student gatherings were Phi Gamma Hall and Few Hall, named for the two literary societies that brought students together for sharing meals, preparing their lessons, and talking about matters of the intellect. A keen competitiveness developed between the two societies, leading to a tradition of debate that permeated the campus, and laying the groundwork for Emory's national preeminence in debate—a tradition carried forward since 1955 in the Barkley Forum.

Athletics, too, has had an important place at Emory for well over a hundred years—although Emory has never played intercollegiate football and still proudly proclaims, under the emblem of a football on T-shirts, “Undefeated Since 1836.”

For many years, going back to the presidency of Warren Candler in the 1890s, Emory prohibited intercollegiate sports. His principal objection was the cost of intercollegiate athletics programs, the temptation to gambling, and the distraction from scholarship. Candler was not unalterably opposed to athletics, however. During his presidency he oversaw the creation of the nation’s first model intramural program. In spirit the program made it possible for every student to participate in athletics, and this possibility became at Emory a guiding principle—“Athletics for All.”

In time, the Board of Trustees modified its position on intercollegiate sports by reaffirming the ban on major sports—football, basketball, and baseball—but allowing the possibility of competition in others. Soon Emory was competing in soccer, swimming, tennis, track and field, and wrestling, and in 1985 Emory helped to found the University Athletic Association, a league of Division III members that stresses academics first. Emory’s intercollegiate programs regularly rank among the top ten NCAA Division III programs in the country and graduate more academic all-Americans than any other university in Division I, II, or III.

For the first half-century of its life Emory struggled for existence, clinging to a tenuous financial lifeline. When war broke out between North and South in 1861, every student left to fight, and the College’s trustees closed the College for the duration. When Emory reopened in January 1866, three faculty members (including President James Thomas) returned to a campus whose buildings had been used for military hospitals and whose libraries and equipment had been destroyed.

By the turn of the twentieth century, Emory’s curriculum had evolved from a traditional liberal arts program dependent on rote memorization and drill, to become broad enough for students to earn degrees in science, to study law or theology, and even to pursue learning and expertise in technology and tool craft. President Isaac Stiles Hopkins, a polymath professor of everything from English to Latin and Math, had launched a department of technology that struck the fancy of state legislators, and soon enough they were luring him away from Emory to become the first president of what is now the Georgia Institute of Technology.

Still, the sleepy little town of Oxford offered little advantage to a college whose trustees might have their visions set on higher aspirations. By happenstance, the road from Oxford to Atlanta was paved by Vanderbilt University. In 1914, following a protracted struggle between the Vanderbilt University Board of Trust and the bishops of the Methodist Episcopal Church, South, over control of the university, the church severed its long relationship with Vanderbilt and made plans to create a new university in the Southeast.

Asa Candler, the founder of The Coca-Cola Company and brother to former Emory President Warren Candler, helped the church decide that the new university should be built in Atlanta. Writing to the Educational Commission of the church on June 17, 1914, Candler offered \$1 million and a subsequent gift of seventy-two acres of land. Emory College trustees agreed to move the college to Atlanta as the liberal arts core of the university.

Those seventy-two acres, about six miles northeast of downtown Atlanta, lay in pasture and woods amid Druid Hills, a parklike residential area laid out by landscape architect Frederick Law Olmstead, the designer of New York City's Central Park. Within a year marble buildings were under construction out in the Druid Hills, and within four years—by September 1919—Emory College had joined the schools of theology, law, medicine, business, and graduate studies at the University's muddy new campus.

The course of Emory's history changed dramatically and forever when, in November 1979, Robert Woodruff, an Emory alumnus and former Coca-Cola chairman, and his brother, George, transferred to Emory \$105 million in Coca-Cola stock (worth nearly one billion dollars in 2005). At the time the largest single gift to any institution of higher education in American history, the Woodruff gift made a profound impact on Emory's direction over the next two decades, boosting the University into the top ranks of American research universities.

In the quarter-century since, Emory has built on its considerable strengths in the arts and humanities, the health sciences, and the professions, through strategic use of resources. The small community of scholarship founded in Oxford has grown, but Emory's growth in research has in no way diminished the insistence on great teaching by the faculty. The 1997 report of the University Commission on Teaching reaffirmed Emory's historical emphasis on the high quality of teaching at all faculty levels and in all schools and recommended various means of support to ensure the perpetuation of this great tradition.

Since September 2003 the University has undertaken to refine its vision for its future and to develop a strategic plan for how to get there. The Vision Statement calls for Emory to be "a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action."

This vision harmonizes with Emory's heritage, which has blended the pursuit of truth with a commitment of service to the wider community.

As summed up by Emeritus Professor James Harvey Young in an earlier history of Emory, the University has sought, throughout its life, "to make the chief ends of teaching and learning not simply the advancement of scholarly knowledge and professional expertise but also the cultivation of humane wisdom and moral integrity." True to this commitment, Emory continues to shape an education for the twenty-first century that will enable the wise heart to seek knowledge for service to the world.

General Requirements for Admission

Emory College seeks students with strong academic qualifications, outstanding personal qualities, and demonstrated capacities for leadership and creativity. Students are admitted at the discretion of the dean of Emory College and the admission committee. Continued enrollment is subject to decision by the dean and other designated officers that a student's academic performance is satisfactory, that his/her conduct is in compliance with the rules of Emory College and Emory University, and that his/her presence contributes to the educational purposes of the University. By enrolling, a student agrees to comply with the rules and regulations of the college and Emory University as published in official statements and as amended or revised during enrollment.

Emory's academic year is divided into two semesters of approximately fourteen weeks each plus a summer term. Transfer students may be admitted at the beginning of either the fall or the spring semester, or in the summer term. First-year students are admitted to the fall semester only.

APPLICATION FORMS

Applications are available from the Office of Admission, 200 Boisfeuillet Jones Center, Emory University, Atlanta, Georgia 30322 or by calling 404/800.727.6036. You may also request applications forms and admission information through the Office of Admission website at www.emory.edu/ADMISSIONS, or through email at admiss@learnlink.emory.edu.

Emory College also participates in the Common Application Program. The Common Application is available from high school guidance counselors or through the Common Application website. Students using the Common Application must also submit the Emory Common Application Supplement.

Important Admission Dates

Type of Applicant	Semester	Deadline	Decision Mailed	Deposit Due
Early Decision I	Fall	November 1	December 15	January 15
Early Decision II	Fall	January 1	February 1	February 15
Regular Decision	Fall	January 15	April 1	May 1
Early Admission	Fall	January 15	April 1	May 1
Transfer	Fall	June 1	Review of completed applications begins April 1	Within two weeks of acceptance
Transfer	Spring	November 1	Review of completed applications begins November 1.	Within two weeks of acceptance
Transfer	Summer	April 1	Review of completed applications begins April 1	Within two weeks of acceptance

Transfer application decisions are rendered on a rolling basis, and typically take two to three weeks after an application is complete. Please note that the admission

committee reserves the right to request final semester grades, which can delay the decision process and subsequent notification.

Application Fee

A \$50 nonrefundable processing fee must accompany each application for admission. This fee may be waived if the guidance counselor/college adviser advises the University in writing that the fee would constitute an undue hardship on the applicant.

Admission Response and Deposit

A nonrefundable deposit of \$450 is due on the dates specified above, which includes an orientation fee, a housing reservation fee, and a credit towards the first semester tuition. The deposit is not a reservation for living accommodations. Housing information is sent to all accepted first-year students in late spring (for fall semester); when housing on campus is assigned, \$200 of the \$450 deposit serves as a housing reservation fee and remains on file as long as the student is assigned.

Physical Examination

A recent physical examination report recorded on University forms is required upon acceptance to the University. Students may not register until a report is on file with the University Health Service. Additionally, all students must maintain proof of medical insurance or purchase insurance through Student Health Services.

First-Year Applicants

Requirements

Each year Emory College enrolls a first-year class of about 1255 students. For admission, an applicant must be a secondary school graduate (unless applying under the Early Admission Program) with at least sixteen acceptable units of academic work; must be recommended by the high school as possessing good character and strong academic potential; and must present competitive scores on the examinations of the College Entrance Examination Board (CEEB/SAT) or American College Testing Program (ACT with writing). Emory strongly recommends a rigorous secondary school course of study that includes the following:

1. Four years of English, with much practice in writing.
2. Three or four years of mathematics, including at least two of algebra and one of geometry for all students, and an additional year for all students intending to concentrate in science or mathematics.
3. A minimum of two years of a foreign language, and preferably three or four.
4. Two or more years of history or social studies, including the history of a country or region other than the United States.
5. Two years of laboratory science, except students intending to concentrate in science or mathematics, for whom three or more years are recommended.
6. An introduction to music and art.

Although the college regards the program above as highly desirable, it understands that some secondary schools provide limited opportunities, and it is more concerned with a student's overall achievement, strength of curriculum, and promise than with the specific accumulation of credits.

Emory does not accept the G.E.D. for high school graduation credit.

Regular Decision Plan

Regular decision candidates should apply in the fall of their senior year, but no later than January 15. Standardized testing should be completed by January 1. Regular decision applicants may be admitted, waitlisted, or denied. For decision mailing date and deposit deadline, see the table of dates above.

Early Decision Plans

Students who have selected Emory as their first choice and who wish to receive an admission decision early in the year may choose one of two early decision options. A student may apply to only one college or university early decision. A candidate who is accepted by Emory is expected to enroll, provided the student is offered adequate financial aid for which he or she qualifies as determined by the Office of Financial Aid. Students must adhere to financial aid filing deadlines in order to be reviewed for financial aid eligibility. Students applying for a merit scholarship should carefully evaluate the early decision options. Final Emory Scholars selections are made after early-decision deposit deadlines.

To be considered in the first round of early decision, candidates must apply and all standardized testing must be completed by November 1. To be considered in the second round, candidates must complete all standardized testing by December 1 and must apply by January 1. Candidates in round one may be admitted, deferred to regular decision, or denied. Candidates in round two may be admitted, wait listed, or denied. For first- and second-round decision mailing dates and deposit deadlines, see the table of important admission dates.

Both early-decision rounds are binding. Early-decision students who decide to enroll at Emory must withdraw all other college applications at the time of deposit.

Campus Visits

Group FOCUS sessions, which include a presentation and question/answer time with a professional staff member, are typically available Monday through Friday. FOCUS sessions are also available on select Saturdays during the academic year. Please call or go online (www.emory.edu/ADMISSIONS) to schedule your visit at least two weeks in advance to ensure session availability. We encourage you to schedule your session prior to making travel arrangements. Campus tours are available Monday through Friday and selected Saturdays. The office can also provide you with information about hotels in the Emory area. The summer schedule varies greatly; please call the Office of Admission or go online for details.

Joint Enrollment with Emory College

The Joint Enrollment program allows students currently enrolled as seniors in high school the opportunity to earn college credit for courses taken in Emory College. This program is intended as a supplement to the student's existing high school academic program. The normal number of courses taken is one per semester. The Joint Enrollment program is a non-degree program. To be considered for admission for joint enrollment, students must meet the requirements of a normal freshman application for admission, including submission and formal evaluation of test scores such as the SAT or ACT, transcripts, and letters of recommendations. Interested students should consult their high school counselors or write for more specific information to the Office of Admission, 200 Boisfeuillet Jones Center, Emory University, Atlanta,

Georgia 30322 (Deadline June 1). To enter as a degree-seeking student, a formal application for admission to Emory College is required. If a student is admitted, previous joint-enrollment credit is treated in accordance with the policies for all first-year students with advanced standing (see below).

First-year Students with Advanced Standing

Currently enrolled high school students may receive college credit for courses taken jointly in an approved program of study at any fully accredited college or university. The college credit must not have counted towards meeting high school graduation requirements; the course must be a regular college course taught by a university, college, or junior college in which regular college students were also enrolled (not a course taught in the high school strictly for high school students).

Students must earn a grade of C or better to receive advanced standing credit or exemption. An official transcript reflecting credit and grades must be received from the accredited college or university. (See also “Residence Requirements.”)

Entering students who have college credit they would like to have evaluated for transfer credit must complete and return the Request for Approval of Transfer Credit/Exemption form. This form is sent to all incoming first-year students in Emory College.

Home-schooled Students

In addition to submitting the results of the SAT I or ACT (with writing) examinations, home-schooled students are required to submit three SAT II subject tests. The required tests are math, and two of the student’s choice. A letter of recommendation from someone other than a family member is also required. A personal interview is strongly recommended.

Early Admission Program

This program is open to academically exceptional students who wish to enter college after completing the eleventh grade. Applicants should submit the recommendation of the high school counselor and the high school transcript, and they should take the SAT or ACT in time for scores to be available no later than January 1 for consideration for the fall semester. Personal interviews are encouraged for this program.

International Applicants

If you are an international applicant, please be advised that you must be able to verify the requisite funding for your educational expenses while at Emory. You may contact the Office of Admission to obtain the appropriate forms. In addition, please instruct your financial institution to forward documentation as to monies available (i.e., certified bank statements or letters of financial verification). The documentation is required by United States Department of Homeland Security regulations concerning student visas (F-1).

International applicants must submit evidence of sufficient ability to read, write, speak, and understand written and spoken English. Every student whose native language is not English is encouraged to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151 (www.toefl.org). Official results of this test should be sent with the application, or as soon as possible thereafter. A score of 600 (paper version), 250 (computer version), or 100 (Internet version) is recommended on the TOEFL. Emory will generally require a score of 100. International students

seeking admission to Emory University must present outstanding school records and must possess sufficient command of written and oral English to profit from university instruction conducted in English.

Emory University has a mandatory health insurance requirement for all University students (domestic and international). Under this requirement, students must either purchase the Emory Student Health Insurance Plan or show evidence of enrollment in a comparable United States domiciled health insurance plan. If the student has not waived out of the Emory plan by the deadline date, he or she will be automatically enrolled in the Emory plan and billed via the bursar.

For information regarding the health insurance plan for students offered by Aetna/The Chickering Group and endorsed by Emory University, help is available by calling 404.727.7560 or by visiting our website at www.emory.edu/UHS (click on "Fees/Insurance"). Our Emory/Aetna student health insurance plan has no preexisting condition limitations or exclusions.

Transfer Applicants

Emory College welcomes applications from junior college graduates and transfer students.

Requirements

Applicants who have attended another college must have withdrawn voluntarily from the college last attended and must be eligible to return to that institution. Emory College does not accept students who already have an undergraduate degree.

Official transcripts must be submitted from the student's high school and from each of the colleges previously attended; transcripts sent by the applicant cannot be accepted without verification. Evaluation of college transcripts will occur only after acceptance.

Applicants must also submit scores on the SAT, given by the College Entrance Examination Board, or on the ACT, administered by the American College Testing Program. Applicants must also submit a recommendation from a faculty member.

Academic Credit

Up to sixty-four semester hours of work taken elsewhere may be credited toward a degree from Emory College, provided the course work is bona fide college-level work in academic subjects available to students in Emory College and provided that a grade of C or better is earned. Even though all courses taken elsewhere are considered in planning the student's program, the student must spend a minimum of four semesters in residence in Emory College (see "Course Load and Residence Requirements"). Transfers students must take a Freshman Seminar if they have not completed a full year of course work at another college or university. Academic credit or Advanced Placement obtained prior to enrollment in Emory College must be transferred to Emory College by the end of the student's first semester at Emory. Academic departments in Emory College reserve the right to determine the amount of transfer work, if any, that can be applied to major or minor requirements, and transfer applicants are therefore advised to consult with the department in which they plan to major or minor prior to enrollment at Emory.

Academic Credit from Professional Schools

Students transferring to Emory College from one of Emory's undergraduate professional schools may receive up to sixteen semester hours of credit, provided the credits have not already been used to complete another degree program.

Application

Completed application forms should be submitted by November 1 for spring term, April 1 for summer term, and June 1 for fall term.

Transient Students

Students from other colleges who wish to study temporarily at Emory are called transient students. Completed applications for transient status in Emory College should be received by the Office of Admission no later than June 1 for fall admission, December 1 for spring admission, and through the first day of registration for each summer session. The Emory application for transient status requires approval from the degree-granting institution for the specific courses to be taken at Emory. Students on transient status who wish to attend Emory for a second semester may do so, provided they reapply and secure permission from the degree-granting institution by the application deadline for that semester. A student may not spend more than two semesters in transient study.

Residence Credit

With the approval of the dean, credits earned on visiting status may be applied toward a degree in Emory College should the student later be admitted as a transfer student. However, the time spent on visiting status may not be applied toward the four-semester residence requirement for a degree in Emory College.

Readmission

After withdrawal or absence for one or more semesters, except summer, any student who was in good academic standing at the end of his or her last prior semester of enrollment is eligible for readmission. Special conditions apply for students who were on academic probation when they left or who withdrew for health reasons (see "Cancellation and Withdrawal"). To initiate readmission a student must submit a readmission form, which may be obtained from Emory College's Office for Undergraduate Education, and, when completed, returned to the same office. Students will be permitted to pre-register for the semester for which they are readmitted, provided the request for readmission is received at least one month before pre-registration begins.

Readmission does not carry with it the awarding of transfer credit for work done at another college or university while a student is away from Emory. To receive credit for such work, the student must reapply to Emory as a transfer student (see above).

For readmission after withdrawal for medical reasons, the Office for Undergraduate Education may consult with officials of the University Health Service or the University Counseling Center.

Advanced Placement and Exemption

Emory College recognizes that entering students differ in preparation and proficiency in various subjects. In recognition and support of superior attainment, the college provides a variety of ways in which students may qualify for advanced courses or accelerate their progress toward both bachelor's and master's degrees.

Advanced Placement Policy

Emory College grants four semester hours of credit for each score of 4 or 5 on examinations of the Advanced Placement Program of the College Entrance Examination Board. In the case of Advanced Placement examinations in which two exams are offered (i.e., English, foreign languages, computer science), credit may be awarded for either exam but not for two.

The Mathematics Department awards eight hours credit for a score of 4 or 5 on the Calculus BC exam. Students receiving credit for the BC exam cannot receive credit for the Calculus AB exam as well. Students who do not receive credit for Calculus BC but score 4 or 5 on the Calculus AB subgrade will receive four hours credit for the subgrade.

No credit is granted in Emory College for scores below 4. Emory awards no academic credit for AP work that has not been placed on the student's official transcript by the end of that student's first semester of study on campus. No credit is granted for the Human Geography or International English Language exams.

Students earning credit in Emory College on the basis of advanced placement examinations should consult with the appropriate college department regarding the course level at which to continue their study of those subjects at Emory.

Students can receive no more than thirty-two credit hours for AP and IB exams. General Education requirements can be waived in areas covered by the exams for which credit cannot be conferred. Students who want to waive AP credit must do so officially by the end of their first semester at Emory College. A student who has received A.P. credit and wants to take the equivalent course at Emory cannot count those additional credits toward graduation.

International Baccalaureate

Emory College recognizes the academic challenge of the International Baccalaureate and will grant credit for scores of 5, 6, or 7 on the higher-level examinations. No credit is awarded for standard-level examinations. When IB credit is awarded, a student may not receive Advanced Placement credit that duplicates the IB work. All IB credit obtained prior to enrollment in Emory College must appear on the student's official Emory transcript by the end of the student's first semester at Emory.

Exemption

First-year students in Emory College may exempt certain courses on the basis of advanced work done in high school or placement tests given by individual departments. Although students are not given credit for courses exempted, they are permitted to enroll in more advanced courses.

Language Placement

Language placement is handled variously by the different language departments. No credit is awarded for courses a student exempts as a result of placement.

College-level Examination Program (CLEP)

No credit is awarded for the College-Level Examination Program.

Emory College awards substantial financial aid each year, some of it based on merit, but most on need. More detailed information on the programs and requirements for financial aid is available on request from the Office of Financial Aid or the Office of Admission, Boisfeuillet Jones Center, Emory University, Atlanta, Georgia 30322.

Emory Scholars Program

Each year Emory offers scholarships to a highly select group of incoming first-year students and invites them to join other outstanding Emory students in the Emory Scholars Program. Recipients of the various awards described here are chosen entirely on the basis of merit. They receive scholarships renewable for four years of undergraduate study, provided they maintain high standards of personal and academic excellence. Through the Emory Scholars Program, they participate in enriched intellectual, cultural, and social programs and academic and cultural opportunities at the University and in the city of Atlanta. The University is pledged to enhance the collegiate lives of these scholars in every possible way. Scholars also have summer opportunities to study abroad and to participate in a special service-learning and leadership program. For more information on the Emory Scholars Program, visit www.college.emory.edu/current/achievement/scholars.

Merit-Based Scholarships

All scholarships for entering freshmen require a student to be nominated by appropriate high school officials in order to be a candidate for selection. Nominations for the Martin Luther King Jr. Scholars are made by the high school principal to the superintendent of the Atlanta Public Schools. Nomination forms are mailed to high schools in the early fall. As many as four candidates may be nominated by each school.

All nominees and applicants for the scholars program must be candidates for admission to Emory College and must complete their application for admission and all materials for scholarship selection by November 1. The selection process for a number of the scholarships includes a weekend visit to the campus in late March or early April. Finalists will be brought to Emory (at no expense to them) for four days to interview with the scholars selection committee and participate in activities designed to help them become better acquainted with programs and opportunities at Emory. All scholarships are awarded solely on the basis of outstanding merit, without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status.

Recipients of merit-based scholarships are not precluded from receiving other financial aid based on additional demonstrated need (see "Financial Aid Based on Need" later in this section). Upon acceptance of applications, announcements for continuing students eligible for merit scholarships will be sent out as deadlines approach.

Secondary schools are invited to nominate their most outstanding students as candidates. During the initial stages of the selection process, nominees will be considered as candidates for all scholarships (with the exception of the Martin Luther King Jr. Scholars, who are selected through the Atlanta Public Schools as noted above).

Individual scholarships are described in detail below. They are renewable for four years of study in Emory College. For those that provide full tuition, the award includes the cost of tuition for the current academic year less any other awards a student receives designated specifically for tuition.

Ely R. Callaway Jr. Scholars

The Ely R. Callaway Jr. Scholarships honor a distinguished alumnus and benefactor of Emory College. Aimed at bringing talented Georgians to Emory, these scholarships are awarded to young men and women from Georgia who have distinguished themselves by academic excellence, individual achievement, and service to their schools and communities during their high school careers. Recipients are awarded a stipend equal to the cost of full tuition, fees, and University room and board.

Martin Luther King Jr. Scholars

The Martin Luther King Jr. Scholarships are awarded each year to outstanding students from the Atlanta Public Schools whose qualities of mind and spirit promise outstanding contributions to society. Scholarships are in the amount of full tuition, fees, University room and board, and any additional need, as demonstrated by the federal FAFSA and College Scholarship Service PROFILE. Interested students should seek nomination to the superintendent of the Atlanta Public Schools from their high school principals.

Robert W. Woodruff Scholars

The Robert W. Woodruff Scholarships bear the name of the renowned businessman and philanthropist who was head of The Coca-Cola Company for many years and was a peerless benefactor of Emory University. The scholarships are awarded to young men and women who have demonstrated qualities of forceful and unselfish character, intellectual and personal vigor, outstanding academic achievement, impressive skills in communication, significant leadership and creativity in school or community, and clear potential for enriching the lives of their contemporaries at Emory University. Recipients of the Robert W. Woodruff Scholarships are awarded a stipend equal to the cost of full tuition, fees, and University room and board.

The following endowed scholarships are awarded each year and, except where noted, these awards are full tuition scholarships.

Henry L. Bowden Scholars

The Bowden Scholarships honor a distinguished graduate of Emory College who served for twenty years as chair of the University's Board of Trustees. Henry L. Bowden Scholarships are made on the basis of academic achievement, character, and leadership to students who show promise of significant contributions to Emory College. Residents of the Southeast will be considered, with Georgia residents given priority.

Charles and Anne Duncan Scholars

Charles William Duncan Jr. of Houston, Texas, established this scholarship for gifted students from west of the Mississippi. At least one Duncan Scholarship is awarded each year, with priority given to residents of Texas and the Southwest.

Edward D. Smith Scholars

The Edward D. Smith Scholarship has been endowed in honor of a distinguished Emory College alumnus who became one of the South's leading bankers. The scholarship, which gives priority to an outstanding graduate of the Westminster Schools in Atlanta, commemorates Smith's devoted trusteeship of both Emory and Westminster. The Edward D. Smith Scholarship recognizes strong moral character, outstanding academic achievement, and effective, unselfish service to others.

Pollard Turman Leadership Scholars

J. Pollard Turman, a native of Atlanta, was a member of Emory's family and a guiding force at the University for over fifty years. Throughout his life, Turman was an influential humanitarian. His understanding and support of higher education combined with his personal commitment have benefited institutions throughout Georgia. The Pollard Turman Leadership Scholarship is awarded to incoming first-year students who show special leadership potential, as demonstrated by their personal commitment to service and excellence in school, civic, and other activities, combined with sound academic achievement. Residents of the Southeast receive special consideration.

D. Abbott Turner Scholars

The D. Abbott Turner Scholarship is awarded each year to a distinguished graduate of a Georgia high school. Preference is first given to graduates of the Brookstone School in Columbus and then to natives of the Chattahoochee Valley. Turner Scholarships are awarded on the basis of character, achievement, and service.

Chris A. Yannopoulos Scholarship

Endowed by Mr. and Mrs. Michael Carlos in memory of her son, the Chris A. Yannopoulos Scholarship is awarded to students who have demonstrated an interest in classical studies or who represent the strengths brought to the United States by immigrants from other lands.

In addition to the endowed scholarships described above, the college honors a distinguished group of individuals by selecting scholarship recipients in their names. Unless otherwise noted, these scholarships are awarded in the amount of full tuition and are renewable for four years of undergraduate study.

The **Flora Glenn Candler Scholarships** bear the name of Emory's greatest patron of the arts. Candler Scholars are recognized for their pursuit of excellence both in academics and the performing arts.

The **Ignatius Alphonso Few Scholarships** honor the founding president of Emory College. As early as 1832, he believed that the Methodists of Georgia should start a college to provide systematic education on the rather rough western frontier of settlement in the state. His efforts were rewarded when Emory was granted its charter in 1836 with Few as the first president.

The **Augustus Baldwin Longstreet Scholarships** carry the name of Emory College's second president and the author of numerous sketches known collectively as *Georgia Scenes*, one of the most celebrated pieces of regional literature.

The **Dumas Malone Scholarships** honor an Emory alumnus who is considered America's most distinguished biographer. From 1962 until his death in 1987, Malone was resident biographer at the University of Virginia. There he completed his *Jefferson* volumes, the fifth of which won the Pulitzer Prize in 1975 and the last of which he completed under the handicap of total blindness.

The **Kemp Malone Scholarships** bear the name of the 1911 Emory graduate who became known as the most distinguished American scholar in his generation focusing on Old English language and literature.

The **Benjamin E. Mays Scholarships**, honoring the distinguished educator and community leader who served for many years as president of Morehouse College in Atlanta, are awarded in conjunction with the selection process for the Martin Luther King Jr. Scholarship.

The **Alexander Means Scholarships** carry the name of a multi-talented scientist, physician, minister, and teacher who served as the fourth president of Emory College. With equal interest and talent, he combined the scientific, philosophic, and poetic temperaments.

The **David M. Potter Scholarships** honor a distinguished Emory alumnus and winner of the Pulitzer Prize for history. His comprehensively researched and exceptionally penetrating writings on the American South and other subjects convinced many of Potter's colleagues that he was the greatest American historian of the mid-twentieth century.

The **Jocelyn Taylor Scholarships** honor a member of the staff of Emory College for her loyal and unstinting service for many years with the Department of History and later as assistant to the dean and coordinator of the Honors Program.

The following scholarships are awarded in the amount of partial tuition.

The **Dean's Achievement Scholarships**, which include the Ammerman family, Jeanne Gold, Pat H. Odom, and Goodrich C. White awards, are awarded each year to rising sophomores and juniors in Emory College who have a GPA of at least 3.60 and have demonstrated unusual capability through involvement in the academic and extracurricular life of the Emory community. The applications are available in March and the deadline is typically mid to late April. These awards are for \$5,000. Recipients also will become full participants in the Emory Scholars Program. Students who are already receiving full-tuition, merit-based awards or courtesy scholarships, or other Emory scholarships that include membership in the Emory Scholars program cannot receive additional financial assistance from this award. For students receiving need-based financial aid, these awards will normally replace loan support in their financial aid package. Decisions about these awards are typically announced in July.

The *John Emory Scholarships*, in the amount of two-thirds tuition, are offered each year to a select group of Emory Scholar finalists.

Other Awards

Robert T. Jones Jr. Scholarship

The Robert T. Jones Jr. Scholarships were established in 1976 to honor the memory of the internationally renowned golfer and Emory alumnus. They provide a full year of study for Emory students at the University of St. Andrews, Scotland. With approval in advance by the student's major department, study under the auspices of these scholarships may count as residence in Emory College.

John Gordon Stipe Society of Scholars

The Stipe Society is designed to foster original, independent scholarship and creative endeavors in the arts among Emory College students and to encourage communication between undergraduate students and faculty members engaged in scholarly research. Twenty currently enrolled students are selected as associate scholars each year on the basis of proven ability in a field of scholarship and recommendations by teachers in that field. Election is for one year only, and students must apply for re-election. Those Stipe Scholars who are not already receiving faculty/staff courtesy scholarships or other scholarships that include full tuition receive an honorarium of one thousand dollars; for those receiving need-based financial aid, this honorarium replaces the college grant portion of their aid up to the amount of one thousand dollars. For further information, contact the Office for Undergraduate Education, 300 White Hall, Emory University, Atlanta, Georgia 30322.

Liberal Arts Scholarships

The Liberal Arts Scholarships are partial tuition scholarships. Students who are named semifinalists in the Emory Scholars competition are awarded partial tuition scholarships in recognition of their academic excellence.

Alben W. Barkley Debate Scholars

(Selected from first-year applicants to Emory.) Up to two outstanding debaters in the incoming first-year class are recognized each year with scholarships renewable for four years of undergraduate study. These awards (and the Barkley Forum debate program) honor the memory of Alben W. Barkley, a late vice president of the United States and graduate of Emory College. Candidates for admission to Emory College with outstanding debating experience should include their debating history on the admission application. Information may be obtained by writing to Melissa Wade, Director of Barkley Forum, Drawer U, Emory University, Atlanta, Georgia 30322, or by visiting www.emory.edu/BF/.

Dean's Music Scholarships

These scholarships are awarded each year to incoming first-year students who show exceptional promise in their applied areas of music. The awards cover half the cost of tuition. Students who wish to be considered for these scholarships must meet all admission requirements of Emory College, must plan to major in music, and must audition for the scholarships before February 1. No additional application is required. Scholarship recipients are notified in April. For more information about the awards or about the audition process, go to www.emory.edu/MUSIC/ or call 404-7276445.

Oxford Scholarships

Oxford Scholarships are awarded to students who chose to pursue the first two years of Emory University's liberal arts curriculum at Oxford College and then transition to Emory College as juniors. Each year Oxford College designates a number of its outstanding incoming freshmen as Oxford Scholars. Oxford Scholars include Robert W. Woodruff Scholars, Dean's Scholars, and Faculty Scholars, all of whom are selected on the basis of their grades, curriculum test scores, essays, extracurricular activities, and demonstrated interest in the Scholars Program. While enrolled at Oxford, these scholars participate in the Oxford Scholars Program, and they participate in the Emory Scholars Program once they transition to the Atlanta campus.

United Methodist Ministerial Scholarships

Sons or daughters of active United Methodist ministers or missionaries may receive a scholarship in the amount of 45 percent of current tuition. Application forms are available from the Office of Financial Aid. This award may be adjusted when combined with other tuition awards.

Courtesy Scholarships

Dependents of eligible Emory University faculty or staff members may apply for a Courtesy Scholarship up to the amount of full tuition (less other tuition grants). Applications are available from the Human Resources Office.

Emory National Merit Scholars

National Merit finalists who select Emory as their first-choice college are awarded \$1,000 to \$2,000 annually by Emory College. An honorarium of \$1,000 annually is awarded to those without demonstrated need. Students who receive a Corporate National Merit Scholarship will also receive \$1,000 annually from Emory College. National Merit finalists who demonstrate need using the results of the FAFSA and PROFILE receive from \$1,000 to \$2,000 annually.

Financial Aid Based on Need

Many Emory College students are able to meet the costs of an Emory education with various types of financial assistance, including grants, scholarships, loans, and employment, all of which are administered by the Office of Financial Aid. To be considered for financial aid, a student must be admitted to Emory College and must complete the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form. Parents and students will also be asked to submit supporting documents (such as federal tax returns and W2 forms) to the Office of Financial Aid. The FAFSA, PROFILE, and other documents are then analyzed to determine the financial strength of the family and the applicant's eligibility for assistance. To be given priority consideration for all types of financial aid, an applicant should submit the FAFSA and PROFILE to the processor by February 15 prior to fall enrollment. The PROFILE, FAFSA, and parent and student tax returns, all schedules, attachments, and W2s must be received in the Office of Financial Aid no later than April 1 prior to fall enrollment. Application and award information are available from the Office of Financial Aid, Boisfeuillet Jones Center, Emory University, Atlanta, Georgia 30322; telephone 404.727.6039 or on the web at www.emory.edu/FINANCIAL_AID/.



Grants

Emory College offers several institutional grants that are based on financial need. Eligibility is determined on an annual basis and students must complete the PROFILE and FAFSA forms by published deadlines each year. To be eligible, students must maintain satisfactory academic progress and demonstrate continuing financial need. In addition to institutional need-based grants, students may be eligible to receive federal grants such as the Pell Grant and the Supplemental Educational Opportunity Grant. Georgia residents may also be eligible for HOPE scholarships (\$3000 per academic year) and Tuition Equalization Grants (annual amount varies). Residents of other states should contact their home-state student aid agencies about financial aid programs that can be used for attendance at Emory.

Students are not eligible for need-based financial aid after they have completed nine full semesters of college work; exceptions can only be granted by the Committee on Academic Standards.

Emory Advantage

Emory Advantage is Emory University's financial aid initiative to help students from lower- and middle-income families. Eligible students may qualify for need-based grants in place of the need-based loans normally found in award packages. To learn more, go to www.emory.edu/Financial_Aid/emory_advantage.

Loans

Financial aid awards usually include at least one type of student loan. Loans available to students who demonstrate financial need include federal Perkins Loans and federal Stafford Loans. Students are expected to borrow increasing amounts each year as they progress through school and the maximum annual loan amount increases.

Federal Work-study

Financial aid awards typically include federally supported student employment, which can take place on campus or off campus in the Atlanta area. Income earned in the federal work-study program is part of a student's financial aid award, although it is paid directly to the student in the form of wages.

Other Student Employment

The Office of Financial Aid maintains a directory of job opportunities to assist students interested in obtaining part-time employment that is not based on need. You can view a list of available job opportunities online at www.emory.edu/FINANCIAL_AID/student_employment/.

Budgeting for College

Shown below are estimates of adequate budgets for the academic year 2007–2008. With the exception of tuition and fees, which are fixed charges, these estimates reflect average amounts that students spend for room, meals, books, and supplies. Personal expenses include those for laundry, clothing, and social activities.

Students should note that, other than tuition and fees, these figures represent estimates only. It is possible for students to spend considerably less or considerably more, depending on individual lifestyles and spending habits. However, these are the amounts used in calculating a student's eligibility for financial assistance based on need.

	Annual	Semester
Tuition	\$33,900	\$16,950/semester
<i>Fixed charge for twelve credit hours or more, for which you are billed.</i>		
Fees	\$436	\$218/semester
<i>Fixed athletic and activity fees, for which you are billed.</i>		
Room and food	\$10,220	\$5,110/semester
<i>Room figures assumes charge for a double room. Residents are billed based on the type of housing selected. Estimated total for meals assumes eating moderately and using on-campus facilities.</i>		
Books	\$1,000	\$500/semester
<i>Average for required books as reported by Emory Bookstore. Will vary according to courses taken.</i>		
Incidentals and Travel	\$1,400	\$700/semester
<i>Variable (laundry, telephone, grooming, entertainment, etc.). Represents a modest travel allowance. Will vary according to student.</i>		

Many students have expenses which are not covered by financial aid, including costs for food, books, travel, and incidental expenses that exceed the amounts listed above. Expenditures above these amounts are covered by the family, not by financial aid. Club and Greek fees, supplies for extracurricular classes, and car expenses are not included in the financial aid budget.

The tuition charge for the fall and spring semesters includes full-time instruction in a normal program of study, use of facilities and equipment, and medical and health services. When part-time enrollment is permitted (a course load of fewer than twelve hours), students are charged by the credit hour. The charge for part-time students does not include medical and health services.

Tuition and room charges for the summer term may be found in the summer school catalog.

Payment of Tuition and Fees

Bills for tuition, fees, and room charges are posted to the student's OPUS account for review and printing several weeks before the first day of class, with instructions and a specified deadline for payment.

Residence Halls

Each of the twenty-one residence halls is staffed by a residence hall director and a resident adviser for each section. These student leaders are carefully chosen to assist and act as a resource for other residents. In addition, these staff members help plan a well-rounded program of activities (social, cultural, recreational, communal) for each hall, including a growing program of intramural athletics.

More than two-thirds of Emory College students live on campus. All first- and second-year students are required to live in University residence halls throughout the academic year unless they receive permission to live with members of their family in Atlanta. Other students may rent rooms in private homes or apartment complexes near the campus. A limited number of spaces are available in fraternity houses and sorority lodges for members of those groups who are juniors or seniors. Smoking is prohibited in all housing facilities.

Undergraduate Room Rates

Semester rates for 2007–2008 range from \$3,142 to \$3,413 and are subject to modification. These rates do not include charges for the required minimum meal plan.

Eligibility

All students enrolled for twelve or more semester hours are eligible to live in University housing. Exceptions to this rule are granted on an individual basis.

Reservations

To submit an application for housing, students should visit www.emory.edu/HOUSING and click on "Apply for Housing Online." Applications are accepted only after official notification of admission from the director of admission. Instructions about how to apply for housing online are mailed to all admitted first-year students in April. Questions may be directed to the Office of Residence Life and Housing, Drawer B, Emory University, Atlanta, Georgia, 30322, or via email to housinghelp@learnlink.emory.edu.

Off-Campus Housing

Information on apartment complexes and individual room and apartment listings in the Emory area may be obtained at www.housing.emory.edu/off-campus/. Information on off-campus housing cannot be mailed or relayed by telephone.

Residence Life Handbook

All of the services and procedures pertinent to undergraduate living are described in detail in the *Residence Life Handbook*, which is distributed to every resident of University housing upon arrival on campus.

Board Plan

Emory offers students an assortment of meal plans at varying costs per semester. For 2007–2008 entering classes may choose one of two plans. Each plan offers open access to Ultimate Dining at the DUC and an amount of Dooley Dollars that the student can spend at any of the many dining locations across campus. Second-year students have a choice of four dining plans from which to choose. They may take advantage of dining at Ultimate Dining at the DUC along with Dooley Dollars.

Continuing students may choose from a range of plans at different costs per semester. Those who live in University-operated residence halls must sign up at least for the minimum board plan at a cost of \$400. The minimum plan typically will not cover most students' food needs for an entire semester. For details and terms of the various meal plans, see the Community brochure or check the website at www.emory.edu/dining.

Books

The University Bookstore is located in the R. Howard Dobbs University Center.

Transportation

Atlanta's international airport makes Emory readily accessible from any part of the nation. Airport limousines provide transportation to the campus. Metropolitan Atlanta Rapid Transit Authority (MARTA) buses provide access to the rapid-rail line and connect Emory to all parts of the city. A University shuttle regularly travels a circuit including central locations on the main campus, the parking decks, and residential facilities. A modest amount for travel is included in the estimated cost of attendance.

Both the bachelor of arts degree and the bachelor of science degree combine liberal studies with advanced studies. To earn the BA degree or the BS degree, a student must complete successfully one hundred and twenty-eight semester hours in approved academic courses plus four semester hours in physical education.

No rigid program for either degree is prescribed by Emory College. Each student must design a program of study suited to individual interests and needs. To aid the student in this task and to ensure that no program is either too narrow or too diffuse, the college assigns advisers who work with students in planning their programs.

The undergraduate education in Emory College comprises three overlapping components: general education requirements that provide a common core of substance and methodology; more intensive and advanced study in a major field; and free-ranging exploration by means of elective courses.

General Education Requirements

These courses provide for a common core of academic experience for Emory College students. Faculty and advanced student advisers work closely with students, especially in the first two years, in choosing the specific courses used to fulfill these requirements. The faculty's principal objective in establishing these requirements is to encourage students to familiarize themselves with the knowledge and the methodologies that characterize the arts and humanities, the social sciences, and the natural sciences and mathematics; to increase their ability to express ideas effectively in English and in another language; to extend their capacities for making informed judgments of value; to expand their knowledge and understanding of themselves, of their own and other cultures, and of the natural world; and to develop their awareness of the ways in which the various academic disciplines may complement one another in solving the world's problems.

A full description of requirements begins on page 45. For the most current list of courses satisfying the General Education Requirements, please see the "GER" website at www.college.emory.edu/current/courses/ger.html.

Major Requirements

Students must complete requirements for the major in a particular academic field. These requirements are listed under departmental and divisional statements. In order to complete a major, students must formally designate a program no later than the second semester of their freshman year and no later than the end of the sophomore year (see "Declaration of Plan [Major/Minor] form" available in the Office for Undergraduate Education, 300 White Hall). The departments and the dean reserve the right to judge the advisability of an applicant's admission to any particular concentration. Each student's major program must be arranged under the direction and with the approval of a faculty adviser in the major department with a view to obtaining reasonable mastery of a chosen field and with due provision for work outside that field. If they choose, students may be certified in two, but not more than two, areas of concentration. Minors are available in certain fields for students who wish to complete a minor in addition to a major. (A student may thus have two majors or one major and a minor.) Students must maintain at least a C (2.0) average in any major or minor they complete.

Programs of Study

Students may earn one, and only one, of the following undergraduate degrees from Emory University. In completing the following degrees, Emory College officially recognizes no more than two concentrations—either two majors or a major and minor. Such recognition does not appear on Emory diplomas but is shown on students' transcripts.

Bachelor of Arts

Emory College offers the BA with programs on concentration in African American studies, American studies, anthropology, art history, Asian and Asian American studies, biology, chemistry, Chinese language and literature, classical civilization, classics, classics and English, classics and history, classics and philosophy, comparative literature, computer science, dance and movement studies, economics, economics and history, economics and mathematics, educational studies, English, English and creative writing, English and history, environmental studies, film studies, French studies, German studies, Greek, history, interdisciplinary studies in society and culture, international studies, Italian studies, Jewish studies, Latin, Latin American and Caribbean studies, mathematics, medieval and Renaissance studies, Middle Eastern studies, music, philosophy, philosophy and religion, physics, political science, psychology, psychology and linguistics, religion, religion and classical civilization, religion and Judaic studies, religion and sociology, Russian language and cultures, Russian and linguistics, Russian studies, sociology, Spanish, theater studies, and women's studies. A co-major is offered in journalism.

Bachelor of Science

Students receiving the BS can major in anthropology and human biology, biology, chemistry, computer science, environmental studies, mathematics, mathematics-computer science, neuroscience and behavioral biology, physics, physics and astronomy, and applied physics.

Minors

Minors are available in African American studies; African studies; anthropology; Arabic; architectural studies; art history or studio art; Asian and Asian American studies; astronomy; Catholic studies; Chinese studies; classical civilization; community building and social change; comparative literature; computer science; dance and movement studies; economics; educational studies; English; environmental studies; ethics studies; film studies; French studies; German studies; global health, culture, and society; Greek; Hebrew; Hindi; history; Italian studies; Japanese; Japanese studies; Jewish studies; journalism; Latin; Latin American and Caribbean studies; linguistics; mathematics or applied mathematics; Mediterranean archeology; music; Persian language and society; philosophy; physics; political science; Portuguese; religion; Russian; science, culture, and society; sociology; Spanish; theater studies; visual arts; and women's studies.

Bachelor of Business Administration

The BBA requires that students complete 64 credit hours (four semesters) in Emory College prior to transferring to the Roberto C. Goizueta Business School of Emory University. These 64 credit hours do not include AP credit.

Bachelor of Science in Nursing

The BSN degree is awarded after students complete 64 credit hours (four semesters) in Emory College and two years in the Nell Hodgson Woodruff School of Nursing. These sixty-four credit hours do not include AP credit. Emory College issues a dual degree as a BA or BS in the college and a BSN in nursing. Some courses required prior to entering the nursing program are not available at Emory College. Interested students should consult with the nursing school and the Office for Undergraduate Education about requirements.

Combined Degree Programs

Students who enter the Combined Degree Program may earn the bachelor of arts or the bachelor of science degree from Emory College and a professional or advanced degree from another division of the University or from the Georgia Institute of Technology. These programs include:

Dual-Degree Programs in Engineering

Offered in cooperation with the Georgia Institute of Technology, the programs provide qualified students the opportunity to earn an arts or science degree from Emory and an engineering degree from Georgia Tech. For the 3-2 program, students normally attend Emory for three years, taking a variety of liberal arts courses and completing any of the arts or science majors listed above, as well as the basic mathematics and science courses that are prerequisites for all engineering curricula. Specialized course work for the engineering major requires approximately two additional years at Georgia Tech.

For the 4-2 program, students will complete their undergraduate degree at Emory, then pursue a master of science degree in mechanical engineering or electrical and computer engineering at Georgia Tech. While at Emory, a student will satisfactorily complete an Emory physics major and two ME or two ECE Georgia Tech undergraduate courses required.

Accelerated Master's Program

Students may earn the bachelor of arts and the master of arts degrees in English, history, philosophy, political science, or sociology within four years; or they may earn the bachelor of science and the master of science degrees in biology, chemistry, mathematics, or mathematics and computer science within four years. A bachelor of arts in mathematics and a master of science in biostatistics can be earned through the college and the School of Public Health.

Course Load and Residence Requirements

The unit of credit in the college is the semester hour, with most courses earning four hours' credit and the normal course load being sixteen hours each semester, plus

required physical education. Students may not take fewer than twelve hours nor more than twenty-two hours, plus physical education and applied music, in any one semester. (See “Overloads and Underloads” section.)

All students, including transfer students, must spend a minimum of four semesters, including their last four semesters, in residence at Emory College, except for special nonresident departmental programs, and those programs approved by the faculty and administered by CIPA. The last sixty-four semester hours credited toward the degree normally must be earned in Emory College. (See sections on “Transfer Applications: Academic Credit” and “Study at Other Colleges: First or Second Year” on page 55.) The minimum number of hours required for a semester of residence is twelve.

Special Programs

Independent Study

In most degree programs, students are given an opportunity to do independent research in close cooperation with members of the college faculty. These opportunities range across all division of the College, from independent laboratory research in the natural sciences to individual directed research in the social sciences and humanities. All credit must be awarded in the semester in which the work is undertaken. For further information, see listings under the various departments and programs.

Cross-registration

With permission of a dean for Undergraduate Education and the faculty adviser, full-time students in good standing may enroll in courses offered by any of the member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE), if the courses are not offered at Emory. Students receive credit only, not grades, for these courses as part of their academic record at Emory. For courses taken under the quarter system, the credit is converted to semester hours at Emory. ARCHE institutions include Agnes Scott College, Breneau University, Clark Atlanta University, Clayton State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science and Technology, Interdenominational Theological Center, Kennesaw University, Mercer University-Atlanta, Morehouse College, Oglethorpe University, Southern Polytechnic State University, Savannah College of Art and Design, Spelman College, State University of West Georgia, and the University of Georgia. Information and applications are available at the Registrar’s website: www.emory.edu/Registrar. Further information about cross-registration policies, procedures, and regulations may be obtained from the Office for Undergraduate Education, 300 White Hall, 404.727.6048. Students from other colleges seeking to cross-register in an Emory course should contact the registrar at 404.727.6042.

The Honors Program

Honors programs are available to outstanding students in most areas of concentration. Administered by a faculty honors committee, these programs enable students to do intensive work in a chosen area and therefore involve work that extends beyond ordinary course requirements and ordinary standards of performance.

Although all students with a cumulative average of 3.50 at the end of their first three years are eligible for these programs, final selection of participants rests with the department concerned. Exceptions to the requirement of a 3.50 grade point average may be requested by formal petition to the College's Honors Committee. The student's petition should be accompanied by a recommendation from the department concerned.

Students may pursue honors in only one major.

Requirements vary slightly from department to department. They generally include completion of a graduate seminar or course, or an advanced undergraduate seminar (in departments or programs where graduate courses are not available), completion of a research project or paper that is the equivalent of a BA or BS thesis, and additional supervised reading or enrollment in a special honors course. Since credit for the graduate work and the reading program count toward the hours required for the major, the Honors Program usually entails an increase of about four hours of credit in the major requirement.

An examination, written and/or oral, covering the honors work, including the thesis and allied fields, is given upon completion of the program. One examiner must be chosen from outside the department or program. Examiners recommend the degree of honors (honors, high honors, highest honors) to the Honors Committee, which certifies the list to the registrar for printing in the commencement program and on the students' diplomas. *Fourrageres* indicating the degree of honors are presented to successful candidates by the college and are worn at commencement.

Honors (cum laude) represents satisfactory completion of the program, with an overall average of 3.50. High Honors (magna cum laude) represents completion of the program with outstanding performance, including an overall average of 3.50 and a thesis of quality sufficient for oral presentation to scholars in the candidate's field. Highest Honors (summa cum laude) represents completion of the program with exceptional performance, including an overall average of 3.50 and a thesis of a quality suitable for publication. The original of each honors thesis is deposited in the Woodruff Library. The Honors Committee determines the deadline for completion of the Honors Program. Fall graduates must meet the fall deadline and spring graduates must meet the spring deadline.

Institute for Comparative and International Studies (ICIS)

The Institute for Comparative and International Studies (ICIS) develops, sponsors, and administers programs with Emory faculty and departments in the arts and sciences. ICIS includes:

- Center for International Programs Abroad (CIPA)
- Area Studies programs
- Emory College Language Center (ECLC)
- Student and faculty international funding programs

CIPA develops and administers semester- and summerlong study abroad programs for numerous countries and disciplines.

ECLC provides laboratory, classroom, and faculty development resources on campus as well as access to online audio and video resources for language learning and teaching.

ICIS helps fund, administer, and coordinate area studies and interdisciplinary programs, including African Studies, Latin American and Caribbean Studies, Asian Studies, East Asian Studies, the Tibet-Emory Partnership, Irish Studies, Russian and East European Studies, and the European Studies Project.

Funding for international travel, research, and training is available on a competitive basis through ICIS programs for Emory faculty, graduate students, and undergraduates, including scholarship support for undergraduate study abroad.

Learn more about ICIS at www.icis.emory.edu. Visit the institute at 1385 Oxford Road, Atlanta, Georgia, 30322 or call 404.727.8722.

Study Abroad

As part of Emory's internationalization initiative, Emory College is committed to making a period of study abroad an integral part of an Emory undergraduate education. Through the Center for International Programs Abroad (CIPA), ICIS offers excellent opportunities for Emory undergraduates to realize the academic, career, and personal benefits of in-depth experience of another country, language, and culture.

CIPA sponsors a variety of study, research, and service-learning opportunities abroad. Semester and yearlong study abroad programs provide high-quality instruction, research opportunities, and internships around the world, including Africa, Asia, Australia, Europe, Latin America, and the Middle East. They emphasize integration into the host cultures and enable students to gain valuable experience living and studying in an international environment. Summer study abroad programs continue a long tradition of offering courses taught by Emory faculty in many locations abroad. They provide an excellent introduction to another country and take full advantage of overseas settings to enrich the academic experience. All study abroad programs are integrated with the curriculum on campus to enable students to continue regular progress toward the degree. Students who wish to study in geographical and disciplinary areas that are not available through Emory programs may petition to transfer credit from non-Emory programs offered by other institutions. Additionally, students can participate in research programs abroad as well as service-learning initiatives with the help of funding from ICIS.

Students select programs in consultation with faculty and study abroad advisers. General prerequisites for studying abroad include a 3.0 cumulative GPA for semester, yearlong, and non-Emory programs and a 2.0 cumulative GPA for Emory summer programs. Individual program prerequisites vary. Extensive information on these prerequisites, the application process, and other information about study abroad is available on the CIPA website: www.cipa.emory.edu. Contact CIPA by phone at 404.727.2240 or by email at cipa@emory.edu.

Emory College Language Center

The Emory College Language Center (ECLC) was established in 2000 as part of the Institute for Comparative and International Studies (ICIS) in fulfillment of Emory's commitment to international education. ECLC's mission is to promote the teaching and learning of languages as an essential component of the intellectual experience of students and faculty at Emory College. Language Center activities support the eighteen languages taught at Emory: Arabic, Chinese, ESL, French, German, Ancient

Greek, Hebrew, Hindi, Italian, Japanese, Latin, Persian, Portuguese, Russian, Sanskrit, Spanish, Tibetan, and Yiddish.

The Language Center works with faculty and students to provide opportunities for training in pedagogy and technology and to create an environment that facilitates the learning of languages and cultures. ECLC facilities include a state-of-the-art language lab and three electronic classrooms located in the Woodruff Library, along with a wide variety of online audio and video resources for language learning throughout the Emory campus. These amenities include digital computer projection, international cable television, VCRs, DVD players, document cameras, videoconferencing, and online digital voice recording tools. ECLC's technology staff advises faculty and students regarding academic and technological issues related to the teaching and learning of languages.

Area Studies

ICIS coordinates area studies and international programs at Emory, connecting these programs to each other and to other academic units within the college and the Graduate School of Arts and Sciences. ICIS offers its own initiatives and works closely with faculty in these programs and in other academic units, sponsoring conferences, lectures, symposia, and seminars about specific regions of the world.

Emory-Tibet Partnership at ICIS

In recent years the study of Tibetan civilization has gained strength at Emory. During a visit to Emory in 1998, His Holiness the Dalai Lama signed an agreement with then-Emory President William M. Chace to work toward furthering educational links between the University and institutions of higher learning operated by the Tibetan government in exile in India. The developing program includes study abroad in Dharamsala, a student exchange, ongoing courses and research in Tibetan culture and philosophy, and an exchange between students and faculty. October is Tibetan Awareness Month featuring events on various aspects of Tibetan culture. Students interested in the study of Tibet and activities related to Tibet should contact the Asian Studies Program at 404.727.6280.

International Faculty and Student Opportunities

ICIS International Scholarships enable selected Emory undergraduates to complete short-term research or service projects overseas. In collaboration with Emory's Graduate School of Arts and Sciences, ICIS presents forums and workshops that further the international perspectives and skills of graduate students pursuing comparative and international scholarship with an interdisciplinary emphasis.

Learn more about ICIS at www.emory.edu/COLLEGE/ICIS/. Visit the institute at 1385 Oxford Road, Atlanta, Georgia, 30322, call 404.727.8722, or email icis@emory.edu.

Engaged Scholarship and Learning at Emory

When students first arrive at Emory, they typically feel excited about the intellectual journey ahead but sometimes also feel a little anxious. They may be unsure about what to study, what careers to pursue, or even how to make sense of the world around them. Students may wonder how their classroom learning and scholarly

studies relate to the real world or how their college education will prepare them for fulfilling lives once they graduate.

At Emory College, students can choose from a variety of classes, fellowships, internships, and service and research programs that place them in real-world settings, where they learn marketable skills while making valuable contributions to improving local, national, and even international communities. As engaged scholars students can explore career options, connect with diverse populations, and grow intellectually and emotionally.

The Office of University-Community Partnerships (OUCP)

This office helps students connect and sequence service activities, course work, and research experiences in ways that make the most of their skills and the most sense for their career aspirations—all while meeting the needs of the Atlanta community. The OUCP offers the following programs to Emory College students. For more information about these programs, visit <http://oucpe.emory.edu> or call 404.712.9893.

The Community Building and Social Change Fellows Program

This twelve-month program teaches students how to mobilize corporate, non-profit, government, and citizen partners to address issues such as poverty, community health, public education reform, neighborhood revitalization, social justice, and more. Fellows learn skills for leadership, policy analysis, strategic planning, research, and citizen mobilization. Fellows complete twelve hours of course work and an intensive, paid twelve-week summer internship in metro Atlanta. Highly competitive, the program is open to sophomores through seniors and is a national model for engaged learning. With additional course work fellows may elect to earn an academic minor in Community Building and Social Change.

Project SHINE: Students Helping in the Naturalization of Elders

This national service-learning initiative links Emory students with older immigrants and refugees in Atlanta who are seeking to learn English and civics in order to become official, active U.S. citizens. Students can participate in Project SHINE as part of a course for academic credit, as a volunteer, or in a federal work-study position.

Northwest Atlanta Community Outreach Partnership Center (COPC)

COPC engages students through course work, research projects, and service learning activities to improve the quality of life in Northwest Atlanta. In addition to family building, activities address issues of affordable housing, gentrification, public education, and economic self-sufficiency. COPC includes the popular Middle School Mentoring Program, in which Emory College students mentor middle school girls as part of the course work for Psychology 385R/Educational Studies 352: Community Psychology and Anthropology.

Community-Based Research Support Fund

This program provides small grants to undergraduates who want to incorporate community-benefiting research or service into a senior honors thesis or academic project.

Roadmap to Community Service Course Listing

Each semester, the OUCP publishes a list of courses that feature engaged-learning activities as part of the course work. Engaged-learning activities can range from field trips and case studies of local issues to weekly service projects or even research to address community issues.

Volunteer Emory

A part of the Division of Campus Life, Volunteer Emory is a student-driven organization that involves members of the Emory community in social change through service. Weekly service trips in the greater Atlanta community and special events such as AIDS Awareness Week, the EmoryCares Day of Service, and a fall break service trip immerse students in critical community issues and help them identify ways to respond. Training and transportation are provided for all trips. A resource center connects students to more than 300 agencies in the Atlanta area with which they can volunteer on their own or with student groups. For more information, visit www.volunteer.emory.edu or call 404.727.6268.

Emory Scholars Program

This program offers Emory Scholars a range of opportunities to connect scholarship with service. For more information please visit <http://www.college.emory.edu/current/achievement/scholars> or call 404.727.9297.

Emory Scholars Scholarship and Service Summer (SAS)

SAS is a two-tiered program of eight weeks duration. Tier 1, the Living/Learning Community, is for students to begin community-based learning. Tier 2, the Independent Internship, is for more experienced students. Both programs offer scholars an opportunity to work as a summer intern in an approved service setting in Atlanta, elsewhere in the United States, or abroad. In addition to discussion sessions, scholars have opportunities for personal reflection and mentoring. SAS helps expand the scholar's knowledge about Atlanta, their particular service setting, others, and themselves. Scholars also discover how they best learn and serve in community.

Emory Scholars Volunteer Projects

Scholars can volunteer with a host of organizations through organized events or individual service. The Scholars Program organizes one group project per semester.

Emory Scholars Engaging in the Arts

Whether individually or in groups, scholars also can become involved in the metro Atlanta arts community by attending ticketed cultural events. Scholars may be reimbursed for a maximum of five events per semester, up to \$20 per ticket.

Emory Scholars Study Abroad Awards

Each year there are a maximum of thirty full-tuition scholarships available to Emory Scholars for an Emory CIPA summer study abroad program. Scholars receive a set amount for summer study abroad, the academic fee, but are expected to cover

transportation and day-to-day spending costs themselves. Please refer to the Scholar benefits section for a complete description of the selection criteria. For more information on these awards, visit the CIPA website at www.cipa.emory.edu.

Center for Ethics

D. Abbott Turner Program in Ethics and Servant Leadership (EASL)

The D. Abbot Turner Program in Ethics and Servant Leadership, through the EASL Forum and the Servant Leadership Summer Internship, grounds undergraduate and graduate students in an ethical approach to service and leadership. For more information visit www.ethics.emory.edu or call 404.727.3064.

Ethics and Servant Leadership (EASL) Forum

The EASL Forum engages fifteen undergraduate and graduate students from throughout the University in an academic year of collaborative learning experiences focused on service, community building, and leadership development. Students seeking to lead with honesty, respect, ethical courage, and compassion, and students desiring to work for the common good, gather for weekly events such as retreats, skill-building sessions, outside speakers, and student-developed service projects. Some of these projects have become long-term initiatives of the University, such as the Emory Living Wage Campaign, the Emory Student-Community Coffee Shop, and the MetroVision Mentoring Program serving youth in juvenile detention.

Ethics and Servant Leadership Summer Internship

This summer program offers paid internships with Atlanta area non-profits and socially responsible businesses. The placements involve concrete projects and close mentoring by community partners. The program includes eight weeks onsite, two retreats, and weekly seminars that explore leadership, ethical decision making, organizational change, and personal development.

Emory College Center for Science Education

This program connects students in the sciences with enriching opportunities to teach and mentor K-12 students about scientific concepts. By sharing their own love of the sciences through a series of problem-based learning exercises, Emory's emerging science scholars help nurture a new generation of scientists and mathematicians. Learn about classes and summer programs at www.cse.emory.edu/sciencenet/index.cfm or call 404.712.9242.

Theme Living Options

Several campus housing options weave community service into students' residential life. Learn more at http://www.emory.edu/HOUSING/UNDERGRAD/opt_theme.html.

SHARE House

The Service House for Action and Reflection at Emory House, or SHARE House, is a theme living community for sophomores, juniors, and seniors. Participants live together on the Clairmont Campus, serve in the community and host social events

to bring together those who are interested in making this world a better and more just place. SHARE residents get a holistic community experience by engaging in various service and educational projects in a particular neighborhood or nonprofit throughout the year. SHARE is coordinated by Volunteer Emory. For more information visit www.volunteer.emory.edu or email volunteer@emory.edu.

Bridging Academics and Service at Emory (BASE)

Founded in 2003 the BASE hall serves as home to twenty-eight juniors and seniors and a faculty or staff adviser who create an intellectual and social community right in the heart of the Clairmont Campus. BASE offers an open, friendly living atmosphere with hall meals and socials while encouraging residents to engage in and organize service projects in the Atlanta community. BASE residents have the opportunity to apply classroom learning to change the community and themselves while having fun. For more information visit <http://base.emory.edu/>.

Citizenship Living-Learning Community: Engaged Scholars, Engaged Community
Through a partnership with the offices of Residence Life and Undergraduate Education, the “Citizenship Living-Learning Community: Engaged Scholars, Engaged Community” in Turman Hall allows first-year students to explore citizenship through academically based programs in a residential environment. The program engages faculty, staff, and students in academic seminars, social programs, lectures, discussions, service activities, and field trips. First-year students must apply to the program. They can find information about the program and application process at <http://www.housing.emory.edu>.

Center for International Programs Abroad (CIPA)

International Study, Service and Research Abroad

Students can choose among a wide array of semester study abroad program that encompass either independent research or a development practicum. These programs are predominantly in the developing world.

The Emory Interdisciplinary Summer Program in Cape Town, South Africa, offers students either a service-learning course in a public health field or an internship opportunity. Students may apply for either the UPGRADE grant (service in a nongovernmental organization abroad) or for the Stefanie Canright Scholarship (either service or research). When applying for a SIRE grant through the Office of Undergraduate Education, CIPA/ICIS contributes half of the award for approved research abroad. For more information, visit <http://www.cipa.emory.edu>.

Institute for Developing Nations (IDN) Scholars Program

The IDN Scholars Program combines the teaching and research strengths of Emory with field-based instruction, a focus on development issues, and initial acquisition of less commonly taught languages during a CIPA study abroad program. Students frame an in-depth experience in a developing country with courses at Emory, and work on a proposal for research with an Emory faculty member that advances understanding of or informs the development activities of developing nations. Upon

their return, all IDN Scholars attend an on-campus symposium to present their research to their mentors, The Carter Center, and other undergraduates, allowing for a broader academic discussion on campus. The project can become an honors thesis or even a published article. Topics include Development Studies, Peace and Conflict Studies, Public Health, Social Justice, Arts and Culture, Gender Studies, Democracy and Human Rights. Information is found at http://www.cipa.emory.edu/semester_year/finance/emory.cfm#the.

International Study and Service

Students interested in international service have a range of options available for “learning by doing” abroad. Students may enroll in structured service abroad programs or work with the staff of CIPA to develop a service experience or internship with a nongovernmental organization during, after, or instead of their semester of study in another country. Students may apply for two scholarships: UPGRADE or the Stefanie Canright Scholarship. Visit <http://www.cipa.emory.edu/alternatives/service.cfm> for more information.

Internships

Several departments offer internships that allow students to earn credit toward a degree while working in approved professional settings. These include placements in governmental offices, social service agencies, health care facilities, business and law firms, museums, journalism, and broadcasting, among others. Internships involve both supervised work experience and an academic component such as special seminars, written reports, and oral presentations. All credit for internships must be awarded in the semester in which the work is undertaken, including summer sessions.

Some internship programs are open only to majors in the field, while others are open to both majors and qualified non-majors. For additional information, see descriptions and course listings under individual departments and programs.

Students wishing to complete an internship, but not seeking academic credit through an academic department, may enroll in a non-income generating, one-credit, S/U internship credit. The Office for Undergraduate Education will determine the grade for each student. The internship credit will allow students to comply with relevant local, state, and federal employment laws, but will not apply to students’ 132-hour graduation requirements.

Washington Semester in American Government

The Department of Political Science offers students an opportunity to study the national government under a program administered by American University in Washington, D.C. For further information, see the political science course listings and the Political Science website.

Washington Economic Policy Semester

The Department of Economics offers students an opportunity to study the economic policy making process in national government through a program administered by American University in Washington, D.C. For further information, see the economics course listings and the political science website.

The Carter Center

The Carter Center, a not-for-profit, nongovernmental organization in partnership with Emory University, is guided by a fundamental commitment to human rights. The Carter Center seeks to prevent and resolve conflicts, enhance and deepen democracy, and fight disease. Under the leadership of former United States President Jimmy Carter, a University Distinguished Professor, and Rosalynn Carter, the center works with a wide range of international scholars and world leaders.

Since its founding in 1982, The Carter Center has monitored more than sixty-seven elections to help ensure fairness; undertaken peace missions to North Korea, Haiti, Bosnia-Herzegovina, Uganda, Liberia, Ethiopia, and Eritrea; initiated new development strategies in Guyana, Albania, Mozambique, and Mali; assisted fifteen African countries in doubling or tripling grain production; and spearheaded an international campaign that has reduced cases of Guinea worm disease worldwide by more than 99 percent.

Students participate as volunteers and interns to plan and implement center programs and conduct research. While the center itself does not offer an academic degree program, fellows and associates teach in the college and other schools of the University.

The Jimmy Carter Library and Museum, located next to The Carter Center, contains more than twenty-seven million documents, photographs, films, and mementos of the Carter presidency.



During the week preceding their first enrollment in Emory College, students participate in a program of activities designed to introduce them to the college, the faculty, and each other, and to acquaint them with the varied intellectual, social, and cultural activities that play important parts in the life of the Emory community.

Office for Undergraduate Education

Academic advisers in the Office for Undergraduate Education (OUE) work closely with students, faculty, and academic deans to provide individual academic advising and explain and interpret academic policy.

The OUE supplements faculty advising, which includes FAME (Freshman Advising and Mentoring at Emory) and SYE (Second Year at Emory program), and connects students to campus resources and services. It also works closely with Oxford continues and transfer students to help them make a successful academic transition into Emory College. The OUE mission is to help students create meaningful academic plans and maximize their academic success.

The offices are located in 300 White Hall, the SAAC on Clairmont Campus, and the Woodruff Residential Center.

Freshman Advising and Mentoring at Emory (FAME)

Freshman Advising and Mentoring at Emory (FAME) is designed to provide an enhanced academic advising experience for first-year students in Emory College. FAME is a fall-term program for all entering first-year students. This program is part of the premajor advising system in the college. The emphasis of FAME is on delivering appropriate and timely academic guidance for new college students. In addition, the FAME program introduces students to offices and services that are available to them on campus to support their academic success.

Each group of seventeen or eighteen first-year students is led by a faculty adviser, a staff adviser, and one or two advanced student advisers. The faculty adviser remains the student's adviser of record until the student declares a major in the college. Students will receive one hour of academic credit that is evaluated on a satisfactory/unsatisfactory basis for successful participation in the program.

The groups meet initially during the orientation period to get to know one another and to work out the students' academic programs for their first semester. After orientation, the groups meet once a week for the first six weeks of school and once more as a group prior to the preregistration period for spring term, which occurs in November. In the intervening weeks students will meet with advisers on an individual basis to assess the student's progress so far. Because the groups are small and the nature of the meetings informal, there is the opportunity for students and advisers to form positive and productive relationships with one another.

After the fall term, students continue to consult with their advisers to select courses and plan their academic futures. They are also advised about new program offerings, various campus resources, and important educational opportunities. Through its first-semester activities and its ongoing outreach, the premajor advising program has a three-fold mission: to introduce students to the college both as an institution and as a community for living and learning; to enable them to grow in



self-understanding and to reflect knowledgeably on their educational needs, desires, and goals; and to involve them in significant and satisfying ways as members of the Emory community.

Orientation for Transfer Students

An orientation program is provided for transfer students in the week preceding the fall semester. An abbreviated program of activities is held in the spring and summer semesters. All transfer students are expected to attend this mandatory orientation program. Information about orientation is mailed to each transfer applicant who is accepted for admission and is available on the Emory College website.

Continuing from Oxford College

Graduates of Oxford College may continue in the junior class in Emory College. In order to graduate from Emory College, Oxford graduates must complete the requirements for a major and earn a total of 128 semester hours of credit and four hours of physical education. They also are expected, in their combined work at Oxford and Emory, to complete the General Education Requirements of Emory College. The freshman writing requirement and the required freshman seminar are waived for Oxford continuees. Completion of the natural and mathematical sciences area of the Oxford distribution requirements fulfills Area II of the Emory requirements. Oxford continuees must complete two writing requirements at Emory College, one after having completed ninety-two credit hours, and they must complete an advanced-level seminar. In addition, Oxford continuees must complete at least three semesters of residence and earn at least 54 semester hours of credit in Emory College in order to graduate from Emory College.

A series of meetings for prospective Oxford continuees is scheduled each spring in connection with course selection for fall semester. During these meetings, Oxford students learn about major programs offered in Emory College and are introduced to faculty in their major discipline. For more information about Oxford College, write the Director of Admission, Oxford College, Oxford, Georgia 30267.

Graduation Requirements

Subject to the limitations and qualifications stated elsewhere in this catalog, requirements for bachelor of arts and bachelor of science degrees are as follows:

1. The four semesters of residence immediately prior to graduation taken in Emory College.
2. A minimum of 132 semester hours of credit, of which 128 hours must be in academic courses, not physical education (no more than 16 hours of applied music or 17 one hour dance courses may be counted toward the 128 academic hours).
3. A grade point average of at least 1.9 for all work attempted for a letter grade (2.0 for transfer students) and a 2.0 average in the senior year.
4. Fulfillment of the course requirements for a major, as determined by the major department or program, with a minimum 2.0 average.
5. Fulfillment of the General Education Requirements.
6. Satisfaction of all financial obligations to the College and Emory University.
7. No degree may be conferred to a student while he or she is suspended from Emory College under the provisions of the College Honor code or University's Conduct Code.

General Education Requirements

The general education component of an Emory undergraduate education is organized to present an array of intellectual approaches and perspectives as ways of learning rather than a prescribed body of content. Its purposes are to develop students' competencies in the skills and methods of writing, quantitative methods, a second language, and physical education; to acquaint students with methodologies that characterize the humanities, the social sciences, and the natural sciences as the three broad divisions of learning in the arts and sciences; to deepen students' perspectives on national, regional, and global history and culture, and to give every student some exposure to an interactive seminar experience. These purposes are met by a student's choosing from a range of individual courses within a clearly defined framework.

The list of courses satisfying General Education Requirements is constantly under review. For the latest version of the list, please see <http://www.college.emory.edu/current/courses/ger>.

I. Seminars and Writing

A. Freshman Writing Requirement. Every freshman will complete either English 101 or 181 or Comparative Literature 110.

These courses work at refining a student's fundamental writing skills through practice either in expository prose discourse or written analysis and interpretation of works of literature.

B. Post-Freshman Writing Requirement. Every student must satisfactorily complete three writing-intensive courses after the freshman year. Students must complete one of these three courses before the senior year and one during the senior year.

To satisfy the post-freshman writing requirement in any given year, students must earn a grade of C or better in an approved post-freshman writing requirement

course. At least one of the three courses must be a standard writing-intensive course that does not have as its primary focus creative writing (including screen writing), journalistic writing, or intensive writing in a foreign language. Students may count no more than one course from each of these areas and no more than two courses total from them toward the post-freshman writing requirement.

A thesis written by a student and accepted by the Honors Program may be used to satisfy the requirement in the senior year. This includes a master's thesis completed as part of a BA/MA or BS/MS program.

The goal of writing-intensive courses is the continual improvement of writing skills through writing regularly in a context where mentors from various communities of academic discourse encourage, guide, and communicate to students high standards of writing through instruction and example.

If a course satisfies the post-freshman writing requirement in a given semester, the course number will carry the suffix "WR" in the schedule of courses for that semester. A course counts towards the requirement only when the "WR" appears.

C. Two seminars. Every student will take two seminars in the course of study at Emory. One will be taken during the freshman year from a group of seminars designed for and restricted to freshmen. The other will be taken at the upper level later in the student's career.

The seminars, representing a wide range of fields and topics, are designed to engage students in various aspects of inquiry and research with the close guidance of a faculty member.

1. Freshman Seminar (One course from the following)

Departments have the responsibility for designating courses as freshman seminars and assuring that they meet the criteria as specified in the GER guidelines. In most cases these courses will carry a "190" designation (e.g. Pols 190). Freshman seminar courses using other designations, such as special seminar sections of introductory courses, must clearly specify that they are for freshman only and include the suffix "S" (e.g. Phil 100S "Freshman Seminar: Introduction to Philosophy").

2. Advanced Seminar (One course)

Departments have the responsibility for designating courses as seminars and assuring that they meet the criteria as specified in the GER guidelines. Courses meeting the requirements for an advanced seminar will be designated by a suffix "s" in the Course Atlas and the Schedule of Courses.

II. Natural and Mathematical Sciences

A. Quantitative Methods. One course in mathematics or computer science.

The requirement aims at expanding a student's understanding of quantitative modes of analysis. It may be satisfied by one course in calculus, probability and statistics, computer science methods, or another approved course in mathematics or computer science without quantitative prerequisites, as listed below.

CS 110	Computer Science Fundamentals
CS 153	Introduction to Computing for Bioinformatics
CS 155	Computer Science With Business Applications
CS 170	Introduction to Computer Science

MATH 107	Introduction to Probability and Statistics
MATH 108	Introduction to Linear Algebra
MATH 109	Game Theory, Graphs, and Mathematical Models
MATH 111 or 115	Calculus I (111)/Life Sciences Calculus I (115)
MATH 112z	Calculus II
MATH 119	Calculus with Business Applications

B. Natural Sciences. (Effective for all students entering Emory in Fall 2005 and thereafter) Two courses. One course must be an Educational Policy Committee approved course in Life Sciences. The second course must be an Educational Policy Committee approved course in Physical Sciences. One of these two courses must have a laboratory, and the two courses must be completed in different departments or programs.

These courses demonstrate fundamental principles and techniques of scientific inquiry as a means of understanding the natural world and human life.

Life Sciences

ANT 140	Evolutionary Anthropology
ANT 201L	Concepts and Methods in Biological Anthropology
ANT 210	Human Biology—A Life-Cycle Approach
BIO 120L	Concepts in Biology, with Laboratory
BIO 141L or 151L	Cell and Development Biology, with Laboratory
BIO 142L or 152L	Organismal and Population Biology, with Laboratory
CHEM 105	How Things Work
CHEM 140	Order and Disorder
ENVS/HNE 120	Human and Natural Ecology
ENVS 131	Introduction to Environmental Studies
ENVS 132L	Integrative Methods in Environmental Studies, with Lab
NBB 201/ANT 200	Foundations of Behavior
PSYC 103	Brain and Behavior
PSYC 110	Introduction to Psychology I

Physical Sciences

CHEM 105	How Things Work
CHEM 120L	Selected Topics in Chemistry, with Laboratory
CHEM 140	Order and Disorder
CHEM 141L	General Chemistry I, with Laboratory
CHEM 142L	General Chemistry II, with Laboratory
ENVS 130L/GEO 130L	Global Earth Systems, with Laboratory
ENVS 135/GEO 135	Environmental Geology
ENVS 141L/GEO 141L	Introduction to Geology, with Laboratory
EVS 142	Evolution of the Earth, with Laboratory
GEO 141L	Introduction to Geology, with Laboratory
PHYS 115	Introduction to Astronomy
PHYS 116L	Introductory Astronomy, with Laboratory
PHYS 121	How Things Work
PHYS 141L or 151L	Introductory Physics I (141); General Physics (151)
PHYS 142L or 152L	Introductory Physics II (142); General Physics: (152)

PHYS 190G	Einstein's Space-Time
PHYS 190H	Envisioning Light

III. Social Sciences

Two courses offered by departments in the Division of Social Sciences from the list below. The two courses must be taken in different departments.

These courses focus on individuals and/or groups in society to demonstrate how the social sciences use theory and methods to expand our understanding of social phenomena.

AAS 100	Introduction to African American Studies
AAS 101	Dynamics of the Black Community
AAS 346/POLS 346	African American Politics
ANT 101	Introduction to Anthropology
ECON 101	Principles of Microeconomics
ECON 112	Principles of Macroeconomics
EDS 302	Child and Adolescent Development and Education
EDS 303	The Psychology of Learning
EDS 308	Education and Culture
EDS 314	Education and Cultural Diversity
IDS 315/ANTH 322/ WS 322	Introduction to Gay and Lesbian Studies
POLS 100	National Politics in the United States
PSYC 111	Introduction to Psychology II
SOC 101	Introduction to General Sociology
SOC 103	Introduction: Human Socialization
SOC 225/WS 231	Sociology of Sex and Gender
WS 100	Introduction to Women's Studies

IV. Humanities

Two courses, one from each of the areas below, designed to engage the student in reflection on aesthetic, ethical, and social values through the analysis, interpretation, and evaluation of written texts and artistic forms.

A. One course must be in the analysis, interpretation, and evaluation of written texts and/or documents. Its aim is to develop the ability to read and analyze closely and to interpret independently literary, philosophical, or religious texts or historical, political, or sociological documents.

AAS 271/ENG 358	African American Literature to 1900
ANCMED 202	Literature and Thought in Antiquity
ASIA 210	Classic Asian Religious Texts
CHN 373/REL 374	Confucian Classics
CHN 272	Premodern Chinese Literature
CL 101	Introduction to Classical Literature
CL 102	Classical Mythology
CPLT 301	Methods of Literary Interpretation
CPLT 302	Literary Theory

CPLT 333	Literature and Other Disciplines
EDS 306	Philosophy of Education
EDS 310	Classics in Educational Thought
ENG 210	Major Authors for Non-Majors
ENG 211	Literature and the Arts
ENG 212	Readings in Popular Literature and Culture
ENG 213	Fictions of Human Desire
ENG 250	American Literature: Beginnings to 1865
ENG 251	American Literature: 1865 to Present
ENG 256	British Literature since 1660 (Major British Authors)
ENG 358/AAS 271	African American Literature to 1900
FREN 314	What Is Interpretation?
FREN 361	Topics in Translation
GER 205	German Literature in Translation
HIST 241	History and Text
ITAL 375	Topics in Italian Literature in Translation
ITAL 376R	Topics in Italian Culture in Translation
JPN 360WR	Modern Japanese Women Writers
JPN 372	Introduction to Modern Japanese Literature in Translation
JS 205/REL 205	Biblical Literature
MESAS 125/JS 125	Introduction to Jewish Literature
PHIL 100	Introduction to Philosophy
PHIL 110	Introduction to Logic
PHIL 115	Introduction to Ethics
PHIL 230	Philosophies of Human Nature
POLS 304	Major Texts in Political Theory
REL 150/MESAS 160	Introduction to Sacred Texts (also in V.C.)
REL 205/JS 205	Biblical Literature
REL 210	Classic Religious Texts
REL 350	Jesus and the Gospels
REL 351	Paul and His Letters
REL 374/CHN 373	Confucian Classics
RUSS 271	Masterpieces of Nineteenth-Century Russian Literature in English Translation
RUSS 360	Dostoevsky in English Translation
RUSS 372	Twentieth-Century Russian Literature in English Translation
SPAN 311	History and Theory of Hispanic Narrative

B. One course must be in the interpretation and performance, theory, analysis, or history of art, dance, film, music, or theater. Its aim is to develop the ability to understand human expression and its significance in a medium that relies all or in part on nonverbal expression.

AMST 321	American Routes: Traditions and Transformations in American Musical Cultures
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ARTHIST 101	Art and Architecture from Prehistory to the Renaissance
ARTHIST 102	Art and Architecture from the Renaissance to the Present
ARTHIST 103	Understanding Architecture
ARTHIST 244	Art in Renaissance
ARTHIST 373/ RUSS 373	Russian Avant-garde
CL 101	Introduction to Classical Literature
CL 214	Classical Drama
DANC 229	Introduction to Dance
DANC 240	Dance Literacy
ENG 215/THEA 215	History of Drama and Theater I
ENG 216/THEA 216	History of Drama and Theater II
FILM 270	Introduction to Film
FILM 371	History of Film to 1938
FILM 372	History of Film Since 1938
FILM 381	Introduction to Film Theory
GER 340	German Film
IDS 216	Visual Culture
MUS 101	Introduction to Music
MUS 115/AAS 115	Jazz—Its Evolution and Essence
MUS 201	Survey of Western Music I: to 1750
MUS 202	Survey of Western Music II: 1750 to Present
PHIL 240	Philosophy of Art
RUSS 373	Russian Avant-garde
SPAN 312	Theories of Hispanic Theatre and Film
THEA 101	Introduction to the Theater
THEA 230	Principles of Design
THEA 315	Studies in Period Drama
THEA 316	Studies in Genre

V. Historical, Cultural, and International Perspectives

A. United States History. One course from the list below on the history of politics, society, or culture in the United States providing a perspective on American diversity.

This course exemplifies the use of historical methods, offers perspectives on the history of the United States, and relates the United States to the rest of the world.

AMST 201SWR	Introduction to American Studies
AMST 212	American Identities
ECON 356/HIST 356	Development of Modern U.S. Economy
EDS 305	History of American Education
HIST 231	The Foundations of American Society
HIST 232	The Making of Modern America
HIST 242/JS 242	American Jewish History
HIST 336/WS 336	Multicultural History of Women in the U.S.
HIST 338/AAS 338	History of African Americans to 1877
HIST 348	The Ethnic Experience in America

LING 101	History of the American Languages
REL 209	History of Religions in the U.S.
SOC 247	Race and Ethnic Relations

B. Historical Perspectives on Western Culture. One course from the list below covering a significant historical span of Western history and culture other than the United States.

This course examines in broad perspective historical forces, cultural traditions, and human values of Europe.

ANCMED 201	Creating Classical Culture
ANCMED 203	The Classical Tradition
ARTHIST 221/CL 221	Art and Architecture of Ancient Greece
ARTHIST 222/CL 222	Art and Architecture of Ancient Rome
ARTHIST 259	Historical Perspective on European Art
CL 103	Greek Archaeology
CL 215	Greek and Roman Religion
CPLT 201	Major Texts: Ancient to Medieval
CPLT 202	Major Texts: Renaissance to Modern
ENG 255	British Literature Before 1660
FILM 395	National Cinemas
FREN 312	Histoire de France
FREN 313	La France Contemporaine
GER 370a or 370b	The Austrian Experience (Summer)
HIST 201	The Formation of European Society
HIST 202	The Making of Modern Europe
HIST 203	The West in World Context
ITAL 170	Introduction to Italian Studies I
ITAL 171	Introduction to Italian Studies II
ITAL 270R	Italy: Culture and Civilization
JS 100/HIST 270	Survey of Jewish History
MUS 201	Survey Of Western Music I: to 1750
MUS 202	Survey of Western Music II: 1750 to Present
PHIL 250	History of Western Philosophy I
PHIL 251	History of Western Philosophy II
PHIL 300	Medieval Philosophy
PHIL 302	Nineteenth Century Philosophy
POLS 302	Modern Political Theory
PORT 300	Luso-Brazilian Worlds: Texts and Contexts
PORT 301	Early Lusophone Literature and Culture
PORT 302	Modern Lusophone Literature and Culture
REL 211	Western Religions
REL 313	Modern Catholicism
SPAN 300	Reading in Spanish: Text and Context
SPAN 301	Early Spanish and Spanish-American Literature and Culture
SPAN 302	Modern Spanish and Spanish-American Culture

C. Nonwestern Cultures or Comparative and International Studies. One course chosen from either of the following two categories.

1. One course from the list below covering a nonwestern culture or culture area. These courses seek to give students a broad perspective on historical forces, cultural traditions, and human values in the nonwestern world.

OR

2. One course from the list below designed to introduce students to cross-national comparative studies or studies of international institutions and processes. These courses seek to enable students to frame and investigate questions pertaining to comparative studies of society (including social, cultural, economic, and other processes and institutions) or, alternatively, to explore questions pertaining to global processes and institutions affecting societies in the social, cultural, economic or political realms.

AFS 282/ARTHIST 282	Arts of Eastern and Southern Africa
ANCMED 101	Ancient Mediterranean Studies
ARTHIST 289	Perspectives on Non-Western Art
AFS 334/POLS 334	Contemporary African Politics
ANT 150	Cultures of the World
ASIA 200	Introduction to the Civilizations of India
CHN 273/ASIA 273	The Heritage of China
CHN 271/ASIA 271	Modern China in Film and Fiction
CHN 360/ASIA 360	Modern Chinese Women in Film and Fiction
CHN 359/ASIA 359/	
WS 359	Women and Religion in China
CHN 376	Science in China
CL 104	Ancient Cities and Urban Culture
CLST 101	Mediterranean Societies
ECON 231	Introduction to Global Trade and Finance
ECON 362	Economic Development
EDS 312	Comparative Education
ENG 214	Global Literature in English
ENVS/HNE 334	Global Environment
FILM 396	Non-Western National Cinemas
FREN 170	Cultural Crossroads: France and the U.S.
GER 230/JS 230	Yiddish Culture
GHCS 102	Introduction to Global Health
GHCS 300S	Core Issues in Global Health
HIST 211	The Making of Modern Latin America
HIST 221/AFS 221	The Making of Modern Africa
IDS 213	The Politics of Identity
IDS 263/AFS 263	Studies in the African Tradition
JPN 270	Introduction to Japanese Culture
JPN 361/ASIA 361/	
WS 361	The Tale of Genji: Sensuality and Salvation
JS 230/GER 230	Yiddish Culture

LAS 101	Introduction of Latin America
LING 326	History of Judaic Languages
MESAS 100	Introduction of the Middle East
MESAS 250	Archaeology and the Bible
MUS 204	Music Cultures of the World
MUS 206	Musical Interactions: India and China
PHIL 307	Asian Philosophy
POLS 110	International Politics
POLS 120	Comparative Politics
REL 100	Introduction to Religion
REL 150/MES 160	Introduction to Sacred Texts (also in IV.A.)
REL 212/ASIA 212	Asian Religious Traditions
REL 301	Early and Medieval Hinduism
REL 303	Modern Hinduism
RUSS 270	Russian Culture
SOC 266	Global Change

D. Language. Each student must pursue study of a language other than the student's native language by completing the equivalent of one year of college-level language study in a single foreign language beyond the student's level of preparation upon entering college. This requirement may be satisfied by 1) taking two courses at Emory, 2) receiving transfer credit from another accredited institution in accordance with the rules for transfer credit, or 3) receiving a score of 4 or 5 on a foreign language or literature Advanced Placement Test and then taking the appropriate sequential course at Emory as determined in consultation with the appropriate language department. Students are expected to develop a familiarity with a second language in order to enhance their understanding of other peoples and cultures.

Students who possess only spoken proficiency in their native language but do not have college-level literacy skills should consult with the language department or program to determine to possibility of satisfying the GER Language Requirement with courses in that language.

VI. Health and Physical Education

Four one-credit courses distributed as outlined below. Any but PE 101 may be taken SU.

These courses promote a knowledge and experience of physical and emotional health, bodily movement, individual and team sports, and various recreational activities as integral to the education of the whole person.

A. All students are required to take PE 101: Health Education, normally in their freshman year. The health education requirement may be satisfied by advanced placement or by examination during orientation upon first enrolling. Students who exempt PE 101 still must pass four hours of physical education.

B. All students must take one course in Principles of Physical Fitness from the courses listed below:

DANC 225	Fitness for Dance
DANC 226	Movement Fundamentals
PE 110	PPF/Aerobic Conditioning
PE 112	PPF/Swimming
PE 114	PPF/Jogging
PE 116	Indoor Cycling
PE 122	PPF/Aerobics
PE 124	PPF/Step Aerobics
PE 126	Cardio Tennis
PE 132	PPF/Free Weights Training
PE 134	PPF/Weight/Resistance Training

C. Two elective courses from a wide range of lifetime sports, physical activities, and dance, including up to two credits of a varsity sport.

Physical education courses may not be repeated for credit unless they are designated “R”.

General Stipulations

A score of 4 or 5 on an Advanced Placement Examination can be used to satisfy the General Education Requirements.

Students may use an approved General Education course to satisfy two appropriate requirements in Areas II through V, with the restrictions that no student may exercise this option more than twice and that no course may satisfy more than two requirements.

In satisfying the General Education Requirements, students must distribute their work as follows:

1. At least two courses in the humanities (from two different departments) in addition to the first-year writing requirement and the language requirement;
2. At least two courses in the social sciences (from two different departments);
3. At least two courses in the natural sciences beyond the quantitative methods requirement.

All courses used to satisfy the General Education Requirements must be taken for a letter-grade, except for physical education courses other than PE 101: Health Education.

Application for Degree

In order to be a degree candidate for any given term, students must file an application for the bachelor's degree with the College's Office for Undergraduate Education at the beginning of the semester they expect the degree to be conferred. The application deadlines are indicated in the academic calendar. Forms for this purpose are available from the Office for Undergraduate Education or online. Students who file an application after the deadline specified in the academic calendar must pay a special processing charge of twenty-five dollars and cannot be assured that their names will appear in the commencement program or that their diplomas will be available at commencement.

Commencement exercises are held annually in May for all students who completed all graduation requirements in the previous summer term, the previous fall term, or the current spring term.

Financial Requirements for Graduation

It is a requirement for graduation that all financial obligations to the University shall have been satisfied. In the case of outstanding loans not then due and payable, loan documents satisfactory to the University must have been executed and delivered to it, and all payments must be current.

Continuation Requirements

To graduate from the college, a student must accumulate a minimum of 128 academic semester hours plus the required 4 hours of physical education. Additional hours of physical education do not count toward the degree. Students who do all of their work in Emory College must achieve a grade point average of at least 1.9 on all regularly graded work attempted. Students who come to Emory directly from another college with more than 16 hours of credit and those who take more than 16 hours at another institution after enrolling at Emory must achieve a 2.0 grade point average on all regularly graded work taken at Emory in order to graduate.

Minimum requirements for continuation from year to year are as follows:

First Year: a minimum of 30 semester hours passed after two semesters on first-year standing and a 1.5 grade point average on all work attempted;

Second Year: a minimum of 60 semester hours passed after two semesters on sophomore standing and a 1.67 grade point average on all work attempted;

Third Year: a minimum of 90 semester hours passed after two semesters on junior standing and a 1.75 grade point average on all work attempted.

During the fourth year, a student must make satisfactory progress toward fulfilling requirements for a degree. A student must also attain an overall C average (2.0 grade point average) for work taken during the senior year to qualify for graduation.

A year is normally interpreted as two full semesters or the equivalent. A full semester is one in which a student enrolls for 12 or more semester hours; two or more partial semesters in which a student enrolls for less than 12 semester hours but which taken together total more than 12 semester hours count as one full semester. Usually students will be promoted at the end of a year of work in a given class. Students needing an additional semester to attain minimum standards for continuation or graduation must be granted permission to enroll by the dean of the college and the Committee on Academic Standards and must take all required work at Emory. In such cases, the additional semester will normally be the next consecutive one except for first-year students (see "Exclusion").

Study at Other Colleges

First or Second Year

Newly admitted students who wish to receive credit for work taken at another college after acceptance and before enrollment in Emory College should secure permission from the dean of admission.

After enrollment, permission to take work at another institution is normally granted only for summer. Students who wish to take summer work elsewhere after their first year at Emory must secure written permission from the dean before the end of the preceding spring semester and must not be on academic probation after the completion of spring semester. After their second year of enrollment, students are

permitted to take summer work at another institution only if they have not already completed 68 semester hours; in such cases, the amount of credit granted for summer work may not exceed the number of semester hours necessary to bring their accumulated total hours up to 68.

Credit earned at other institutions may not comprise part of the last 64 semester hours or four semesters of work toward a degree in Emory College, except as described under approved off-campus programs such as the Washington Semester and Study Abroad programs or as described immediately below. All credits for non-Emory courses must officially appear on the student's transcript by the end of their first semester upon return to Emory.

Junior or Senior Year

Students who have completed sixty-four semester hours of course work in Emory College and are in good standing may receive up to sixteen semester hours and one semester of residence credit toward their Emory degree for advanced-level courses taken at another college or university. All such courses must be approved in advance by the chairs of the appropriate departments at Emory, who must

1. certify the advanced level of the proposed courses, and
2. provide a compelling reason why these courses cannot be taken at Emory.

Approval is required in advance by a dean in the Office for Undergraduate Education and the Committee on Academic Standards. For study abroad through non-Emory programs, approval is required in advance by a dean in the Office for Undergraduate Education and the Committee on Academic Standards, operating through its ICIS Review Committee.

Study at other schools cannot normally be undertaken in the semester in which the student expects to complete the requirements for the degree.

Cross-registration

Emory College students may enroll through cross-registration in courses taught in member institutions of the Atlanta Regional Consortium for Higher Education. (See page 33 for details.)

The Grading System

Grades

A, A-, B+, B, B-, C+, C, C-, D+, D, and S are passing grades for which credit is awarded; F and U indicate failure or unsatisfactory and carry no credit; I indicates that the student has not completed all the work for a course; IF and IU indicate failure to finish an Incomplete; P indicates work in progress; W indicates withdrawal without penalty; WF indicates withdrawal failing; and WU indicates unsatisfactory withdrawal.

Quality Points

For each semester hour of credit, quality points are computed as follows:

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0
B- = 2.7	C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	F = 0.0	

The grades of S, U, IU, and WU are given only for courses taken on a satisfactory/unsatisfactory basis (see “Satisfactory/Unsatisfactory Option”). S carries academic credit but no quality points; U or IU carries neither academic credit nor quality points. Neither W, WU, S, nor U grades count in computing a student’s grade-point average. The grades of IF and WF are counted as F in computing a student’s grade-point average. The course instructor determines the basis for grading in individual courses. Students should not assume that all professors use identical grading scales or standards. Instructors should communicate their standards and systems as clearly as possible in their course syllabi. Students should request clarification when necessary. The ultimate arbitrator of a grade rests within the relevant academic department.

Satisfactory/Unsatisfactory Option

A student may elect to take up to twenty of the total semester hours required for graduation from any department or division of the College with the stipulation that grades for courses so elected will be recorded as Satisfactory or Unsatisfactory only and shall not be counted in computing the grade-point average. The grade of Satisfactory carries full academic credit; the grade of Unsatisfactory carries no academic credit. No course used to satisfy general education requirements may be taken on an S/U basis, except for physical education courses other than PE 101 (Health Education). FAME and Washington Semester, which are graded only Satisfactory or Unsatisfactory, do not count toward the twenty hours. A grade of D or better shall be considered as meeting the satisfactory requirement.

A course indicated as S/U may not be changed to a letter grade after the sixteenth calendar day from the first day of classes in the College. One course required for concentration in a given field may be taken on an S/U basis with the approval of the student’s faculty adviser, if the department of concentration so determines.

The Satisfactory/Unsatisfactory option is not applicable to any courses offered by the Goizueta Business School.

Incomplete Work

A student may be granted formal permission by a dean in the College’s Office for Undergraduate Education to defer the final examination or other parts of a course. Deferments will not be permitted except for illness or other emergency and must normally be secured prior to the examination. When permission is granted, the notation I is recorded. Such incomplete work must be completed during the student’s next semester of residence no later than the last date for deferred examinations as printed in the academic calendar, or within twelve months if the student does not re-enroll in the college during that year. Failure to complete the course by the appropriate deadline will result in a grade of IF or IU.

Overloads and Underloads

Students may enroll for twelve to nineteen hours in any one semester. To take more or fewer hours, they must have permission from their faculty adviser and a dean in the Office for Undergraduate Education.

Students with a cumulative grade point average of 3.0 or higher and seniors in their final semester of work are permitted to take up to twenty-two credits (not counting physical education). Students with outstanding incomplete course grades may not overload in credits in subsequent semesters.

Students must normally enroll for the minimum full-time load of twelve credits, except that a senior in the final semester of work is not required to enroll for more credits than are needed to complete the degree. All credit for academic work must be awarded in the semester in which the work is undertaken, including summer sessions and internships.

Audit Courses

Emory College does not officially recognize audits. Students may therefore not register to audit any college course. With the permission of the instructor, students may unofficially visit any course for which they are eligible to register, but no record is kept of courses so visited.

Repetition of Courses

When a course that was previously passed is repeated, the new course credits do not count toward a degree. A student who wishes to re-do a course previously passed and not receive additional degree credit will be permitted to do so if deemed advisable by the faculty adviser and a dean in the Office for Undergraduate Education.

All courses repeated, whether passed or not, including the original course, will be calculated in the student's grade point average.

Changing Courses

A student may change courses until the end of the Add/Drop/Swap period which occurs on the eighth calendar day after the first day of classes each semester. A change may be made in the grading basis of a course (letter grade or S/U) through the fifteenth or sixteenth calendar day after the first day of classes each semester. (See "Academic Calendar" for specific dates.) Emory students may withdraw from one or more courses until 4:00 p.m. on the Friday of the sixth full week of class of the semester after the Add/Drop/Swap period, providing that the student continues to carry a load of twelve credit hours or is in his/her final semester of residence as a graduating senior. (See "Partial Withdrawal" for additional information.) Thereafter, when students withdraw from a course they will receive the grade of WF or WU unless, in the opinion of the instructor and a dean in the Office for Undergraduate Education, circumstances do not justify this penalty. In such cases, the grade of W will be recorded. In computing the student's overall average, the grade of WF will be counted as F. The grades of W and WU will not be used in computing a student's overall average.

Absences

Although students incur no administrative penalties for a reasonable number of absences from class or laboratory, they should understand that they are responsible for the academic consequences of absence and that instructors may set specific policies about absence for individual courses.

Absences from Examinations

A student who fails to take any required midterm or final examination at the scheduled time may not make up the examination without written permission from a dean in the Office for Undergraduate Education. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the University. A student who takes any part of a final examination ordinarily will not be allowed to defer or retake that final. Deferred examinations must be taken during the student's next semester of residence by the last date for deferred examinations in the academic calendar or within twelve months if the student does not re-enroll in the college. Failure to take a deferred examination by the appropriate deadline will result automatically in the grade IF or IU.

Partial Withdrawal

Emory students may withdraw from one or more courses until 4:00 p.m. the Friday of the sixth full week of class of the semester after the drop-add period, providing that the student continues to carry a load of twelve credit hours or is in his/her final semester of residence as a graduating senior. In order for a partial withdrawal to be processed, a student must complete a withdrawal form through the Office for Undergraduate Education, consult with his or her course instructor and adviser of record, and receive signatures from both. These signatures indicate only that consultation has occurred, not that the course instructor and adviser necessarily approve of the student's decision. Completed forms must be returned to the Office for Undergraduate Education.

In addition, students will be allowed one voluntary withdrawal from a course after the sixth week withdrawal deadline and until the last day of classes during their first two semesters of full-time residency at Emory College provided that they maintain a twelve credit hour course load. An eligible student must complete a withdrawal form and follow the appropriate procedures as outlined above. This voluntary withdrawal policy applies to first-year students, transfer students, and to Oxford continuees. This policy does not apply to students who are on study abroad programs.

One additional withdrawal provision is available. After the sixth full week of class after the drop-add period of the semester, a student may petition for a withdrawal from a class based on medical need, family emergency, death in the immediate family, or other significant circumstance resulting in unforeseen hardship for the student. Petitions will be reviewed by academic advisers in the Office for Undergraduate Education who, with the student's permission, will consult with medical personnel where appropriate. Consultation with instructors, the student's adviser and/or others will be part of the decision process. Petitions will be considered for approval by a dean of the College.

No tuition reimbursement for partial withdrawals is available.

Cancellation and Complete Withdrawals

Registration may be cancelled through the ninth calendar day from the first day of classes. Cancellation of registration means that no entry for that semester will be

made on the student's transcript. Such cancellation of registration may occur prior to the beginning of a semester.

To cancel registration or withdraw from the college at any time other than the close of a semester, a student must secure written permission from a dean in the College's Office for Undergraduate Education. Otherwise, honorable dismissal cannot be granted.

A student who withdraws voluntarily before the end of the twenty-third calendar day following the beginning of classes will receive grades of W in all the courses for which he or she is registered that term. Thereafter, a student who withdraws will normally receive grades of WF in all courses. A student may withdraw from all classes for reasons of illness with the approval of a dean in the Office for Undergraduate Education. If a dean grants the complete withdrawal, the student will receive grades of W in all courses for that term. Shortly after a complete withdrawal is processed, the Office for Undergraduate Education, often in consultation with the University Health Service and the University Counseling Center, will officially inform the student in writing as to the terms and timing for readmission.

Refunds of tuition are only partial. A student may cancel registration through the ninth calendar day from the first day of classes, in which case the deposit is forfeited. After the last day for cancellation of registration, a student may withdraw from the college with permission of the dean; the forfeit in withdrawal increases progressively, but is not less than that incurred for cancellation. The schedule of forfeits in withdrawal is as follows: during the second week of the term, 20 percent of tuition charges; during the third week, 40 percent; during the fourth week, 60 percent; during the fifth week, 80 percent. There will be no refunds after the fifth week. No refund is given if only a part of the work is dropped after the last day for approved course schedule changes as specified in the academic calendar. Refunds for first-time Emory University students who are federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations.

Probationary Status and Reports

A dean in the Office for Undergraduate Education or the Committee on Academic Standards may, at their discretion and irrespective of grades, declare probationary status for any student who, in their opinion, is not properly using his/her time and talents. At the end of any grading period, a student whose cumulative or senior grade-point average is less than 2.0 will incur academic probation. A student who fails in any semester to pass two-thirds of the hours taken or to attain at least a 1.5 grade point average will be placed on probation regardless of any previous average. Students on probation will be expected to concentrate their energies on their studies in order to bring their work to the required standard, and to that end they should be especially diligent in attending to their academic responsibilities and refraining from participating in any activities that might interfere with their scholastic performance.

Exclusion

Any student who after the first year fails for two successive semesters of full-time work to pass two-thirds of the hours taken, or to attain at least a 1.5 grade point average, shall

be automatically excluded regardless of any previous average. A student who is excluded under this rule will not be eligible to apply for readmission for the next regular (not summer) semester. For students excluded at the end of the spring term, the period of exclusion begins at the conclusion of the spring term and ends at the end of the next fall term. A petition for readmission for any subsequent term will be acted on by the Committee on Academic Standards. A student who is readmitted and fails to meet the requirements set by the committee will be excluded permanently.

A student who fails to meet minimum requirements for continuation from one class to the next after two semesters may continue for one additional semester of residence only with the approval of the dean of the college and the Committee on Academic Standards (see “Continuation Requirements”). Should a student, at the end of the third semester, fail to meet minimum requirements for continuation, the student will be excluded permanently.

The Committee on Academic Standards reserves the right to exclude students prior to or at the end of the first year if, in the opinion of the committee, their progress is not satisfactory. The committee has stipulated that first-year students who, after two semesters, do not meet the 1.5 grade point average required for continuation to sophomore standing (see “Continuation Requirements”) may be asked by the dean to sit out one regular semester before being permitted to enroll for a third semester of academic work.

Involuntary Withdrawal

Emory University considers the safety and welfare of its students, faculty and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy or process. It is not intended to apply to situations in which a student engages in behavior that violates the University’s rules of conduct. It is intended to apply when a student’s observed conduct, actions and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the Dean of Emory College shall have final authority regarding the decision, enactment, enforcement and management of the involuntary withdrawal of a student.

Criteria

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

Procedure

When the Senior Associate Dean for Undergraduate Education, or his/ her designee, based on a student's conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student's ability safely to participate in the University's program.

The Senior Associate Dean for Undergraduate Education initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents which have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions that must be satisfied prior to re-enrollment, and may be referred for appropriate mental health or other health services. If the student refuses to withdraw voluntarily from the University, and the Senior Associate Dean continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Senior Associate Dean may require the student to be evaluated by an appropriate mental health professional.

Evaluation

The Senior Associate Dean may refer the student for a mandatory evaluation by an appropriate mental health professional or other appropriate professional. The professional may be selected by the University, so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five school days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) (or other professional) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Senior Associate Dean and the student.

The professional making the evaluation shall make an individualized and objective assessment of the student's ability safely to participate in Emory's program, based on a reasonable professional judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health or safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk. The professional will, with appropriate authorization, share his/ her recommendation with the Senior Associate Dean, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the professional's recommendation will be provided to the student, unless, in the opinion of the professional, it would be damaging to the student to do so.

If the evaluation results in a determination that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Senior Associate Dean of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

Informal Hearing

A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the Senior Associate Dean by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Emory faculty or staff member or a health professional of his/her choice. The role of the advisor is limited to providing advice to the student.

At the conclusion of the hearing, the hearing officer shall decide whether to uphold the involuntary withdrawal or whether to re-consider, and the student shall be provided written notice of the hearing officer's decision as soon as possible.

Appeal to the Dean

The student may appeal the hearing officer's decision to the Dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

Emergency Suspension

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Senior Associate Dean, (d) the student refuses to complete the mandatory evaluation, or (e) the Senior Associate Dean determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

**Conditions for Reenrollment**

Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Dean or his/her designee may require a student who has been involuntarily withdrawn under this Policy to be re-evaluated before he/she is readmitted in order to assure that he/ she presents no direct threat to himself/ herself or others.

Partial Withdrawal

Withdrawal from one or more courses, but not all, undertaken during a semester will not be permitted beyond the twenty-third day after the beginning of classes. Exceptions are permissible only in very rare circumstances and, in such extraordinary cases, can only be approved by a dean in the Office for Undergraduate Education. No student granted a partial withdrawal may drop below a load of 12 credit hours. No tuition reimbursement for partial withdrawals is available.

Waivers of Academic Regulations

Students may appeal to the Committee on Academic Standards for waivers of existing academic regulations and requirements in individual cases.

Official Transcripts

Upon written request to the University registrar, students may receive a copy of their academic transcript or have official transcripts mailed for a minimal charge, provided the student's record shows no financial indebtedness to the University.

All transcripts include a student's entire academic record; no partial or incomplete statements of a student's record will be issued as transcripts.

To ensure prompt receipt of transcripts, students should make requests at a reasonable time prior to need. Delays in issuance may occur immediately before or after a term break.

Additional Policies

University-Student Relationships

The Board of Trustees of Emory University has adopted a statement of policy dealing with University-student relationships, a digest of which follows:

1. Emory University was founded on Christian principles by the Methodist Episcopal Church and proudly continues its church relationship as an agency dedicated to seeking and imparting truth.
2. Emory University admits qualified students of any sex, sexual preference, race, color, national origin, religious preference, age, or veteran's status, and qualified handicapped students to all of the rights, privileges, programs, and activities generally accorded or made available to students at Emory University. It does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran's status in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other Emory University-administered programs.
3. Attendance at Emory University is a privilege and not a right; however, no student will be dismissed except in accordance with prescribed procedures. Students applying for admission do so voluntarily and are free to withdraw at their pleasure, subject to compliance with the regulations of their school or college governing withdrawal and to the fulfillment of their financial obligations to the University.
4. Upon matriculation at Emory, each student agrees to be bound by the rules, policies, procedures, and administrative regulations as they exist at the time of admission and as they may be changed by duly constituted authority.
5. By admission as a student at Emory University, a person acquires the right to pursue the course of study to which he or she is admitted and to be treated with the dignity appropriate to an adult person in all matters relating to the University; in the same spirit the student shall comply with the rules and regulations of Emory University.
6. Students will be provided the opportunity to participate in the development of rules and procedures pertaining to University affairs to the extent that such participation and the results thereof, as determined by the Board of Trustees or its designated agent, are consistent with orderly processes and with the policies and administrative responsibilities of the Board of Trustees and the administration.
7. The University expects students to conduct themselves with dignity, courtesy, responsibility, and integrity, and with due respect for the rights of others, realizing that sobriety and morality are not only characteristics of a mature and responsible person but are essential to the maintenance of a free and orderly society.

8. Membership in and rules governing admission to student organizations shall be determined by the organizations themselves, and such rules shall not be required to be uniform so long as the same do not contravene any policy established by the Board of Trustees.

9. Emory University is an educational institution, not a vehicle for political or social action. It endorses the right of dissent and protects and encourages reasonable exercise of this right by individuals within the University. Because the right of dissent is subject to abuse, the Board of Trustees and the president have published a statement to clarify policy concerning such abuse, a digest of which follows:

- a. Individuals associated with Emory represent a variety of viewpoints; the University fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.
- b. Dissent, to be acceptable, must be orderly and peaceful and represent constructive alternatives reasonably presented.
- c. Coercion, threats, demands, obscenity, vulgarity, obstructionism, and violence are not acceptable.
- d. Demonstrations, marches, sit-ins, or noisy protests that are designed or intended to or which do disrupt normal institutional pursuits will not be permitted.
- e. Classes and routine operations will not be suspended except for reasonable cause as determined by the president.
- f. Administrators, faculty, other employees, and students are expected to abide by these standards of conduct in promoting their views, particularly dissent.
- g. Persons who are not so inclined should not become associated with Emory nor continue to be associated with Emory.
- h. Academic and administrative procedures will protect individuals in their right of free expression and provide for prompt and appropriate action against those who abuse such right.

Specific Policies

Students are expected to be aware of and abide by specific policies formulated by Emory University concerning confidentiality, speakers invited to campus, discrimination and harassment, and sexual assault. What follows is a brief summary; the full statements of these policies, as well as those of other University policies, are published annually in the *Campus Life Handbook*.

Emory University recognizes a student's right of privacy and is committed to protecting students from improper disclosure of private information. Regarding the confidentiality of the information that becomes a part of the student's permanent records and the conditions of its disclosure, the University has adopted a policy that reflects a reasonable balance between its obligations for the protection of the rights and privacy of the students and its responsibility to society.

When a student organization invites a speaker from outside the University to speak on campus, the event is the shared responsibility of the inviting student organization and the University. In keeping with the principle of academic freedom, Emory University supports and encourages the exchange of ideas within the University community, including ideas that may be unpopular or controversial. To

this end, the University is committed to providing a forum for student-sponsored expression of divergent points of view. At the same time, the University encourages civility and has the obligation to address issues of safety and disruptive conduct. The president or the president's designee(s) reserve(s) the right to modify the circumstances or withdraw the invitation to speak when a risk of violence or substantial disruption of the operation of the University can reasonably be foreseen.

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, handicap, or veteran's status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the University. The scholarly, educational, or artistic content of any written, oral, or other presentation or inquiry shall not be limited by this policy. The preceding provision is liberally construed with the intent that academic freedom shall be allowed to all members of the academic community; however, this provision shall not be used as a pretextual basis for violation of the policy.

The Emory University community expects all of its members to treat other persons with respect and dignity and will not tolerate any form of sexual assault. Sexual activity should be explicitly agreed upon by all parties. The University shall proceed with disciplinary and/or remedial actions as needed when it appears that the University's prohibition against any form of sexual abuse has been violated. A student charged with sexual assault may be disciplined under the University's code of student conduct as well as prosecuted under Georgia's criminal statutes. The University also has in place procedures to provide emotional and medical support to a victim of sexual assault within the Emory community.

Vehicles on Campus

Registration

All students operating automobiles at Emory must register with the Parking Office, 1701 Lowergate Drive, immediately after arrival on campus or as soon as the vehicle is acquired. The fee for all students for registering an automobile for the 2007–2008 academic year is \$624. This fee is subject to change annually.

Resident Emory College first-year students may not drive or park any vehicle on campus.

Parking and Traffic Regulations

University regulations, strictly enforced in housing areas and on campus, are specified in a regulation booklet furnished at the time students register for parking. Persons with vehicles on campus are expected to know and abide by these regulations. Failure to do so may result in fines, immobilization, and/or removal of vehicles from campus.

In order to create an exemplary learning community that experientially prepares students for ethical leadership and active citizenship, the staff and faculty of the Division of Campus Life and Emory College encourage students to participate in a wide variety of activities, ranging from art and music to sports and politics within the Emory community and beyond.

The Arts at Emory

Emory offers creative and interpretive opportunities, in both curricular and cocurricular contexts, in music, theater, art, dance, and creative writing.

Music

Music offerings at Emory include courses in music and culture, theory and composition, Western music history and literature, as well as a variety of instrumental and choral ensembles that are open to all students, faculty, and staff of Emory College and the graduate and professional schools of the University. Auditions are held at the beginning of each academic year and students are encouraged to participate on a credit basis. Music ensembles perform in the Cherry Logan Emerson Concert Hall located in the newly opened 90,000-square-foot Schwartz Center for Performing Arts and in the Performing Arts Studio located in the Burlington Road Building.

Private lessons are offered in all media, including piano, organ, voice, strings, winds, percussion, composition, Carnatic voice, and sitar. No private lesson fees are assessed to music majors. Non-majors may take lessons for credit or no credit; additional fees apply. Many of the artist affiliates on the Emory faculty are members of the Atlanta Symphony Orchestra, Atlanta Opera Orchestra, Emory Chamber Music Society of Atlanta, Thamyris, and other professional groups in the metropolitan area.

Local, national, and international artists visit the campus regularly for concerts, master classes, and symposia, providing a wealth of concert opportunities at which students hear a wide variety of professional performances. Past performers include Thomas Hampson, the Beaux Arts Trio, Prague Chamber Orchestra, Frederica von Stade, Chanticleer, Dave Brubeck, and Wynton Marsalis.

Interested individuals are encouraged to contact the Department of Music for audition and enrollment information. Questions should be addressed to the department at 404-727-6445, or visit <http://www.emory.edu/MUSIC>.

University Chorus

Numbering between one and two hundred singers, the Emory University Chorus is devoted to the performance of important works of the choral repertoire. Recent performances have included the requiems of Duruflé and Brahms, the *Chichester Psalms* of Leonard Bernstein, Duke Ellington's Sacred Service, and Carl Orff's *Carmina Burana*. Membership is open to students from all University disciplines as well as Emory faculty and staff. No audition required.

Emory Concert Choir

Emory's select mixed vocal chamber ensemble performs both a cappella and accompanied works from the Middle Ages to the twentieth century. Recent performances

have included J. S. Bach's *Magnificat* and *St. John Passion*, the Byrd *Mass for Five Voices*, and the Poulenc *Gloria*. The Concert Choir performs throughout the United States and often tours overseas. Along with the University Chorus, the Concert Choir performs each year in Emory's Festival of Nine Lessons and Carols, a seventy-year-old tradition that is a highlight of the Atlanta Christmas season.

Women's Chorale

An ensemble that specializes in repertoire for women's voices. Female singers from any division of the University and from all levels of vocal experience are welcome.

Emory Symphony Orchestra

The Emory Symphony Orchestra presents dynamic and varied performances of repertoire embracing music from the Baroque to the twenty-first century, often combining forces with the Emory choirs to feature masterworks of the rich symphonic-choral tradition. Selected by audition, the orchestra draws its membership from all disciplines across campus. In addition to collaborations with faculty and distinguished guest artists, one concert each year features as guest soloist the winner of the music department's Student Concerto Competition.

Emory Wind Ensemble

The Emory Wind Ensemble is a select group of instrumentalists performing high-quality literature for winds and percussion. Programming represents a wide variety of wind band media, styles, and genres over several centuries of composition. The Wind Ensemble performs two concerts each semester on the Emory campus, regularly participates in premieres and the commissioning of new works, and recently released a compact disc recording, *Diversions*.

Emory Jazz Ensemble and Jazz Combos

The Jazz Ensemble is a standard seventeen-piece jazz band that offers a variety of performance opportunities on and off campus. Its repertoire includes early jazz, big band, swing, and contemporary jazz styles. The jazz combos are open to any instrumentation and are intended to teach varying styles of improvisation using standard tunes.

Early Music Ensemble

The Early Music Ensemble specializes in medieval and Renaissance instrumental music. Membership is open to Emory students, faculty, staff, and community members.

Chamber Ensembles

Various groups, including quartets, quintets, and septets of different instrumentation for which an audition is required.

Guitar Ensemble

A classical guitar ensemble that studies and performs music for guitar duos, trios, and quartets. Audition required.

World Music Ensembles

Ensembles may include South Indian classical music, North Indian classical music, Central Javanese gamelan, West Javanese gamelan, Indonesian angklung, and Korean percussion. No audition necessary.

Professional Artists in Residence

Emory Chamber Music Society of Atlanta

The Emory Chamber Music Society of Atlanta brings together some of the finest musicians in Atlanta, who are dedicated to performing the most exciting music from the chamber repertoire. With a core membership of seven performers, the group represents a diverse repertoire, ranging from duos to large ensemble works with a variety of instrumentation. Additional performers, as demanded by the season's repertoire, are drawn from Atlanta's outstanding musicians. Visiting artists have included cellist Yo-Yo Ma, the Lark String Quartet, and violinist William Preucil.

The Vega Quartet

As the Emory Coca-Cola Artists-in-Residence, the members of the Vega String Quartet offer performances on the Music at Emory concert series, programs in the ECMSA Family and Noontime series at the Michael C. Carlos Museum, "Performers Up Close" discussions for the Department of Music, and outreach to select Atlanta school children.

Theater

Students interested in theater have a wide range of opportunities at Emory. Courses in acting, directing, playwriting, theater administration, design, history, dramatic literature and criticism, and stagecraft are offered by the Department of Theater Studies. Students may major or minor in theater studies. Many students meet general education requirements through theater studies courses.

Theater Emory, the professional company in residence at Emory, provides undergraduates a unique opportunity to perform with professional actors and to work and train in design, research, direction and every aspect of production with experienced professionals. Our faculty are working artists who collaborate with students and professionals from Atlanta's theater community.

Theater Emory is open to all Emory students, regardless of their major. Work-study positions are available at Theater Emory and the Department of Theater Studies. Other opportunities for experience are available through student-run organizations, including Ad Hoc Productions, which produces musical theater; Starving Artist Productions, which performs classical and experimental drama; Rathskellar, an improvisational comedy troupe; and AHANA, which presents multicultural and multidisciplinary performance; as well as Alpha Psi Omega, the national honor society.

The city of Atlanta is one of the liveliest centers of professional theater in the country.

Questions about activities at Theater Emory can be addressed to 404.727.0524; the Department of Theater Studies can be contacted at 404.727.6463, or visit the web at www.theater.emory.edu.

Visual Arts

The Visual Arts Program of the Department of Art History is housed in the Visual Arts Building. It offers courses in drawing, painting, film, video, sculpture, and ceramics. Visual Arts offers a minor and a joint major with Art History. The renovated and expanded studio building includes a state-of-the-art gallery, which exhibits internationally recognized contemporary art as well as faculty and student work. There are also a number of exhibition possibilities for students all across the campus, and visiting artists and lecturers are a regular feature of programming. Advanced courses may be taken at cooperating institutions in the Atlanta area through the cross-registration process.

For more information, students can contact the Visual Arts Program at 404.727.6315 or visit the website www.visualarts.emory.edu.

Michael C. Carlos Museum

The Michael C. Carlos Museum is a jewel in Atlanta's cultural landscape, bringing masterworks from ancient Egypt, the Near East, Greece and Rome, the Americas, Asia and sub-Saharan Africa, as well as works of art on paper from the Middle Ages to the present day to the Emory campus.

Founded in 1919 as the Emory University Museum, the Carlos is now a centerpiece of the school's historic Quadrangle. The building itself is a work of art to be enjoyed—the original section is housed in Michael C. Carlos Hall, a 1916 beaux-arts design by Henry Hornbostel. A series of renovations and a major expansion in 1993 were all executed by celebrated postmodern architect Michael Graves. The expansion made possible the in-depth display of the museum's permanent collections in twenty-nine galleries, and transformed the Carlos into a destination for exciting temporary and traveling exhibitions. Art and artifacts ranging from tiny engraved gems to greater than life-sized sculptures can all be enjoyed in the elegant, intimate spaces. The Carlos also hosts a notable, year-round schedule of educational programs including lectures, workshops, performances, and film series.

The Michael C. Carlos Museum was renamed in 1991 at the groundbreaking for the expansion that was made possible through the generosity of the late Atlanta businessman Michael C. Carlos and his wife Thalia. With an emphasis on building and enhancing its permanent collections, there is always something new to see at the Carlos, which now ranks among the nation's best university museums.

Dance

The course offerings in the dance program are diverse and rich, simultaneously stimulating mind and body. Students develop skills in the technical, creative, and theoretical areas of dance, with the option to major or minor in dance through the Department of Health, Physical Education, and Dance. Emphasis is placed on performance and choreography, based on the primary tenets of modern dance, which value individualism, innovation, and interdisciplinary approaches to the arts. The dance program includes courses in Improvisation, Choreography, History of Western Concert Dance, Movement Fundamentals, Fitness for Dancers, the Alexander Technique, Dance Pedagogy, Concert Production Workshop, Contemporary Issues in Dance, Labanotation, Dance Repertory, Dances and Dance Forms, Dance Literacy,

and Introduction to Dance. The program also offers a variety of rotating interdisciplinary arts courses and individualized student projects in dance such as internships with nonprofit dance companies and interdisciplinary movement studies. Students receive quality training in modern, ballet, and jazz styles. Technique classes are accompanied by some of the finest dance musicians in the Atlanta community. The program regularly hosts master classes by local and national guest artists.

The main focus of the Emory Dance Company is to provide an in-depth study of a choreographic work from the beginning stages of the creative process to the completed concert performance. Through this process students gain an awareness of the dedication involved in the making and performance of a dance. Students have the opportunity to investigate movement concepts, choreograph, and perform while gaining experience in technical concert production. Auditions for new company members are held every semester, with commitments and responsibilities tailored to meet students' individual needs. The Emory Dance Company regularly commissions choreographic works and musical scores by local and national guest artists. Performances include annual concerts of faculty work as well as programs directed and choreographed by students. The Emory Dance Company produces two major concerts yearly with additional performances in other venues in the Emory community. Each spring selected members of the Emory Dance Company study and perform at the regional American College Dance Festival event. Additional performing opportunities in dance are available through the Emory Dance on Tour course, and a variety of student dance organizations including the African, Hispanic, Asian, Native American (AHANA) student dance organizations.

Creative Writing

Writers learn from other writers, and the Creative Writing Program works to foster a community of writers among its students, faculty, and others at Emory. The Reading Series brings four writers of exceptional reputation each year to read and meet informally with students. Past series participants have included Adrienne Rich, Kurt Vonnegut, Yusef Komunyakaa, and David Henry Hwang. A "majors reading" each spring showcases graduating seniors, and Creative Writing majors take part in other readings of student work year-round sponsored by the Stipe Society and other groups. Students and faculty also participate in Arts Week events celebrating writing, including "Poetry Matters!," a marathon outdoor reading of poetry. Student winners of annual writing contests are recognized each year at a special Awards Night reading.

Student Media at Emory

Media Council governs University-wide student media, serving as a resource board to advocate ethical journalism and media practices. The student-run council also manages the common use of computer and office equipment, approves budgets, and deals with other issues related to the general operation of University-wide student media organizations. Media Council membership includes one representative from each student media organization as well as the student media adviser and student and faculty members at large. Media Council recognizes excellence in student media with its annual Media Council Awards Program.

Alloy

Alloy magazine publishes a variety of student writing and artwork, from nonfiction articles, in-depth critical reviews, and humor pieces, to fiction, poetry, drama, dialogues, photo essays, and art. *Alloy* magazine strives to be the center of Emory student culture, information, experimentation, and revolt. *Alloy* is also a prime outlet for intense graphic design training.

The Black Star

The Black Star centers mainly on issues directly affecting peoples of African descent on the Emory campus through publication of fiction and nonfiction writing. Without ignoring other cultural interests or influences on those other cultural groups, *Black Star* is dedicated to four major goals: promoting dialogue among different communities, raising awareness of and voicing the concerns of the black community, uplifting the black community, and creating effective solutions to better the black community at large. *The Black Star* is dedicated to meeting these goals by both subjective and objective analysis rather than simply restating the problem.

The Daydreamer's Guide to Emory

Daydreamer's Guide to Emory is an annually produced guide that strives to help Emory students and their families make the most of the Emory/Atlanta experience with information about everything from campus life to spiritual life to nightlife.

Emory Political Review

Emory Political Review provides scholarly, nonpartisan discussion of past, current, and future domestic and foreign political issues. Welcomes writers, editors and designers.

Emory Undergraduate Research Journal (EURJ)

The *Emory Undergraduate Research Journal* is a yearly print and online publication that accepts research manuscripts written by Emory undergraduates in all academic disciplines. *EURJ* provides a venue for students to showcase their high quality, original research while fostering interest in undergraduate research. The website will have a database of research opportunities and a listing of Emory faculty and researchers looking for undergraduate research assistants. *EURJ* also hosts an undergraduate research symposium each spring. For more information, please visit www.eurj.com.

EmoryVision

Emory's student-run television broadcast medium oversees the management of campus cable Channel 53, EV-53, which features original student programming and movies. EmoryVision supports students who want to make movies and shows with guidance, budgets, equipment and a venue for their work.

The Emory Wheel

The *Emory Wheel*, Emory's twice-weekly student newspaper, covers events and issues of interest to students and the University at large. Coverage includes campus news, editorials, reviews, crime reports, sports and features. The *Wheel* offers students an opportunity to gain experience in all facets of publication including writing, editing, photography, production, layout, advertising sales, and business management.

Hybrid Vigor

Hybrid Vigor, the science and society magazine of Emory University, seeks to promote the understanding of science and its role in everyday life. The publication has examined the science behind food, sex, race, art and sleep, among other topics. *Hybrid Vigor* publishes both an online and print addition and offers experience in editing, writing, design and production, photography and web management.

Lullwater Review

Lullwater Review, Emory's literary arts magazine, features poetry, prose and art. It is the only university-based, nationally distributed literary arts magazine in the country that is completely student run. Published biannually, it features exceptional student work alongside that of more accomplished writers. Submissions are accepted year-round. A group of student readers serves as the editorial board.

The Spoke

The Spoke, originally conceived as a parody of the *Wheel*, spoofs campus and national publications. *The Spoke* offers an outlet for humor writers and experience in design, layout, photography, and more.

WMRE

WMRE, Emory's student radio station, broadcasts over the Internet and through campus cable on Channel 26. Offering a variety of programs reflecting a range of musical tastes and interests, WMRE gives students the opportunity to develop technical expertise on station equipment while gaining valuable experience in broadcast management and community relations.

Athletics at Emory—Athletics for All

The Emory athletics and recreation department combines the best of both worlds for those who desire to compete in athletics, whether as a member of an intercollegiate team or at intramural or club sports levels

Emory's varsity athletic teams compete in NCAA Division III, which comprises schools that offer academic scholarships and need-based financial aid but no athletic scholarships. Emory is a member of the University Athletic Association (UAA), along with seven other leading private research universities including the University of Chicago, Carnegie Mellon University, New York University, and Washington University in St. Louis. No other athletic conference, save for the Ivy League, has more institutions ranked in the top 25 national universities by *U.S. News & World Report*.

Emory fields eighteen varsity teams, nine for women and nine for men. Those teams consist of men's and women's squads for basketball, cross country, soccer, swimming and diving, tennis, indoor track and field, and outdoor track and field, men's squads in baseball and golf, and women's squads in softball and volleyball.

Since fall 2000, Emory has been ranked the fourth-best athletics program in the nation in Division III, according to the cumulative standings for the U.S. Sports Academy Director's Cup competition. The Directors' Cup awards points to each school based on its finish in the respective NCAA national championships. These stu-

dent-athletes not only excel on the playing fields but also in the classroom. Typically, 25 percent of Emory student-athletes attain the Dean's List (usually a 3.7 semester grade point average), compared to 20 percent for the general student body.

Further evidence of academic success by its student-athletes is that Emory ranks No. 1 in the nation among all NCAA schools for most NCAA Postgraduate Scholarship winners since fall 2000 (No. 2 is Stanford). Emory also ranks No. 1 in the nation among all NCAA schools for most CoSIDA Academic All-Americans (excluding football) since fall 2000 (No. 2 is Nebraska; No. 3 is Notre Dame).

The George W. Woodruff Physical Education Center is the centerpiece of the athletics and recreation program, with facilities and equipment available for use by current students and faculty, staff, and alumni members of the Woodruff P. E. Center. Inside the center are four regulation-size basketball and volleyball courts, an Olympic-size swimming pool, racquetball and squash courts, and an indoor track. The equipment includes Stairmasters, Cybex circuits, elliptical, rowing, and stationary cycling machines. Adjacent to the center are McDonough Field, an outdoor track, soccer field, and tennis courts. The newest sports facilities are Chappell Park, home of the Eagles' baseball team and the varsity softball field.

Emory's intramural program is extremely popular. Emory intramurals claim more than 8,000 participants in more than forty activities, ranging from badminton to biathlon, soccer to softball. Competition within each sport is divided into leagues dependent on the level of competition and desired fun.

Additionally, more than nine hundred students compete in club sports against other schools on a regional and national level. Among the approximately twenty club teams run by students are equestrian, lacrosse, mountaineering, sailing, water polo, and more. The Emory Crew Club has placed three members of the United States national team, including 1996 Olympian Cyrus Beasley. Those who seek instruction or noncompetitive fitness activities may choose from a variety of noncredit recreational classes, the most popular ones being deep water fitness, step aerobics, taekwon do, and yoga.

Religious Life

As a university related to the United Methodist Church, Emory provides ample and creative opportunities for enhancing religious life on campus through worship, service, education, and Journeys of Reconciliation. Undergraduate and graduate student organizations enrich the diverse religious character of the campus.

The dean of the chapel and Religious Life works with religious staff representing various traditions on Emory's Atlanta and Oxford campuses to develop an extraordinarily diverse program of religious life. On the Atlanta campus, the dean of the chapel and Religious Life has three locations: 316 Cannon Chapel, 260 Dobbs University Center, and 206 Cannon Chapel.

The dean of the chapel and Religious Life leads ecumenical worship services each Sunday at 11:00 a.m. in Cannon Chapel; Catholic mass is held at 9:00 a.m. and 6:00 p.m. on Sundays. Shabbat services are held every Friday evening. High Holy Day services are available in Cannon Chapel and Glenn Auditorium. A prayer room is available for Muslim students, faculty, and staff in 260 Dobbs University Center.

Fraternities and Sororities

Active chapters of national Greek fraternities on campus include: Alpha Epsilon Pi, Alpha Phi Alpha, Alpha Tau Omega, Beta Theta Pi, Chi Phi, Delta Tau Delta, Kappa Alpha, Kappa Sigma, Phi Delta Theta, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Zeta Beta Tau.

Active chapters of national Greek sororities on campus include: Alpha Delta Pi, Alpha Epsilon Phi, Alpha Kappa Alpha, Delta Delta Delta, Delta Phi Epsilon, Delta Phi Epsilon, Delta Phi Lambda, Delta Sigma Theta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Lambda Theta Phi, and Sigma Delta Tau.

Interfraternity Council

The Interfraternity Council (IFC) is the governing body that oversees the fifteen fraternities at Emory. The goal of IFC is to serve as a resource to member chapters and support and represent their needs. They are encouraged to operate with as much independence as their successful performance warrants, in harmony with the ideals of the University. IFC increases public knowledge of positive fraternal attributes, promotes IFC-sponsored events, and leads the community through the sponsorship of philanthropic service events during the semester.

Intersorority Council

The Intersorority Council (ISC) is the governing body that oversees the thirteen sororities at Emory. The goal of ISC is to create and enhance sisterhood and unity among sororities and to promote values of the Emory community. ISC derives its strength from a belief in the importance of attaining goals related to personal growth of Greek women. ISC also assists sorority women in developing leadership skills and promoting and sustaining a positive sorority experience.

Other Student Organizations

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the University-wide student governing body representing students in all divisions of the University. The SGA works to ensure basic student rights and strives to respond to the desires, needs, and concerns of the general student body. The SGA approves annual budgets for each of its divisions and supervises the disbursement of student activity fees. To contact the SGA, call 404.727.6179. You can learn more about the SGA by viewing its website at <http://www.students.emory.edu/SGA/>.

COLLEGE COUNCIL

The College Council has been the student governing body of Emory College for forty years. It is composed of legislators, who represent each class and Oxford continuées, as well as an executive board. The council maintains four committees: administrative, budget, programming, and student concerns.

The primary functions of the council are to oversee the budgets and constitutions of more than 120 student organizations, grant supplemental funding for events on campus,

foster a sense of pride and spirit in Emory College students, and act as a liaison between college students and administrators in addressing everyday concerns.

The council also appoints students to college and University positions and encourages them to play active roles on the Honor Council and the Undergraduate Conduct Council and to participate in the academic governance of the college.

To contact the College Council, call 404.727.6167.

STUDENT PROGRAMMING COUNCIL

The Student Programming Council (SPC) is the programming branch of the Student Government Association. Funded by the student activity fee, the SPC provides entertainment and events open to all interested students. SPC consists of an elected president and vice president, members-at-large, committee chairs for each event, and the executive board officers.

RESIDENCE HALL ASSOCIATION

The Residence Hall Association (RHA) is the representative body for undergraduates living on campus. Its purpose is to enhance the lives of students in University residence halls by planning programs and offering services that complement their total educational experience in the residence community. Each residence hall also has its own governing council.

BARKLEY FORUM

The Barkley Forum is one of the nation's premiere intercollegiate debate programs. Holding numerous national championship titles, it provides its members a wide range of educational and experiential opportunities through tournament competition, community outreach, and urban debate education.

OUTDOOR EMORY

Outdoor Emory allows students to participate in fun and exciting outdoor recreation and encourages appreciation of and education about the environment. Its orientation trips are an Outdoor Emory tradition.

VOLUNTEER EMORY

Coordinated through the Division of Campus Life, Volunteer Emory offers opportunities to serve the wider Atlanta community and to acquire useful experience through volunteer services.

SPECIAL INTEREST AND ACTIVITY CLUBS

There are more than 200 organizations on campus through which students can pursue hobbies or personal interests. These include a diverse array of religious and cultural clubs, service and social concerns organizations, and arts-entertainment and publications-media groups. Additional organizations promote activities related to academics, politics, sports, and diverse avocations. For a complete listing of student organizations, please contact Student Government at 404.727.6179.

MULTICULTURAL COUNCIL

The Multicultural Center seeks to foster collaboration among and within all undergraduate student organizations on campus. By fostering interaction between diverse



group, the council hopes that its members collaborate effectively and learn to appreciate people whose race, sexual identity, religion, ethnicity, and interests may be different from his or her own. Along with collaborating to develop programs that will be beneficial to the Emory community, the council also will serve as a forum to address issues of race relations, religious tolerance, sensitivity to sexual orientation, and respect for physical and socioeconomic differences.

The Honor System and the Conduct Code

For more than half a century, academic integrity has been maintained at Emory through the student-initiated and student-regulated Honor Code. The responsibility for maintaining a standard of unimpeachable honor in all academic work falls upon every individual who is a part of Emory University. Every student who chooses to attend Emory College agrees, as a condition of attendance, to abide by all provisions of the Honor Code as long as he or she remains a student in the college. By continued attendance in Emory College, students reaffirm their pledge to adhere to and uphold the provisions of the Honor Code.

The Honor Council, a body of at least ten annually appointed students, has responsibility for investigating and adjudicating all alleged violations of the Honor Code. Students found to have violated the Honor Code are subject to verbal reprimand, written reprimand, F in the course in question, suspension, dismissal, or a combination of these and other sanctions. Copies of the Honor Code are distributed and explained to new students and are available in the Emory College office, 218 White Hall, and online at http://www.college.emory.edu/current/standards/honor_code.html.

The Undergraduate Code of Conduct outlines the expectations of the University for student behavior outside the classroom and details the process for resolution of alleged violations of non-academic misconduct. Through the Code, administered by the Office of Student Conduct in the Division of Campus Life, the University promotes the values of personal responsibility, active citizenship, and consideration for others. All students are expected to know and abide by the Code, available online at <http://conduct.emory.edu>.

Career Center

The Career Center offers a comprehensive range of programs and services that assist students with the process of clarifying and integrating personal and academic goals with career options. Career counseling, prelaw, prehealth, and pregraduate school advising are offered by appointment, with brief drop-in consultations available as well. Developmental seminars, designed to build skills in resume writing, interviewing, and job/graduate school search strategy are offered each semester, along with forums and events that introduce students to various professionals and career opportunities.

The Career Center website (www.career.emory.edu) offers an amazing learning resource for all students—no matter their area of academic interest—who may be exploring careers and researching graduate programs. It acts as a gateway to the Internship Exchange, which provides more than 15,000 local, national, and international opportunities to explore careers through hands-on experiences. The website also provides a multifaceted program for connecting students with employers. Utilizing the Eagles Opportunity Network's online system, students can register with the Career Center, enroll in the on-campus interviewing program, search job listings, and learn about career fairs and networking events.

The Career Center Resource Library contains literature to expedite career research. Informative reference resources, directories, and employment bulletins are available to support the local, national, and international job search. The Career Center computer lab provides access to computer-based career assessment (Strong Interest Inventory, FOCUS, and the Myers-Briggs Type Indicator), the Vault Insider research database, and the Emory Career Network database, which helps facilitate student/alumni connections.

Additional support programs include a critique service to provide feedback on resumes, cover letters, and graduate admission essays and a credential service, which establishes, maintains, and distributes recommendation files and dossiers. Career Center resources are available to all currently enrolled Emory University students. For more information, call 404.727.6211 or visit the center's website at www.career.emory.edu.

Center for Women at Emory

The Center for Women at Emory is a place where women gather for lively discussion or quiet contemplation. Established in 1992, the center offers learning experiences that help Emory women transform themselves and society. Its educational programs link the individual woman's personal creativity to a life lived in community and reflect the diverse views of women in all walks of life. It serves as an advocate for gender equity throughout the University and encourages inquiry into gender issues. As a forum for women's intellectual, cultural, ethical, and spiritual lives, the Center for Women is a prototype of interdisciplinary perspective.

The center provides advocacy, support, and the opportunity to transform concerns into action. A variety of programs are offered that explore important issues such as women's health, sexuality, violence against women, and more. Prestigious awards and contests are held annually to celebrate Emory's outstanding women and their valiant efforts. Its library and resource room house a large and diverse collection of books and research materials related to gender issues. There is a private

room within the center for quiet reflection or nursing mothers. A permanent, hospital-quality breast pump is available. The center also offers onsite wellness services, including discounted massage therapy and free, confidential drop-in time to consult with a counselor. The center's programs and resources are focused on women but relevant to everyone. It is our mission to provide a strong informational network for all members of our community.

Suggestions for programs, events, and library holdings are welcome. All students are encouraged to drop by our space on the third floor of Cox Hall. Come visit the library, meet the staff, sign up for the mailing list, and experience a place designed for and by women.

For more detailed information or a complete list of the center's current events, visit its website at www.womenscenter.emory.edu, send an email to nasmit2@emory.edu, or call 404.727.2000.

University Student Counseling Center

The University Student Counseling Center offers a wide range of counseling services at no charge to Emory students. Located at 217 Cox Hall, services include confidential individual, couple, family, and group counseling for personal problems and concerns, as well as educational programming and workshops for students who need assistance in managing test anxiety, stress, changing values and lifestyles, communication skills, time management, and relationship concerns. The staff consists of licensed psychologists, licensed clinical social workers, and psychiatrists, along with psychiatric residents and psychology, post docs, and social work interns. When students feel assistance is needed from a trained counselor, they can go to Cox Hall or call the Student Counseling Center at 404.727.7450 to make an appointment. Office hours are weekdays, Monday through Friday, from 8:30 a.m. to 5:00 p.m. For more information please visit the center's website at www.emory.edu/SCOUNSEL/.

PEER COUNSELING SERVICES

The Counseling Center advises and trains students as paraprofessional counselors on campus through the Helpline and Peer Counselor programs. For information about Helpline and Peer Counselors, call 404.727.7450.

Emory University Student Health Services

Emory University Student Health Services (EUSHS) is located at 1525 Clifton Road and provides primary outpatient care and health education services to Emory students. Enrolled Emory students with valid Emory ID cards are eligible for health care at EUSHS. Students' spouses, qualified domestic partners, and unmarried children twelve years of age and older may also be seen by appointment on a fee-for-service basis.

HOURS OF OPERATION

During fall and spring semesters, EUSHS is open Monday–Thursday, from 8:00 a.m. to 6:00 p.m., and Fridays, from 8:00 a.m. to 5:00 p.m. Saturday, from 9:00 a.m. to 1:00 p.m., clinic hours are reserved for urgent medical problems and concerns requiring weekend care. During summer session and winter and spring

breaks, EUSHS is open weekdays only from 8:30 a.m. to 5:00 p.m. To schedule appointments, students should call 404.727.7551 (press 1). Students can also make appointments via our online MedBuddy-U system by going to www.emory.edu/uhs and clicking on the MedBuddy icon in the upper right corner of our home page. To speak to the on-call physician after hours about an urgent medical problem or concern, call 404.727.7551 (press 0) to have the operator page the on-call physician.

STAFF AND SERVICES

The EUSHS team is comprised of physicians, psychiatrists, counselors, physician assistants, nurse practitioners, nurses, health educators, and administrative staff. EUSHS offers the following services to enrolled Emory students:

- Allergy injections and immunizations
- Anonymous HIV testing
- Dermatology specialty clinic (by referral only)
- Gynecology and colposcopy specialty clinic (by referral only)
- Health education programs and presentations
- Immunizations
- International travel clinic
- Laboratory testing
- Mental health counseling/referral
- Nutrition counseling and education
- Orthopedia/Sports Medicine specialty clinic (by referral only)
- Physical examinations
- Primary health care
- Referrals to specialists
- Sexual health counseling
- Substance abuse counseling and referrals
- Women's health and family planning

EUSHS SERVICES DURING SUMMER SESSION

During the summer, students who are not enrolled but who have paid the Emory student activity fee may be seen without fee-for-service charges. Continuing students who are not enrolled for the summer, or students who just graduated, may be seen on a fee-for-service basis.

WOMEN'S HEALTH CARE

A Women's Health Care Clinic is offered as an option for female students who wish to have gynecological care, family planning services, and education provided by female health care providers. Because of the personal nature of women's health care, the time required for each visit is greater than some other appointments. Please allow one hour for registration, information update, and physical assessment.

MENTAL HEALTH AND COUNSELING SERVICES

A wide range of outpatient mental health services are provided by competent, caring, licensed clinicians. There are no charges for sessions within EUSHS, including our Emory University Counseling Center. However, when referrals are made to clin-

ics or therapists outside the EUSHS/Emory Counseling Center system, expenses for those visits shall be the responsibility of the student. Students may call 404.727.7551 (press 1) or use our MedBuddy-U online system to schedule an appointment, or call the Emory Counseling Center at 404.727.7450.

EMERGENCIES AND AFTER HOURS CARE

EUSHS is not an emergency facility. For life threatening emergencies, please call 911. Call the Emory Police at 404.727.6111 or 7.6111 (direct dial) for assistance in obtaining emergency help rapidly. For assistance in determining if you should seek medical care when EUSHS is closed, call the EUSHS on-call physician at 404.727.7551 (press 0). A decision to seek medical assistance at the Emory University Hospital Emergency Room (404.712.7100) should be made carefully, as it may involve significant financial expense.

HOSPITALIZATIONS

Hospitalizations are usually arranged at Emory University Hospital or other facilities within the Emory Network. Our EUSHS physicians maintain liaisons with the hospital's attending physicians. The cost of hospitalization is the responsibility of the patient. For limited, less serious problems, students may be treated in the holding/observation area of EUSHS during office hours. There are no overnight (infirmary-type) wards or beds at EUSHS.

PRESCRIPTIONS

A limited number of medications are available in prepackaged containers from EUSHS clinicians on a fee-for-service basis, including selected birth control pills and patches. Local pharmacies are also an option. Carefully review your health insurance policy for information regarding benefits for medications. If you have a prescription plan as part of your health insurance package, be sure to bring it with you to Emory.

ONLINE COMMUNICATION WITH EUSHS VIA MEDBUDDY-U

MedBuddy-U is EUSHS's Internet-based health care communication system. MedBuddy-U is quick, easy to use, and available twenty-four hours a day. With MedBuddy-U, students can ask an EUSHS nurse or health care provider a question, perform a web-based medical consultation, refill a prescription for medications previously prescribed at EUSHS, request an appointment, and get confidential messages and lab results faster and more conveniently. MedBuddy-U is confidential, secure, and compliant with all federal government health care privacy (HIPAA) standards. In addition, all new Emory students must now provide their prematriculation health histories online via MedBuddy-U. To enroll in MedBuddy-U and complete a prematriculation health history, students should go to www.emory.edu/uhs and click on the MedBuddy icon in the upper right corner.

MEDICAL EXCUSES

Students are responsible for notifying professors or physical education instructors of absences caused by illness or injury. Medical excuses are not issued by EUSHS for

missed classes or examinations. EUSHS clinicians will provide documentation for extended illnesses or injuries necessitating medical withdrawal.

FEES

Except as otherwise noted below, Emory tuition covers office visits provided by EUSHS healthcare providers. Charges for the following services are not covered by tuition and must be paid for by the student:

Hospitalization	Injections, including allergy shots
Medical procedures	Laboratory tests and X-rays
Physical examinations	Medications and medical supplies
Travel consultations	Consultations with non-EUSHS physicians
Anonymous HIV testing	

Payment is due at the time of service. Cash, checks, EmoryCard, Visa, and MasterCard are accepted. Students are primarily and completely responsible for all fees incurred, regardless of insurance coverage. All unpaid charges are transmitted to the bursar after ninety days to be included on the student's central account. The bursar will bill for any unpaid charges. If a student's account becomes past due, the bursar may cause the withholding of transcripts, grades, registration, or other University-provided goods or services until all past due amounts are paid.

IMMUNIZATIONS

Emory University follows the Centers for Disease Control and Prevention (CDC) and American College Health Association recommendations regarding prematriculation immunizations for students. All incoming college students must have two measles, mumps and rubella (MMR) vaccinations, a recent diphtheria-tetanus booster, three doses of hepatitis B vaccine, and immunity to varicella (chicken pox), either by previous disease or vaccination. You will receive an immunization form by mail to complete prior to registration, or you can obtain this form via our website at www.emory.edu/uhs. The immunization form requires the signature of a health care provider to be valid. Our EUSHS staff will review these documents prior to student matriculation. The CDC also recommends that college students and their parents be educated regarding Meningococcal meningitis and the benefits of vaccination against the disease. This information can be found at the web sites noted below.

Please note that students enrolled in certain health sciences programs at Emory University may have additional vaccination and/or health testing requirements imposed by their individual departments. These students should be sure to check with their departments regarding such requirements. In addition, international students may have requirements for tuberculosis testing and should check with the International Students and Scholars Program for details.

For more information about immunizations, we refer you to the following sources:

American College Health Association: www.acha.org

CDC: www.CDC.GOV/NCIDOD/DBMD/DISEASEINFO

EUSHS: www.emory.edu/uhs (click on "Immunization Information")

HEALTH INSURANCE (MANDATORY BEGINNING FALL SEMESTER 2006)

All new and continuing degree-seeking and international Emory University students (including Oxford College) are required to have health insurance. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan or provide documentation of enrollment in a comparable United States-domiciled plan. Each fall semester new and continuing degree-seeking students and all international students will have a “to do” on their OPUS account from mid-April requiring them to complete the waiver process online prior to the first day of classes.

New students entering in the spring or summer semesters will complete the online enrollment/waiver process prior to the start of classes. These midyear admits will join all continuing students in completing the process for the next fall between mid-April and the start of fall classes.

If a new or continuing fall semester student has not waived out of the Emory Student Health Insurance Plan by the deadline date by July 1, he/she will be automatically enrolled in the Emory/Aetna plan and billed by the Emory Student Financial Services. Students will need to complete the annual insurance enrollment/waiver process each year they are enrolled at Emory.

For more information about the mandatory health insurance requirement, visit the EUSHS website at www.emory.edu/uhs.

VISIT OUR WEBSITE

For more information about EUSHS, visit the website www.emory.edu/uhs.



Academic Support

Faculty are the primary source of academic support, meeting with students during office hours and by appointment. Students are encouraged to take advantage of a teaching faculty that engages enthusiastically with undergraduates. Emory College provides academic support through several programs specially designed to meet academic goals. A Writing Center offers individual consultations for compositions and term papers. Learning Programs in the Office for Undergraduate Education offers several different options to support academic excellence. Supplemental Instruction is a collaborative learning experience to review course content and develop problem-solving skills in introductory science and math courses. The Emory Pathways to Academic Success (EPASS) peer-tutoring program provides one-on-one support for many college courses. Learning specialists are available to meet with students individually to evaluate study and test-taking skills and to help create individual study plans. Students with special needs such as learning and attention problems are supported through individual and group services. For non-native English speakers, there are resources to help develop reading, writing, listening, and oral language skills. All services are free and available upon request.

Advising

Students are assigned faculty and student advisers before they enter Emory College. Staff members of the Emory College office also assist in advising students about academic and personal problems. First-year and second-year students seeking information and guidance about particular fields of study are welcome to talk about their future plans with the chair or the director of undergraduate studies in various departments or programs, or they may consult with other faculty members they have taken courses with in the field. Once students choose a major, usually during their second year but sometimes during their first year, they are assigned faculty advisers within their major department or program.

Academic advisers in the Office for Undergraduate Education (OUE) also work closely with students, faculty, and academic deans to provide individual academic advising and explain and interpret academic policy.

OUE academic advisers supplement faculty advising, which includes FAME (Freshman Advising and Mentoring at Emory) and SYE (Second Year at Emory program), and connect students to campus resources and services. Advisers also work closely with Oxford continuees and transfer students to help them make successful academic transitions to Emory College. Our offices are located in 300 White Hall, the SAAC on Clairmont Campus, and the Woodruff Residential Center.

The Career Center, the Counseling Center, and other service centers of the University also assist in advising students. Advisement for students in preprofessional programs is provided through the Career Center, which assists students in exploring, selecting, and applying to professional programs and graduate schools. For further information call the Career Center at 404.727.6053. There are also student organizations, such as the Benjamin S. Pius Prelaw Society, the Premed Society, and the Preveterinary Society, which provide information, advice, and assistance to students. For further information, see "Orientation and Advising."

Disability Services

Emory University is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with a disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act 1973, and other pertinent federal, state, and local laws.

The Office of Disability Services (ODS) is the central clearinghouse that processes and facilitates all accommodation requests from qualified students who have completed the registration process in its entirety.

Students are responsible for initiating the accommodation request process by self disclosing their disability and/or chronic medical condition directly to ODS.

More detailed information is available on the website at www.ods.emory.edu, or make requests directly to the Office of Disability Services, Emory University, 201 Dowman Drive, University Administration Building, Suite 110, Atlanta, GA 30322, 404.727.6016 (v) or 404.712.2049 (TDD).

Emory College Summer Internship Program

The Emory College Summer Internship Program will consist of fully functioning, living-learning communities with planned locations in Washington, D.C., New York City, Los Angeles, Chicago, Miami, and Houston. The program is designed to bridge internship opportunities with residential experiences to foster a unique combination of reflective living and creative learning. It encourages the development of individuals within a community comprised of a small group of Emory juniors and seniors and an onsite director. Eight-week internships reflecting the breadth of opportunities available in each of the metropolitan areas will be available. Emory students will explore new academic possibilities, participate in group and individual reflection and advising sessions, network with alumni and nationally known figures, and develop a unique sense of community. For more information about the Summer Internship Program, contact the Office for Undergraduate Education.

Multicultural Programs and Services

The Office of Multicultural Programs and Services, a Campus Life department, provides a wide range of programs to meet the needs of students and enhance their development and success. Ongoing programs include the Freshman Crossroads Retreat, diversity workshops, the Multicultural Outreach and Resources at Emory (MORE) Program, in which upperclass students assist first-year students in adjusting to campus life, Unity Celebration, and the Sustained Dialogue Program. The Delores P. Aldridge Excellence Awards Banquet recognizes outstanding scholarship, leadership, and community service. The OMPS Office also provides individual counseling, advises multicultural student organizations, and serves as an advocate for student concerns. For more information, write to the Office of Multicultural Programs, 1495 Clifton Road, Suite 348, Emory University, Atlanta, GA 30322. Email OMPS-L@Listserv.emory.edu, call 404.727.6754, or visit the website at www.emory.edu/MULTICULTURAL.

Lesbian/Gay/Bisexual/Transgender Life

The Office of Lesbian/Gay/Bisexual/Transgender Life (LGBT) offers programs and services designed to improve the campus climate for LGBT students and employees. It offers educational, cultural, and social programs and events, and provides services including speakers and workshops, individual consultations, a lending library, and the campuswide Safe Space Program. For more information call 404.727.0272, come by the office in 244E DUC, or visit the website at http://www.emory.edu/CAMPUS_LIFE/LGBOFFICE/.

International Student and Scholar Programs

The Office of International Student and Scholar Programs serves international students, faculty, and researchers in the nine schools of Emory University. The office provides a wide array of programs, services, and activities designed to enhance the goals of international educational exchange. The staff of the Office of International Student and Scholar Programs provides an orientation program for new international students to assist with the challenges of adjusting to a new culture and educational system and to facilitate personal growth and development. International educators plan social, cultural, and educational programs; advise the campus community on immigration regulations affecting foreign students, faculty, and researchers; and counsel on cross-cultural adjustment and communication issues. Students are encouraged to become involved with the International Association, Student Program in International Cultural Exchange (SPICE), International Coffee Hour, and other programs that seek to increase cross-cultural awareness and understanding.

Medical insurance is mandatory for all international students. Emory students may purchase the Student Accident and Sickness Insurance for Emory University Students or provide documentation of enrollment in a comparable United States domiciled medical insurance plan. If the student has not waived out of the Emory plan by the deadline date of July 1, he/she will be automatically enrolled in the Emory plan and billed by the bursar. Students accepted for admission will receive a packet of pre-arrival information, which will provide detailed information about the medical insurance requirement and procedures for providing evidence of comparable coverage. For more information about the Emory plan, visit the Student Health Services website at www.emory.edu/uhs and click on "Fees/Insurance."

The Office of International Student and Scholar Programs works also with U.S. students, faculty, and staff; local community members and organizations; and officials from United States and foreign government agencies to form constructive relationships between foreign students and scholars and their U.S. hosts. International educators on the staff at the Office of International Student and Scholar Programs believe in the transformative value of an overseas educational experience and seek to facilitate the growth of global-minded citizens in an interdependent world.

For more information, visit our website at www.emory.edu/ISSP or write to the Office of International Student and Scholar Programs, P.O. Drawer VV, Emory University, Atlanta, Georgia 30322, USA; email: issp@emory.edu; call: 404.727.3300; or fax: 404.727.0830.

Prestigious merit scholarships are available to Emory College students, awarded on the basis of outstanding academic achievement and outstanding leadership. For further information, see the section of this catalog on financial aid.

Students who successfully complete the Honors Program may graduate with honors (*cum laude*), high honors (*magna cum laude*), or highest honors (*summa cum laude*). For further information, see the statement on the Honors Program in this catalog or contact the Honors Committee, Office of the Dean, Emory College, Emory University, Atlanta, Georgia 30322.

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

PHI BETA KAPPA

The Emory College chapter of Phi Beta Kappa, Gamma of Georgia, was founded in 1929. Election to it is based on scholarship, breadth of culture, and general promise.

ALPHA EPSILON DELTA

This national honor society recognizes students who have achieved academic distinction while pursuing a premedical or predental program.

PHI ETA SIGMA

The Emory College chapter of Phi Eta Sigma, a national honor society for first-year students, acknowledges outstanding scholastic achievement.



SIGMA XI

The Emory chapter of Sigma XI encourages original investigation in the pure and applied sciences. The chapter consists of members and associate members, including students, faculty, and staff. Although full membership is based on achievement in original investigation, undergraduate students may be elected to associate membership. Activities include meetings for the discussion of scientific subjects; financial support, through grants-in-aid, of investigations; publication of research; and maintenance of national lectureships.

BRITTAIN AWARD

Each year one graduate of Emory University receives an award, named for Marion Luther Brittain, that is intended to give public and permanent expression of gratitude for service to the University, rendered without expectation of reward or recognition.

MCMULLAN AWARD

The Lucius Lamar McMullan Award honors a graduating senior of uncommon stature in the eyes of the Emory community who shows extraordinary promise of future leadership and service to his or her community, the nation, and the world.

SONNY CARTER SCHOLARSHIP

Established to honor the memory of United States astronaut Manley Lanier Carter Jr., a graduate of Emory College and Emory School of Medicine, the Sonny Carter Scholarship is awarded to a rising senior. It recognizes the recipient's academic and athletic accomplishments as well as leadership, personal character, and commitment to using his or her talents for the common good. The scholarship provides funding toward the final year of undergraduate study.

DRAKE AWARD

The Archelaus Augustus Drake Award recognizes a junior in Emory College who has demonstrated significant advancement in academic achievement and significant growth in leadership ability and sense of educational purpose during the first two college years.

SUDLER PRIZE

The Sudler Prize in the Arts is awarded annually to a graduating senior in Emory College who has demonstrated the highest standard of proficiency in one or more of the performing or creative arts. The prize was established at Emory in 1983 by Louis Sudler, a Chicago businessman, musician, and philanthropist.

DVS, THE SENIOR SOCIETY

This honorary society recognizes seven senior students each year for high service rendered to the University without expectation of reward. The society is rich in tradition, having been formed at Emory College in 1902.

DUCEMUS

A society of five seniors who maintain anonymity while promoting loyalty, wisdom, integrity, tradition, and vision in the life of the Emory community.

MORTAR BOARD

Mortar Board recognizes outstanding men and women for leadership, scholarship, and character.

OMICRON DELTA KAPPA

ODK recognizes student, faculty, staff, and alumni leadership. Membership is based on character, scholarship, participation in student activities, and service to the University. Members, both men and women, are selected from throughout the University and the Association of Emory Alumni.

PALADIN SOCIETY

Founded in 1998, the society fosters school spirit and community at Emory.

WHO'S WHO

Who's Who honors college and university students who have made significant contributions to their schools. Selection is based on leadership, service, and scholarship.

DEPARTMENTAL HONOR SOCIETIES

Outstanding achievement within particular departments and programs is recognized by election to the following societies:

Anthropology: Lambda Alpha

Biology: Phi Sigma

Classics: Eta Sigma Phi

Economics: Omicron Delta Epsilon

German: Delta Phi Alpha

History: Phi Alpha Theta

Modern Languages: Phi Sigma Iota

Music: Mu Phi Epsilon

Neuroscience and Behavioral Biology: Nu Rho Psi

Physics: Sigma Pi Sigma

Philosophy: Phi Sigma Tau

Political Science: Pi Sigma Alpha

Psychology: Psi Chi

Religion: Theta Alpha Kappa

Russian Studies: Dobro Slovo

Sociology: Alpha Kappa Delta

Theater: Alpha Psi Omega

DEAN'S LIST

The Dean's List recognizes the top 20 percent, by semester grade point average, of all college students enrolled for that semester. Besides having the requisite grade point average, a student must have been enrolled for twelve or more hours, completed all course work, and earned no grades of U (unsatisfactory).



NATIONAL COMPETITIVE AWARDS

Emory College's National Scholarship Program supports students applying for nationally competitive scholarships. The program maintains application materials for a number of scholarships, advises students on their scholarship essays and applications, organizes practice interviews for those chosen as finalists, and organizes campus committees when university nomination is required by scholarship foundations.

Emory students regularly win nationally competitive scholarships. In the last five years, Emory students have won scholarships and fellowships from the following nationally competitive programs:

- Rhodes Scholarship
- Marshall Scholarship
- Fulbright Fellowship
- Truman Scholarship
- Goldwater Scholarship
- Luce Scholars program
- National Science Foundation
 - Pre-doctoral Fellowship
- Udall Scholarship
- Beinecke Scholarship
- Rotary Ambassadorial Scholarship
- Gates-Cambridge Scholarship
- Jack Kent Cooke Scholarship
- Paul and Daisy Soros Scholarship
- Carnegie Junior Fellows program
- Rockefeller Brothers Fellowship

In addition, the scholarship program organizes the competition for the following Emory awards: The Robert T. Jones Jr. Scholarship; The Sonny Carter Scholarship; The Sam Bredow Award; The Joel Gellar Award for Humanitarian Service.

The Libraries

Eight facilities house Emory's library resources: the Robert W. Woodruff Library, the central library at Emory, which includes the Goizueta Business Library, the Marian K. Heilbrun Music and Media Library, the Manuscript, Archives, and Rare Book Library, and the Center for Library and Information Resources; the Matheson Reading Room in the Asa Griggs Candler Library; the J. S. Guy Chemistry Library; the Math and Science Center Reading Room; the Hugh F. MacMillan Law Library; the Woodruff Health Sciences Center Library; the Pitts Theology Library; and Oxford College's Hoke O'Kelley Library. Total collections for the University number more than 3 million volumes, 4 million microforms, 23,000 linear feet of manuscripts, and an extensive array of electronic resources. The libraries maintain more than 39,000 subscriptions to serials and periodicals, many of which are electronic, full-text information resources. EUCLID, the integrated library computer system, contains records for library holdings and acts as a gateway to large numbers of information resources on the web.

General Libraries

The General Libraries of Emory University, consisting of the Woodruff Library, the Center for Library and Information Resources, the Matheson Reading Room, the J. S. Guy Chemistry Library, the Goizueta Business Library, the Heilbrun Music and Media Library, the Manuscript, Archives, and Rare Book Library, and the Math and Science Center Reading Room, house the main humanities, social science, and science collections.

Robert W. Woodruff Library

The Center for Library and Information Resources (CLAIR) in the Robert W. Woodruff Library brings together library staff and technology specialists to provide an integrated service environment for effective use of multimedia, electronic and print material, numeric data, government information, manuscripts, and archival resources.

The library provides services, collections, and information resources of all kinds, an Information Commons, the Electronic Data Center, the Lewis H. Beck Center for Electronic Collections, Emory's Center for Interactive Teaching that works with faculty, staff, and students, providing expertise, training, and support for creating technology enhanced materials, electronic classrooms for teaching effective use of information resources, an interactive/satellite-connected classroom, group study rooms, reference and consulting services, lending services, interlibrary loan, copy services, electronic reserves, as well as comfortable facilities for study and research.

The Information Commons, a joint project of the General Libraries and the Academic and Administrative Technology (AAIT) Division, provides access and support for more than 160 workstations located on levels one through four in Woodruff Library. These stations offer a gateway to rich collections of electronic research materials and desktop applications. The Information Commons also provides a service for lending laptops within the library, wireless network connectivity, and user support. For more information on the Information Commons view infocommons.emory.edu/.



The Manuscript, Archives and Rare Book Library (MARBL) houses rare books and distinctive, internationally renowned manuscript holdings in English-language literature (with a particular emphasis on twentieth-century poetry), African American history and culture, and the history of Atlanta, Georgia, and the South among other areas of special strength. The University Archives, documenting the history of Emory University, are also housed in MARBL.

The Digital Programs and Systems Division leads the library's initiatives in support of a wide variety of scholarly information resources. The division supports the development of new tools and services such as portals, e-publishing, and specialized digitization projects in order to support and enhance teaching and research, and works with faculty to seek grant opportunities in these areas.

The Goizueta Business Library, located in Woodruff Library, supports the teaching and research needs of the Goizueta Business School. The library provides access to an extensive collection of electronic and print business information resources. Its team of business librarians offers a range of customized information and instructional services both in person and on the desktop.

The Marian K. Heilbrun Music and Media Library, located on the fourth level of Woodruff Library, houses all music collections, including print as well as audiovisual and audio formats and film and video collections. The Music and Media Library provides students and faculty in the Department of Music with the equipment and resources required for composition, study, and research. It also is the primary

resource for the Department of Film Studies and offers media resources for classroom instruction in courses across the curriculum.

In addition to the Heilbrun Music and Media Library, the fourth floor includes a state-of-the-art language lab and language instruction classroom, the head end distribution center of the campus cable television network, a digitizing suite, and facilities for both individual and group viewing and listening of multimedia.

The J. S. Guy Chemistry Library actively supports research in organic, non-organic, analytical, physical chemistry, and in biochemistry and chemical physics. A full range of services is available, including online searching by structure and subject, circulation, interlibrary loan, reserves, and reference.

The Math and Science Center Reading Room, located on the third floor of the Math and Science Center Building, supports the Physics, Math and Computer Science, and Environmental Studies departments. This facility is often referred to as a virtual library because the majority of the collection is online.

Professional School Libraries

Hugh F. MacMillan Law Library

Located adjacent to Gambrell Hall, the Hugh F. MacMillan Law Library has a strong collection of Anglo-American legal materials, with more than 400,000 volumes and in excess of 4,000 serial subscriptions. Users also have access to a rich collection of electronic information resources. The law library is a selected depository for United States government documents, has a sizeable collection of state, judicial, and legislative materials, and is a full depository for documents of the European Union.

Health Sciences Center Library

The Health Sciences Center Library (www.healthlibrary.emory.edu/) is located in the 1462 Clifton Road building. The library provides a collection of more than 225,000 bound volumes, 1,336 print periodical subscriptions, access to more than 33,000 electronic journals, more than 235 electronic medical text books, a computer laboratory with laptops for in-library use, and audiovisual materials. The Emory wireless network is available throughout the library. The WHSC Library is open seven days a week with a schedule of ninety-one hours.

The WHSC Library offers classes in database searching techniques, bibliographic management software such as ENDNOTE and QUOSA, and efficient use of electronic information resources. The library can borrow books and obtain articles electronically from health sciences libraries across the country. The library provides facilities for study and research that include student group study rooms and faculty carrels. Reference librarians work with faculty to provide customized instruction sessions to suit the needs of a particular class or group of students, as well as assist faculty in developing library-based assignments. Librarians are available to consult with students, faculty, and staff regarding their research needs, and staff assistance is available for creating multimedia presentations. Branch libraries are located on the Grady Campus and in Emory Hospital.

Pitts Theology Library

The Theology Library contains more than 500,000 volumes and more than 1,300 current periodicals, with extensive materials on Methodist history, Wesleyana, Christianity in Sub-Saharan Africa, and renowned rare book collections on the Protestant Reformation. The library's Digital Image ARchive is an online resource of more than 15,000 woodcuts and engravings from the fifteen and nineteenth centuries.

Hoke O'Kelley Memorial Library

The Hoke O'Kelley Memorial Library supports the liberal arts-intensive curriculum and community of Oxford College of Emory University. The library provides excellent resources, services, and instruction for research, study, and teaching to enhance the intellectual and personal growth of Oxford students during their first two years at Emory. Oxford librarians provide individual research consultations and work with faculty to provide course specific library research instruction. The library's collection contains more than 85,000 volumes, and students have access to the extensive print and electronic resources in all the Emory University libraries. On the original Emory College campus established in 1836, Oxford is located forty miles east of the Atlanta campus.

Other Library Resources

Students may use all libraries within the Atlanta Regional Consortium for Higher Education (ARCHE). Member libraries include Agnes Scott College, Atlanta College of Art, Atlanta University Center, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Southern College of Technology, Oglethorpe University, and the University of Georgia. Students in general must obtain an interlibrary use card from a reference librarian in order to obtain borrowing privileges at other ARCHE institutions. For borrowing privileges at the University of Georgia, Georgia State, and Georgia Tech, Emory students need only to show a valid Emory ID.

Academic and Administrative Information Technology (AAIT)

AAIT delivers advanced information systems and services that enrich teaching and learning, extend collaborative opportunities, and strengthen research efforts at Emory. In collaboration with Emory University Libraries, Network Communications, and Emory College, AAIT provides technology-enriched classrooms, centers, labs, and auditoriums; teleconferencing, Internet2, and broadband Internet access; audio and video streaming; email; wireless networking; academic systems for interactive learning and community discussion; online access to student records and resources; desktop access to library research guides, databases, and media; and IT Support services.

Computing Centers, Labs, and Kiosks*The Computing Center at Cox Hall*

The Computing Center at Cox Hall, open six days a week, is Emory's main student computing lab. It is equipped with PC and Macintosh workstations, laptops, scanners, multimedia and digital video production technologies, and two tech-

nology-enriched classrooms. Special spaces to support group collaborative work feature plasma displays with touch screen controls and expanded image viewing. Whiteboards also allow image capture for saving and digitizing work sessions. The Fishbowl conference room seats nine and serves as a location for meetings, small classes, and collaborative project planning (cet.emory.edu/cox).

The Emory Center for Interactive Teaching (ECIT)

Emory's Center for Interactive Teaching in the Woodruff Library is Emory's main location for faculty support for teaching with technology. ECIT partners with faculty, staff, and students to provide them with the expertise, training, and support needed for creating technology-enhanced materials. Additionally, ECIT supports student training for the completion of digital media assignments within classes. The center's resources are available to all members of the Emory University community (cet.emory.edu/ecit).

Emory College Language Center Lab

The Emory College Language Center Lab, also in Woodruff Library, is equipped with computers, language software, and digital presentation resources for use by the Emory community with priority given to students enrolled in language courses and faculty teaching them. Language support includes web browsing and word processing for many non-Roman languages, more than 100 hardcover dictionaries and thesauri, and self-study software for African, Southeast Asian, and Native American languages. (cet.emory.edu/eccl).

The InfoCommons, Kiosks

Access electronic research tools, including EUCLID, Emory's online catalog of holdings, databases, and eJOURNALS, from the InfoCommons in Woodruff Library. The InfoCommons features 160 workstations with statistical, word processing, and multimedia software (web.library.emory.edu/infocommons). In addition, more than 80 kiosks in convenient campus locations offer quick access to email and online resources (cet.emory.edu/labs).

Residential Computing (ResNet)

Emory ResNet is an Internet, cable television, and telephone service for all undergraduate and graduate students living in Emory's residence halls (it.emory.edu/resnet/).

Communication Resources

BlackBoard

Blackboard is an easy-access, easy-to-use course management system for bringing academic content to students and faculty online. With Blackboard, digital content is integrated into the curriculum to enhance the classroom learning experience. Blackboard offers access at any time of the day to survey and testing tools; email and messaging; announcements; syllabi; course outlines; and other resources (classes.emory.edu).

LearnLink

LearnLink is Emory's online community tool for academic and co-curricular activities. Features include email, electronic discussion groups, real-time chats, calendaring, course materials, activities, and campus announcements. (www.learnlink.emory.edu).

OPUS (Online Pathway to University Students)

OPUS, Emory's web-based student system, allows prospective students to check the status of their financial aid award and application materials. Enrolled students use OPUS to choose classes, to make changes to schedules or demographic information, or to view grades, academic history, and financial information (www.opus.emory.edu).

Wireless Access (Emory Unplugged)

Emory's unified, secure, and accessible wireless fidelity (Wi-Fi) network gives quick and reliable access to electronic resources and extends opportunities for the kinds of academic interactions that are meaningful for both learning and building community. Network access points (APs) are strategically placed across the Emory campus, enabling wireless computing from public spaces, residence halls, libraries, and computing centers (it.emory.edu/wireless).

Software Resources

Supported software for network configuration of student desktop and laptop computers is distributed at no charge via the Emory OnLine CD (it.emory.edu/eol). Pick up Emory Online CDs or purchase large-volume and site-licensed software at discounted rates from the Emory University Bookstore. Find free downloads for University email, antivirus protection, calendaring, and other Emory-licensed software at Software Express (software.emory.edu).

IT Support*IT HelpDesk*

Information technology technicians assist students with desktop computing problems in supported technologies including email (LearnLink and Exchange) and wireless (EmoryUnplugged) services. Requests for critical computing support, such as password resets, network ID troubleshooting, network access, reporting service outages or IT security incidents, are made by telephone to the IT HelpDesk at 404.727.7777, Monday–Friday, 7:00 a.m.–6:00 p.m. For noncritical desktop computing support (virus removal and configuring antivirus-spam software, etc.), submit an IT Support Request at help.emory.edu. For more information on the IT Support Request, go to it.emory.edu/supportrequest.

Clean Room Services

The Clean Room, located on the third floor of the North Decatur Building, assists students with the removal of viruses and spyware from their laptop computers. Laptops are scanned and cleaned and Emory-recommended antivirus and anti-spyware software is installed. In-room virus and spyware removal services for residential students' desktop computers can be requested by submitting an IT Support Request at <http://help.emory.edu>. Support is not provided for problems with computing hardware. For hours of operation visit the Clean Room website at it.emory.edu/cleanroom.

Programs and Courses

In the following descriptions of major programs and departmental offerings, courses normally earn four semester hours of credit except when otherwise noted. Faculty members who might teach a given course can usually be deduced from the designations of their fields of special interest. Introductory or survey courses might be taught at various times by different members of a department.

African American Studies

Chair

Leslie Harris (history)

Core Faculty

Delores P. Aldridge (sociology); Rudolph P. Byrd (African American studies, ILA); Leroy Davis (African American studies, History); Leslie Harris (history); Michael Harris (African American studies); Lawrence Jackson (English); Nathan McCall (African American studies); Mark Sanders (African American studies, English); Dianne Stewart (religion); Nagueyalti Warren (African American studies)

African American Studies (AAS) is a multidisciplinary and interdisciplinary department in which a student may concentrate for the bachelor of arts degree. The department focuses primarily on the experiences of persons of African descent within the United States, yet there is also a strong emphasis on persons of African descent throughout the African diaspora. The AAS major is comprised of courses in the humanities, social sciences, and the arts. Majors are introduced to theories of race, class, gender, sexuality and culture as they influence the formation of identities and communities among people of African descent. The organization of the major is designed to provide students with a structured yet flexible conceptual framework within which to study African American and African diaspora experiences.

In addition to course work at Emory, majors, minors and other students are strongly encouraged to participate in our study abroad programs at the University of the West Indies in Jamaica, the University of the Virgin Islands in St. Thomas, and in Cape Town, South Africa. Majors in African American Studies are required to complete an internship in spring semester of their senior year. This enables students to obtain valuable practical experience with one of the department's metro Atlanta partners.

Honors Program

See "Honors Program" under special programs in the curriculum section of the catalog and consult the department for further details.

Language Study

All majors are encouraged to fulfill the degree requirements of Emory College by studying one of the following foreign languages: French, Spanish, and Arabic.

Requirements for the Major

Eleven courses (forty-four semester hours) are required for the major in African American studies, which includes four to eight semester hours in an internship dur-

ing the spring semester of the major's senior year. Emphasizing the rich traditions of African Americans in the humanities and the social sciences, the major is divided into the following interrelated sectors:

Prerequisites: AAS 100, Introduction to African American Studies, is a required course for African American studies majors and minors and should be taken prior to enrolling in other AAS courses.

- (1) Introduction to the field (AAS 100): introduces the major disciplines and topics that make up African American studies and provides orientation to faculty, institutional, and community resources, and a foundation for subsequent course work and a research project in the field. AAS 100 is a required course for African American studies majors and minors and should be taken prior to enrolling in other AAS courses.
- (2) Areas of study: Africa and the diaspora (two courses required, with one focusing upon continental Africa); expressive arts and culture (three courses required); and identities, ideologies, and institutions (three courses required).
- (3) Senior seminar (African American Studies 490): multidisciplinary in nature, the readings of the senior seminar reflect the centrality of the historical and cultural contributions of African Americans to American history and culture.
- (4) Internship (African American Studies 496): the internship program encourages majors to become participants rather than simply recipients of the educational process. Majors are assigned to an internship in the fall, and they are enrolled in an internship the spring of their senior year. Majors may earn a maximum of eight credit hours during the period of the internship. Opportunities for internships exist with a number of public and private institutions whose focus is upon African American life and history. These institutions include The Atlanta Project of The Carter Center and the Martin Luther King Jr. Center for Nonviolent Social Change. Permission of the director is required.
- (5) Contributing courses (one elective): This organizational scheme is designed to provide students with both structure and flexibility, as well as a coherent conceptual framework within which to study African American- and African-diaspora history and culture.

Requirements for the Minor

Five courses (twenty semester hours) are required for the minor in African American studies. The minor is divided into: (1) Introduction to the field (African American Studies 100); and (2) Areas of study: Africa and the diaspora (one course required); expressive arts and culture (one course required); and identities, ideologies, and institutions (two courses required, one focusing on history before 1900).

Courses in African American Studies

100. Introduction to African American Studies

Introduces the major disciplines and topics that comprise African American studies; provides orientation to faculty, institutional, and community resources; and serves as a foundation for subsequent course work and a research project in the field.

115. Jazz: Its Evolution and Essence

(Same as Music 115.) Critical and analytic study of jazz idioms from the turn of the century to the present, including the blues, ragtime, Dixieland, swing, bop, and modern jazz. Emphasis on such figures as Armstrong, Ellington, Parker, Monk, and Coleman.

190. Freshman Seminar

247. Racial and Ethnic Relations

(Same as Sociology 247.) Relations between and within groups; conflict and cooperation in light of a number of models of social interaction. Application of principles to racial, religious, and ethnic minorities.

260. Afrocentric Health Care Systems

Major factors affecting health care and service delivery within the African American community.

271. African American Literature: Colonial Period to 1900

Survey of major works by African American writers from Phillis Wheatley to James Weldon Johnson.

272. African American Literature: 1900 to Present

A survey of major African American writers from Jean Toomer to Toni Morrison.

320WR. African American Religion

(Same as Religion 320WR.) Development of religion among African Americans; trends and tendencies.

326. Spiritual Dynamics of Afro-America

(Same as Religion 326.) Spiritual transformations involving worship, magic and healing, ritual, and aesthetic performance in black speech, literature, music, and drama; and spiritual uses of biblical themes to empower social-political movements.

338. History of African Americans: Africa to 1865

(Same as History 338.) Examines the experiences of African Americans from the emergence of the trans-Atlantic slave trade to the end of the Civil War. Emphasizes social and cultural history and interpretation of race, class, and gender.

339. History of African Americans: Emancipation to the Present

(Same as History 339.) Examines African American history from 1865 to the present. Emphasizes regional, gender, and class distinction within African American commu-

nities, and the ways in which industrial transformations shaped African American life, thought, and resistance.

346. African American Politics

(Same as Political Science 346.) Comprehensive examination of African American politics and its critical influence upon the American political system: civil rights and black power movements; voting rights act, and redistricting; African American political participation, attitudes, and governance.

379. African American Art

Survey of the development of African American art.

385. Topical Areas in the African American Experience

Wide range of topics pertinent to the African American experience. Among topics that have been offered in the past are: Black Political and Social Movements, Afro-Centric Cultures and Human Services, Black Images in American Film, Black Families, Education and the Black Community, and Social Psychological Perspectives on Black Men and Women in the United States.

389. African Art

Special topics in African art.

398. Directed Reading

Aspects of African American history and culture are the subject of in-depth reading and study for a semester. In collaboration with a faculty member, a major conceptualizes and completes a research project based upon a mutually agreed upon reading list. Opportunities for directed reading exist in such disciplines as history, sociology, literature, art history, music, religion, and health. Permission of the instructor is required.

490. Senior Seminar

Spring. Multidisciplinary in nature, the readings of the senior seminar reflect the centrality of the historical and cultural contributions of African Americans to American history and culture.

495. Honors Thesis

Every semester. Variable credit with a maximum credit of eight hours. Prerequisite: approval of adviser and the director of undergraduate studies. Open to majors and minors writing honors thesis.

496. Internship

The internship program encourages majors to become participants rather than simply recipients of the educational process. Majors are assigned to an internship in the fall, and they are enrolled in an internship during the spring of their senior year. Majors may earn a maximum of eight credit hours during the period of the internship. Opportunities for internships exist with a number of public and private institutions whose focus is upon African American life and history. These institutions include The Atlanta Project of The Carter Center and the Martin Luther King Jr. Center for Nonviolent Social Change. Permission of the director is required.

Areas of Study

Africa and the Diaspora

(Africa, the Caribbean, and the Americas)

Anthropology 150. Culture of Africa

Art History 355. African Art and Architecture of 1500

Art History 365. Post-Colonial African Art

History 334. African Civilization/Transatlantic Trade

History 338. History of African Americans: Africa to 1865

History 360. Colonial Latin American History

History 362. History of the Caribbean

History 365. Africa in the Modern World

History 367. Apartheid and South African Society

Interdisciplinary Studies in Culture and Society 263. Studies in the African Tradition

Political Science 334. Contemporary African Politics

Religion 320. African American Religion

Women's Studies 312. Women in Africa

Expressive Arts and Culture

African American Studies 115 / Music 115. Jazz: Its Evolution and Essence

African American Studies 271. African American Literature: Colonial Period to 1900

African American Studies 272. African American Literature: 1900 to the Present

African Studies 379. African American Art

Art History 366. African American Vernacular Arts

Art History 367. Twentieth-Century African American Art

Art History 379. Black Folk Art and Craft

Art History 319. Images of Women in Ancient Egyptian Art

Art History 389. Colonial and Contemporary African Art

Art History 211. Ancient Egyptian Art

Identities, Ideologies, and Institutions

African American Studies / Sociology 247. Race and Ethnic Relations

African American Studies 260. Afrocentric Health Care Systems

History 339. History of African Americans: Emancipation to the Present

Political Science 385. African American Politics

Religion 320. African American Religion

Religion 326. Spiritual Dynamics of Afro-America

Sociology 360. Ethnic Minority Families

Contributing Courses

African American Poetry

African American Studies. Reading Alice Walker

African American Studies. Twentieth-Century Black Biography

African American Studies. Press Coverage of the Civil Rights Movement

African Studies 366. Health and Development in Africa

African American Studies 385. Topics Subject to Change

African American Studies 385. African American Literature since 1900: Short Fiction

African American Studies 385. Blacks and Jews
 African American Studies 385. Race, Gender, Visual Representation
 Anthropology 202. Concepts and Methods in Cultural Anthropology
 Anthropology 314. Race and Racism
 Art History 345. The Formation of Islamic Art
 History 342. The Old South
 History 349. The New South
 Interdisciplinary Studies in Culture and Society 130. Introduction to American Studies
 Interdisciplinary Studies in Culture and Society 386. The South in Film
 Middle Eastern Studies 315. The Quran
 Philosophy 251. History of Western Thought II
 Political Science 347. The South in National Politics
 Sociology 247. Racial and Ethnic Relations
 Women's Studies 381. Studies in African American Womens Literature

Institute of African Studies

Director

Pamela Scully (women's studies, African studies)

Core Faculty

Abdullahi A. An-Na'im (law); Edna G. Bay (interdisciplinary studies); Sam Cherribi (sociology); Clifton Crais (history); David Eltis (history); Jean-Hervé Jezequel (history and African studies); Ivan Karp (interdisciplinary studies); Sidney L. Kasfir, director of undergraduate studies (art history); Corinne A. Kratz (African studies and anthropology); Christine Loflin (Oxford College); Kristin Mann (history); Elizabeth Mc Bride (library); Pamela Scully, (African studies and women's studies); Kate Winskell (public health)

African studies offers an interdisciplinary major and minor focusing on the histories, societies, and cultures of the peoples of Africa. Both major and minor emphasize mastering empirical knowledge about Africa as well as theories and methods central to its study.

Requirements for the Major

Nine courses, including six with wholly African content. The remainder must have 1/3 to 1/2 African content (see <http://ias.emory.edu/undergraduate.cfm> for approved courses). Courses taken through study abroad that meet these content requirements are acceptable if approved by the director of undergraduate studies. Sixteen credit hours of courses on an approved program may count. Majors take one each from the following options: (1) AFS 263 or 150; (2) AFS 221, 364, 367 or 282; and (3) AFS 490S WR.

Majors demonstrate competence (through the 102 level) in a language other than English that is widely used in Africa. Eligible languages taught at Emory include French, Portuguese, and Arabic. Students who already know an African language may petition to demonstrate competence through testing.

Requirements for the Minor

Five courses, including at least four with wholly African content. Students may take one course with 1/3 to 1/2 African content (see <http://ias.emory.edu/undergraduate.cfm> for approved courses). It is recommended that students take AFS 150 or 263 early in their course work to develop a framework for the minor. Eight credit hours from study abroad may be counted.

Study Abroad

Students are encouraged to participate in study or research abroad through one of Emory's approved programs in Africa: the St. Lawrence program in Kenya, Emory's South African summer internship, CIEE Senegal semester/year program in Dakar, African studies in London at the SOAS, and African studies at the University of Cape Town, South Africa. To ensure acceptance of credit for study abroad, a student must take at least one course on Africa at Emory prior to leaving, as well as seek approval in advance of courses to be taken and counted towards the major or minor. For approved programs, students may count up to 16 credit hours of courses per semester towards the major, or a total of 8 semester hours towards the minor. See the CIPA website for updated information (<http://cipa.emory.edu>).

Core Courses**110R. African Language Studies I**

First elementary course designed to teach students in understanding, speaking, reading, and writing Africa's many languages (Kiswahili, Xhosa, Twi, etc.). Particular language varies. For study abroad only.

111R. African Language Studies II

Continuation of elementary level instruction in understanding, speaking, reading, and writing one of Africa's many languages (Kiswahili, Xhosa, Twi, etc.). Particular language varies. For study abroad only.

150. Cultures of Africa

(Same as Anthropology 150L.) Examination of culture areas, language distributions, and social organization of societies south of the Sahara. Colonialism and modern African issues. Satisfies CER

190X. Freshman Seminar in African Studies**210R. African Language Studies III**

Intermediate level instruction in understanding, speaking, reading, and writing one of Africa's many languages (Kiswahili, Xhosa, Twi, etc.). Particular language varies. Available through study abroad only.

221. The Making of Modern Africa

(Same as History 221.) Provides students with historical background needed to understand contemporary Africa. Focuses on major political, social, economic, and cultural developments from the end of the trans-Atlantic slave trade to the present.

263. Introduction to African Studies

(Same as IDS 263.) Introduction to the African humanities and social sciences through in-depth study of three African regions. Explores major historical trends and their impact on culture, including the slave trade, colonialism, and postcolonial international contacts. Content is drawn from literature (both written literature and oral traditions), film, history, religion, anthropology, sociology, and art.

282. Arts of Eastern and Southern Africa

(Same as Art History 282.) Visual arts and architecture of Africa from the Horn to the Cape of Good Hope, with emphasis on the major monuments of early coastal and southern African states, the visual culture of pastoralism and foragers and their associated body arts and rock paintings, and the development of postcolonial art forms in urban and rural areas. Satisfies GER non-Western requirement.

311. Nutritional Anthropology

(Same as Anthropology 311.) The course introduces nutritional anthropology as a distinct field of study that draws on methods, theory, and data from anthropology, sociology, gender studies, ecology, biology, medicine, epidemiology, and nutritional science in order to understand the evolution, current diversity, and clinical and social significance of human diet and nutrition in the African region.

312. Women in Africa

(Same as Women's Studies 312.) The varied experience of women in Africa, with attention to the impact of colonization and decolonization on women's lives and cultures.

332. South African History and Issues

(Same as Journalism 330; African American Studies 330; Women's Studies 330; and Religion 332.) An introduction to the history and contemporary issues of South Africa designed to prepare students for their summer internship in Cape Town.

334. Contemporary African Politics

(Same as Political Science 334.) Politics of sub-Saharan Africa are examined, with emphasis on the major issues of social and political analysis as well as the African economic predicament and its political implications.

364. African Civilizations to the Era of the Atlantic Slave Trade

(Same as History 364.) Political, social, economic, and cultural history of sub-Saharan African civilizations from the rise of the Sudanic empires through the impact of the trans-Atlantic Slave trade.

366. Health and Development in Africa

(Same as History 366.) Impact of colonial and post-colonial development on health and health care in Africa. Health consequences of industrialization, urbanization, agricultural change, and population growth; historical determinants of health care systems.

367. The Making of South Africa

(Same as History 367.) Origins of apartheid: economic, political, cultural, and religious forces that produced a society founded on the principle of systematic racial segregation. Contemporary South Africa: challenge to Nationalist Party by black and white opposition groups and the international anti-apartheid movement. Current construction of post-apartheid democracy.

370. African Popular Culture

(Same as Anthropology 343 and Interdisciplinary Studies 370.) Produced in diverse media and circumstances, African popular culture provides means through which people reflect and comment on a range of issues in their lives. Students will learn about a selection of popular representations produced in and about Africa. Case studies will vary from year to year, drawn from media that include music, popular literature, photography, painting, film, language, architecture, fashion, and cultural display.

365. African Art and Architecture after 1500

(Same as Art History 355.) Traditional genres of African art with a focus on masks and figure sculpture in west and central African city-states and chiefdoms from 1500 to European colonization.

386. Postcolonial African Art

(Same as Art History 365.) Treatment of the major issues raised by the new genres of art that have resulted from the African experience of European colonization.

389. Special Topics in African Studies

May be repeated for credit when topic varies.

498. Supervised Reading

Variable credit (two to four hours). For advanced students who have permission of the instructor. May be repeated for credit.

490. Senior Seminar in African Studies

Problem/theme-oriented course that will approach the chosen question from multiple disciplinary viewpoints. It consists of a number weeks of reading and discussion combined with the selection of a research topic by each student and the research and writing of a major paper.

Associated Courses

See African Studies online atlas at <http://ias.emory.edu/atlas.cfm> for associated courses.

American Studies (IDS)

Professors

Rudolph Byrd: African American literature, documentary photography, philosophy, literature; Michael Moon: American studies, gay and lesbian studies; Dana White: urban studies, history of Atlanta, urban film and television documentary; Howard Kushner: history of medicine, history of disease, history of neurology and psychiatry, social history

Associate Professors

Cristine Levenduski: early literature and culture, autobiography, popular culture; Catherine Nickerson: late nineteenth- and twentieth-century literature, popular fiction, Asian American studies, violence studies; Jonathan Prude: social and labor history; Allen Tullos: popular music, culture and geography, network society; Gary M. Laderman: religion in the United States; Kimberly Wallace-Sanders: race, gender, and representation, nineteenth-century popular culture, African American women and culture, body theory and feminism, racial stereotypes and artifacts

Assistant Professors

Regine Jackson: American immigration, racial and ethnic identity, urban ethnography, Haitian diaspora

Associated Faculty

Monique Allwaert (English); Dwight Andrews (African American studies and music); Peggy Barlett (anthropology); Matthew Bernstein (film studies); Joseph Crespino (history); Stephen Crist (music); Timothy Dowd (sociology); Peter Dowell (English); Michael Elliott (English); Dorinda Evans (art history); James Flannery (theater studies); Lawrence Jackson (English); Walter Kalaidjian (English); Valerie Loichot (French and Italian); Mary Odem (history and women's studies); Benjamin Reiss (English); Natasha Tretheway (English and creative writing)

Adjunct Faculty

Kim Loudermilk; Saralyn Chesnut

American studies will teach you how to think expansively and critically about American culture. Our courses will allow you to understand the patterns of American culture as they have changed over time and as they have reflected the particular experiences of Americans from different regions, social classes, races, ethnicities, genders, and national backgrounds. The major will immerse you not only in the subject of American culture, but also in the interdisciplinary methods of American studies, which seek insight through multiple perspectives on a phenomenon, event, or current in American culture. You will be exposed to several disciplinary perspectives through the contributing courses and also to models for integrating such perspectives in the introduction, and the senior symposium. Our major is designed to help you explore the borders of American nationality as well as the contexts in which the American experience has unfolded.

Requirements for the major: eleven four-credit courses. All majors must take AMST 201 (Introduction to American Studies), which emphasizes the case study method as an introduction to interdisciplinary work and AMST 490 (Senior Symposium), a seminar designed to deepen the understanding of the field in the senior year. In addition, all will take three contributing courses in traditional disciplines across the humanities and social sciences and six core courses in American studies.

100 Level Courses

190. Freshman Seminar

Fall, spring. Variable topics that combine interdisciplinary perspectives and methods from the humanities and social sciences.

Required Courses

201WR. Introduction to American Studies

Fall, spring. An interdisciplinary, historically grounded introduction to contemporary approaches to American studies scholarship, with emphasis on issues of class, ethnicity, gender, and cross-cultural studies.

490. Senior Symposium

Fall. Intended for majors. Offers the opportunity to reflect on the traditions of American studies scholarship and its future direction.

Core Courses

212WR. American Identities

Fall, spring. Examination of American identities, with particular attention to the experience of immigrants and the ways that issues of race ethnicity religion, gender, and class complicate and enrich the formulation of American identity.

314. American Lives

An approach to the study of individuals in society. The use of practical experiences in life history research in ethnographic context with supportive cross-cultural readings in life cycle theory and life history studies.

320. Meaning in Things: Artifacts and American Culture

Techniques for studying American objects, artifacts, the built environment and patterns of behavior in everyday life. Includes practical experience in analyzing material culture.

321. American Routes: Traditions and Transformations in American Musical Cultures

Spring. Explores the variety of traditional musical cultures in the United States, their historical and geographical influences on each other, and their influences on contemporary popular music.

322. Baseball and American Culture

Spring. Examines the history of the sport from its nineteenth-century beginnings to the present day, including its engagement with changing social realities and persistent social myths.

330. Segregated Cinema in Atlanta

Fall. This course examines the interaction of race relations and ordinary leisure of moviegoing from 1895–1996. Attention to the business of distribution and the content of film shown in segregated venues.

335. The Making of Modern Atlanta

Fall. This course offers an introduction to the history of the metropolitan region and to the techniques, methods, and sources utilized in the interpretation of urban places.

345. American Visual Culture

Fall. This course examines the visual aspects of mass media, popular culture, and technology; concentrates on the period from the development of photography to the present.

346S. The 'Other' African Americans

Seminar focusing on diversity within the black American experience via case studies of Jamaicans, Haitians, Nigerians, Trinidadians, Cubans, Ghanaians, Afro-Puerto Ricans, Cape Verdeans, Ethiopians, and Somalis living in the United States.

347. A Nation of Immigrants

This course examines the impact of immigration on American culture with special focus on the idea of America as a "melting pot," immigration legislation, and cinematic and fictional representations of the immigrant experiences/assimilation.

348. The Ethnic Experience in America

(Same as History 348) African Americans, Indians, Irish, and Jews in recent American history. Explores patterns of immigration and the limits of assimilation. Also treats antiethnic reactions such as racism and anti-Semitism.

349S. Race across the Americas

Seminar exploring the social construction of race comparatively and transnationally, especially the status of the descendants of enslaved Africans and mixed-race individuals in the Caribbean and Latin America.

362. Representations of Asian America

Fall. Examines issues of form and content, production and reception, in film, art, prose, and poetry about the Asian American experience.

385. Special Topics

Fall, spring. Specialized courses in American culture and history. May be repeated for credit when topic varies.

495. Honors Thesis

Fall, spring. Prerequisite: permission of the director of undergraduate studies. Open only to honors candidates in their senior year. Independent research, culminating in the thesis.

496. Internship

Fall, spring. Credit variable. Prerequisite: permission of the director of undergraduate studies. Opportunity to integrate the theory and practice of studying American culture and history.

498. Supervised Reading and Study

Fall, spring. Credit variable. Prerequisite: permission of instructor and the director of undergraduate studies. Study of an area not covered in regular course offerings.

499. Senior Research

Fall, spring. Credit variable. Prerequisite: permission of instructor and the director of undergraduate studies. Independent research and writing on a topic associated with the area of concentration in the major, undertaken with faculty supervision.

Ancient Mediterranean Studies

Director

Sandra Blakely (classics)

Faculty

Peter Bing (classics); Sandra Blakely (classics); Oded Borowski (MESAS); R. Bracht Branham (classics and comparative literature); David F. Bright (classics and comparative literature); Tom Burns (history); Billie Jean Collins (MESAS); Kevin Corrigan (ILA); Shalom Goldman (MESAS); Roxani Margariti (MESAS); Cynthia Patterson (history); Richard Patterson (philosophy); Christine Perrell (classics); Louise Pratt (classics); Vernon Robbins (religion); Gay Robins (art history); Niall Slater (classics); Steven K. Strange (philosophy); Garth Tissol (classics); Eric Varner (classics and art history); Bonna Wescoat (art history)

The Program in Ancient Mediterranean Studies (AMS) is an interdisciplinary program that is a collaborative attempt to make the world of the ancient Mediterranean and its Greek, Roman, Egyptian, and Near Eastern cultures and their legacies and traditions an integral part of the humanities at Emory. To this end, AMS provides an interdisciplinary major among the fields of art history, classics, history, Middle Eastern studies, philosophy, and religion, presents colloquia and conferences, and offers opportunities for independent study and study abroad.

Requirements for the Major

The major in Ancient Mediterranean Studies requires nine courses: a minimum of two courses at the introductory and intermediate levels; a minimum of two courses in an ancient language; a minimum of four courses taken at the advanced level; and, a senior research project.

At the introductory level, all students are required to take AMS 101. All students must complete at least one of AMS 201 and 202 at the intermediate level. If both are taken, then one may be used to fulfill a course in Part 4 below.

Majors must complete training in an ancient Mediterranean language with at least two language courses, at least one of which must be taken at the 200 level or above. Language courses are to be chosen from among appropriate courses in Classical Greek, Latin, and Biblical Hebrew. The program director will evaluate requests to take intermediate course work in other ancient languages such as Akkadian, Aramaic, Ugaritic, or other, only after the student has taken all regularly offered course work in that language.

For their upper-level course work students must complete a minimum of four courses at this level. At least one course must be taken that emphasizes nonmaterial culture and the other should emphasize material culture. Any upper-level courses taught by the faculty of the program may be used to fulfill this area. Such courses must be considered as upper level by the departments offering them and count in that manner for their own concentrators. Advanced language/literature courses (above 201) in any of the ancient Mediterranean languages may also be used to satisfy this requirement. If both AMS 200-level courses are taken, one of them may

also be used to satisfy this requirement, but it cannot count as the only course taken in either nonmaterial or material culture. At least two of the courses must be at the 300 or 400 level.

The senior research project, AMS 498R, Independent Writing, is a capstone to the student's major in which the student, working closely with a faculty member from the program, completes a significant piece of research and writing (not less than 20 pages in length and in which primary sources of information play a major role). The instructor undertaking to supervise this project will work closely with the students in honing their research and writing skills. This supervision includes correcting, returning, and discussing drafts of the project. All available faculty in the program are eligible to direct a research paper under this course number. The instructor may choose to supervise this project as purely independent research and writing, but may ask that the student also sit in an existing class that could provide significant background to the student's research.

Honors in Ancient Mediterranean Studies

If the student qualifies for and chooses to do honors, an honors thesis of substantially greater length (consult the director for full requirements) will substitute for the Senior Research Project. The student who qualifies for and chooses to pursue honors will take AMS 495R, Honors Independent Writing, for the two terms preceding the degree, and the honors thesis will be submitted according to the requirements. (In some circumstances, AMS 498R may substitute for the first of the two terms.) If the student fails to complete the honors project, the student will still be required to submit a paper of not less than 20 pages in length which will count as the student's senior research project.

Core Courses

AMS 101. Ancient Mediterranean Societies

Social, anthropological, and cultural aspects of two or more ancient Mediterranean cultures from a comparative perspective

AMS 201. Mediterranean Archaeology

Cultural history of the ancient Mediterranean through an examination of the materials, methods, and history of archaeology

AMS 202. Literature and Traditions

Interdisciplinary study of texts and themes from ancient Greece, Rome, Egypt, and the Near East, and their reception in Western and Near Eastern traditions from antiquity to the present

AMS 495R. Honors Independent Writing

Honors thesis research and writing

AMS 498R. Independent Writing

Senior research project for AMS majors

Anthropology

Professors

George Armelagos, Goodrich C. White Professor, chair: biological anthropology, skeletal biology, evolution of diet, Mediterranean, Africa; Peggy F. Barlett: economic anthropology, agricultural systems, gender, sustainable development, Latin America, United States; Peter J. Brown: medical anthropology, disease eradication and development, infectious disease, obesity, Alzheimer's disease, Mediterranean Europe; Bruce M. Knauff, Samuel Candler Dobbs Professor: sociocultural and critical theory, power and representation, gender and sexuality, modernity, history and ethnography, violence, Melanesia; Melvin J. Konner, Samuel Candler Dobbs Professor: biological anthropology, behavioral biology, growth and development, Africa; Corinne Kratz (joint appointment with Institute of African Studies): communication and culture, ceremony and performance, gender, culture history, museums, and cultural displays, visual anthropology, Africa; Michelle Lampl, Samuel Candler Dobbs Professor: biological anthropology, human growth and development, biocultural aspects and socialization, medical anthropology, United States; David Nugent: political and economic anthropology; symbolism and power; race and inequality; Latin America; indigenous North America; Michael Peletz: social and cultural theory; gender, sexuality, kinship, law, religion (especially Islam) social history, and modernity, particularly in Malaysia, Indonesia, and other parts of Southeast Asia and the Pacific Rim; Bradd Shore, Emory College Distinguished Teaching Professor in the Sciences and Social Sciences: symbolic and psychological anthropology, Polynesia, Oceania, United States; Patricia Whitten, director of graduate studies: biological anthropology, reproductive ecology, primate behavior, phytochemistry, field endocrinology; Carol Worthman, Samuel Candler Dobbs Professor: biological anthropology, human reproduction, human development, biocultural and life history theory

Associate Professors

Carla Freeman (joint appointment with Women's Studies): gender, feminist anthropology, modernity and development, transnational culture and economy, labor and consumption, Caribbean; Sarah M. Gouzoules, associate chair: primate vocal communication, evolution of social behavior, macaque social behavior and communication; John Kingston, director of undergraduate studies: paleoanthropology, early hominid evolution, paleoecology, evolutionary processes, stable isotope biogeochemistry, paleodietary reconstructions, Africa; Debra Spitulnik: linguistic and sociocultural anthropology, sociolinguistics, media studies, national identity, discourse analysis, comparative Bantu linguistics, Africa

Assistant Professors

Craig Hadley: population health, nutritional anthropology, behavioral ecology, public health nutrition, child growth and development, mental health, East Africa; Joseph Henrich: cultural transmission, political ecology, evolution of social behavior, South America; Chikako Ozawa-de Silva: medical anthropology, anthropology of body and mind, discourse of selfhood, therapies and healing practices, suicide, psychiatric disorders and meditation, religious practices, religious experience, spirituality, Japan; James Rilling: neuroimaging techniques, neurobiological basis of human and non-human primate social cognition and behavior, comparative primate neuroanatomy, primate brain evolution, evolutionary theory

Lecturers

Asli Baykal, Marjorie Shostak lecturer: sociocultural anthropology, anthropological theory, political anthropology, postsocialism, gender; Central Asia, Middle East; Benjamin Z. Freed: primate ecology, social organization and evolution, conservation, Madagascar, Laos; Scott M. Lacy, Marjorie Shostak lecturer: sociocultural anthropology; rural poverty and hunger; farming families and communities; development; knowledge production; U.S.-Africa policy; Mali, West Africa

Associated Faculty

Joyce B. Flueckiger (religion); Anna Grimshaw (ILA); Ivan Karp (ILA); Sidney L. Kasfir (art history); Tong Soon Lee (music); Kristin Mann (history); Reynaldo Martorell (Rollins School of Public Health); Robert McCauley (philosophy); Robert Paul (ILA); Lisa A. Parr (Yerkes); Todd Preuss (Yerkes); Mark Risjord (philosophy); Tracy Rone (educational studies); Lore Ruttan (environmental studies); Don Seeman (religion); Lynn Sibley (Nell Hodgson Woodruff School of Nursing); Valerie Singer (anthropology, Oxford); Claire E. Sterk (Rollins School of Public Health); Susan Tamasi (linguistics)

Adjunct Faculty

James W. Carey (CDC); David G. Gantt (Georgia Campus Philadelphia College of Osteopathic Medicine); Robert A. Hahn (CDC); Kathryn Kozaitis (Georgia State University); Christopher Krupa (ICIS); Todd Preuss (Yerkes); Daniel Sellen (University of Toronto); Alan Sokoloff (physiology)

Anthropology is the scientific and interpretive study of humankind, from its beginnings millions of years ago to the present day. The discipline of anthropology begins with a simple but enormously powerful idea: that any particular aspect of human biology and behavior can be fully understood only when it is placed against a background provided by the full range of variability found in human biology and behavior worldwide. This is the comparative perspective, the attempt to explain both the similarities and differences among people in the context of humanity as a whole. Anthropology is therefore composed of multiple subfields. We offer courses in cultural, biological, linguistic, medical, and psychological anthropology.

Anthropology majors receive a sound liberal arts education, which provides a needed edge in today's competitive world of careers. Anthropology's scope and intellectual roominess can prepare students to make objective, far-sighted decisions at the professional level in any career field. Anthropology graduates go on to careers in professional anthropology, medicine, law, social work, public health, environmental studies, teaching, translation, laboratory research, international business, and government.

Emory students benefit from a variety of excellent resources for studying anthropology. There are six department laboratories: the Laboratory for Human Osteology; the Laboratory for Comparative Human Biology; the Laboratory of Reproductive Ecology and Environmental Toxicology; the Laboratory of Biogeochemical Anthropology; the Laboratory for Cultural Learning, Cognition, and Coevolution; and the laboratory for Darwinian Neuroscience. Students also have opportunities to be involved with ongoing research at the Sloan Foundation's MARIAL Center

(Myth and Ritual in American Life), the Center for Growth and Development; the Center for the Study of Public Scholarship; and the Center for Health, Culture, and Society. The department has affiliations with the Yerkes National Primate Research Center, the Center for Behavioral Neuroscience, the Michael C. Carlos Museum and The Carter Center. For those students interested in medical anthropology, Emory is affiliated with the United States Centers for Disease Control and Prevention (CDC), and the Rollins School of Public Health. The department sponsors an active Anthropology Club and coordinates with Emory's chapter of Lambda Alpha to plan social and educational activities each term.

General Information

Courses that fulfill General Education Requirements

101. Introduction to Anthropology

140. Evolutionary Anthropology

150. Cultures of the Middle East

150. Cultures of Latin America

150. Cultures of Africa

150. Cultures of Mediterranean Europe

150. Cultures of Melanesia

150. Anthropology of the Jews

150. Cultures of the Caribbean

190. Freshman Seminar in Anthropology

200. Foundations of Behavior (cross-listed with NBB 201)

201. Concepts and Methods in Biology Anthropology

210. Human Biology: A Life Cycle Approach

322. Sexuality, Society, and Culture (cross-listed with IDS 315 and WS 322 as "Introduction to Gay and Lesbian Studies," proposed for the General Education Requirements through the IDS.)

Courses Approved to Fulfill the Writing Requirement

202. Concepts and Methods of Cultural Anthropology

230. Medical Anthropology

240. Language and Culture

306. Primate Mating Strategies

328WR. Women, Religion, and Ethnography (cross-listed with REL 328WR and WS 328WR)

336. Anthropology of Emerging Disease

340R. Topics in Sociolinguistics

342. Media and Culture

351. Sustainable Development

352. Global and Transnational Culture

371. Anthropology of African Americans

372. Ethnographic Writing

381. Primate Conservation

495B. Honors Research

(397R Directed Readings do not count as a writing requirement.)

Advising

Majors are assigned a faculty adviser at the time they declare the major. Students are responsible for updating their major requirements checksheets with the department each semester.

Honors Program

Juniors who have a minimum cumulative GPA and departmental GPA of 3.5 are invited by the department to apply to join the Honors Program as they preregister for their senior year. The Honors Program entails directed, original research (Anthropology 495A and 495B), a thesis, an oral defense, and successful completion of a graduate course.

Study Abroad

The Department of Anthropology strongly encourages its students to pursue study abroad. Study abroad is a rich and invaluable educational opportunity, and is particularly desirable for the serious anthropology student. Students who are interested in study abroad should contact the Center for International Programs Abroad. This office has information about programs around the world and the types of classes available in these programs.

In order to ensure that majors receive the necessary breadth and specific vision that Emory's Department of Anthropology offers, students may apply no more than twelve credit hours (three classes) of off-campus credit toward any anthropology major. (This includes transfer credit from American schools, as well as study abroad.)

In order to obtain Emory credit for courses taken at another institution, students are strongly urged to seek course credit equivalency approval before leaving Emory. Although students may submit courses for Emory credit post facto, there is no guarantee that the courses taken will be approved by the department. Finally, all approved credit is pending satisfactory completion of the course.

To obtain Emory equivalency credit, students should bring the appropriate CIPA form, along with syllabi or official course descriptions to the Department of Anthropology Office (207 Anthropology Building). The more detailed the information you can provide about the course, the better our ability to evaluate the course for credit. These materials will be reviewed by the director of undergraduate studies in Anthropology, and credit will be approved or denied.

Petitions for course substitutions and waivers will be considered by the Anthropology Undergraduate Concerns Committee. Applications are available in the Department of Anthropology office.

Requirements for the BA Degree in Anthropology

A bachelor of arts degree in anthropology requires a minimum of nine anthropology courses (thirty-six semester hours) with a minimum of a C average in the major. A maximum combined total of eight hours of ANT 397R (Directed Readings), ANT 495 (Honors), and ANT 497R (Undergraduate Research) may be applied toward the major. In addition to the required 150 course only one other 100 level course may be used to satisfy the BA requirements (for a total of eight 100 level credits). No

courses taken using the S/U option may be applied toward the major. A maximum of twelve credit hours (three courses) earned off campus may be applied toward the major. Note: Petitions for course substitutions and exceptions will be considered by the Anthropology Undergraduate Concerns Committee. The courses required for the BA must be distributed as follows:

Required Courses

BA majors must take both:

- (1) Anthropology 201: Concepts and Methods in Biological Anthropology
- (2) Anthropology 202: Concepts and Methods in Cultural Anthropology

In addition, all BA majors are required to take one course from:
Anthropology 150: World Area Course series

Electives:

Course offerings for the six additional courses required for the major can be found in the Course Atlas each semester.

Requirements for the BS Degree in Anthropology

The BS in anthropology requires fifteen courses total: nine anthropology courses (thirty-six semester hours), and six foundation courses from outside the department (twenty-four semester hours), with a minimum of a C average in the major. A maximum combined total of eight hours of ANT 397R (Directed Readings), ANT 495 (Honors), and ANT 497R (Undergraduate Research) may be applied toward the major. No courses taken using the S/U option may be applied toward the major. Only one 100 level course may be used to satisfy the BS elective requirements (the optional 150 course used to satisfy the cultural anthropology requirement does not prohibit the student from an additional 100 level elective). A maximum of twelve credit hours (three courses) earned off campus may be applied toward the major. Note: Petitions for course substitutions and exceptions will be considered by the Anthropology Undergraduate Concerns Committee.

Foundations of Anthropology (two courses).

BS majors must take both:

- (1) Anthropology 201: Concepts and Methods in Biological Anthropology
- (2) Anthropology 202: Concepts and Methods in Cultural Anthropology

BS area requirements (four courses): these courses must be distributed in the following areas:

Human Biology (one course required)

Anthropology 210, 220, 305, 311, 312, 313, 314, 315, 317, 321

Social Sciences and Medicine (one course required)

Anthropology 230, 331, 332, 333, 334, 335, 336, 337, Sociology 230

Evolution and Behavior (one course required)

Anthropology 200, 301, 302, 303, 305, 306, 307, 308, 309, 310, 316, 323, 333, 334, 336, 383

Cultural Anthropology (one course required)

Anthropology 150x, 240, 250, 260, 322, 324, 325, 328, 340R, 341, 342, 343, 351, 352, 353, 355, 357, 361, 362, 363, 365, 366, 367, 371, 372, 373

Elective Anthropology Courses (three courses)

Course offerings for the three additional courses required for the major can be found the Course Atlas each semester.

Foundations outside the department (six courses):

General Chemistry: Chemistry 141, Chemistry 142; General Biology: Biology 141, Biology 142; Calculus: Mathematics 111 or Mathematics 112Z; one statistics course (choose from one of the following): Anthropology 270 (Quantitative Methods for Anthropologists), Mathematics 107 (Introduction to Probability and Statistics), Mathematics 362 (Probability and Statistics II), or Psychology 230 (Elementary Statistics)

Notes and policies regarding foundations outside the department:

Advanced placement credit for math, science, and statistics foundations requirements is accepted if it has been approved by the appropriate department and appears on the transcript.

The following advanced courses may be substituted for the foundations outside of the department listed above:

Biology: Biology 151, Biology 152

Mathematics: Mathematics 112, Mathematics 115, Mathematics 116

Requirements for the Minor in Anthropology

A minor in anthropology may be earned by completion of five anthropology courses (twenty semester hours). Minors must include ANT 201 (Concepts and Methods in Biological Anthropology) or ANT 202 (Concepts and Methods in Cultural Anthropology). Only four hours of credit (one course) at the 100 level may be applied toward requirements for the minor. A maximum combined total of four hours of ANT 397R (Directed Readings), ANT 495 (Honors), and ANT 497R (Undergraduate Research) may be applied toward the minor. No courses taken using the S/U option may be applied toward the minor. A maximum of four credit hours (one course) earned off campus, including study abroad, may be applied toward the minor.

Requirements for the Joint Anthropology/Religion Major

Anthropology/Religion Degree

A joint major in anthropology and religion may be earned by completion of fourteen courses (fifty-six hours). Twenty of the hours are to be distributed as follows:

Anthropology 201 or 210; Anthropology 202; Religion 300; Religion 490WR; and one religion course from 301–320. The additional nine courses (thirty-six hours) are comprised of four courses in religion, two at the 300 level or above and five courses in anthropology, not including 101. A minimum of a C average in the major is required.

Course Sequencing

Most students begin with Anthropology 101, although this is not required for the major. The 201 and 202 Foundations courses are designed to give both majors and nonmajors a thorough grounding in the subfields of anthropology. It is strongly recommended that 201 and 202 be completed prior to other topical courses so that they may serve as building blocks for the major. Permission of the instructor may be substituted for prerequisites listed in course descriptions.

Courses

Please note: A number of courses listed are taught on an irregular basis. Please consult the Course Atlas for courses offered each semester.

Introductory Courses

101. Introduction to Anthropology

Survey of the study of the human species: biocultural, evolution, prehistory, language, and comparative social and cultural systems. Satisfies general education requirement III.

140. Evolutionary Anthropology

Issues related to the human condition illustrate principles of evolutionary biology, human variation, and behavioral biology. Over-population, disease, pollution, racism, sexism, and violence are analyzed from a biocultural perspective. Satisfies general education requirement II.B.2.

190S. Freshman Seminar in Anthropology

Seminar on various anthropological topics. Satisfies general education requirement I.C.1.

204. Introduction to Archaeology

Principles of archaeological analysis and field excavation.

Foundation Courses

200. Foundations of Behavior

(Same as Neuroscience and Behavioral Biology 201.) An overview of behavioral biology and evolution. The biological bases of behavior are examined in light of evolutionary processes and ecological pressures, emphasizing human and primate examples. Satisfies general education requirement II.B.2.

201. Concepts and Methods in Biological Anthropology

Evolution of the human species, fossil populations, human variation, and primate behavior. Techniques of archaeological excavation and analysis, survey of the prehistoric evolution of cultures, contemporary issues in archaeology. Weekly lab in biological anthropology and archaeological methods. Satisfies general education requirement II.B.1.

202. Concepts and Methods in Cultural Anthropology

Basic concepts and theories of cultural anthropology and linguistics. Comparative economic and political systems, social organization and the family, belief systems, and modes of communication. Diverse levels of sociocultural complexity from primitive tribes to industrial societies.

203. Foundations of Linguistics

(Same as Linguistics 201.) Introduction to the systematic study of human language, surveying the fields of phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, child language acquisition, and historical linguistics.

Topical Area Courses**210. Human Biology: A Life Cycle Approach**

Human biology from conception to senescence, in an evolutionary and cross-cultural context, emphasizing neural and neuroendocrine processes underlying behavior and reproduction. Conception, fetal development, birth, infant growth, puberty, pregnancy, adult sexuality, and aging. Satisfies general education requirement II.B.2.

230. Medical Anthropology

Comparative study of disease ecology and medical systems of other cultures; roles of disease in human evolution and history; sociocultural factors affecting contemporary world health problems; cultural aspects of ethnomedicine and biomedicine; ethnicity and health care.

240. Language and Culture

(Same as Linguistics 330.) Study of language in context, focusing on relations between language and culture, thought, social identity, and political process.

250. Anthropology of Today's World: Ethnographic Perspectives

Course surveys cultural diversity in the contemporary world through current ethnographies from different world areas.

260. Psychological Anthropology

Cultural influences on personality development, culture and personality theory, and problems in cross-cultural psychological research.

270. Quantitative Methods for Anthropologists

The aim of this course is to show how anthropologists (biological, cultural, and archaeologists) structure their research hypotheses, organize their data, select and run statistics, and describe their written results and discussions.

World Area Courses

Exploration of cultural unity and ethnographic diversity of a specific world region. Courses introduce analysis of local cultures and global patterns of cultural change. World area courses offered vary each semester. See below for individual course listings. Satisfies general education requirement V.C.2.

150. Cultures of the Middle East

Anthropological perspectives on the peoples and cultures of the Middle East.

150. Cultures of Latin America

Ethnographic studies of Latin America from the Conquest to the present. Urban and rural communities, including Mexican Indians, Costa Rican farmers, Brazilian sharecroppers, and Colombian barrios.

150. Cultures of Africa

(Same as African Studies 150.) Examination of culture areas, language distributions, and native societies south of the Sahara. Colonialism and modern African issues.

150. Cultures of Mediterranean Europe

Ethnographic studies of traditional European cultures from isolated peasant societies to urban slums. Adaptations to diverse ecological zones, including western Ireland, Alpine Switzerland, southern Italy, southern Spain, and eastern Europe.

150. Cultures of Asia

Ethnographic study of Asia, with particular attention given to the Indian sub-continent and Southeast Asia. Topics in religion, social structure, and personality addressed.

150. Cultures of Melanesia

Regional comparisons and selected in-depth studies of New Guinea's 700 diverse tribal populations. Topics addressed include sex/gender, ritual/religion, sorcery/witchcraft, politics/social structure, warfare, and human ecology.

150. Anthropology of the Jews

Introduction to Jewish populations and cultures within a framework of four fields of general anthropology: biological, archaeology, cultural, and linguistics.

150. Cultures of the Caribbean

(Same as Latin American and Caribbean Studies 270.) This course surveys the Caribbean region, exploring its vast heterogeneity along cultural, political, and economic lines. Topics include histories of colonialism and plantation agriculture, industrialization, tourism, migration, gender, kinship, race, ethnicity, and creolization within the emergence of contemporary Caribbean cultures.

Evolution and Behavior

301. Sex and Evolution

Application of principles of evolutionary biology to animal reproductive strategies and their application to modern humans. A review of cross-cultural sexual practices and occurrence of commonalities is included.

302. Primate Behavior and Ecology

This course surveys the social behavior, behavioral ecology, and adaptations of non-human primate species, the extant prosimians, monkeys, and apes.

303. Modern Human Origins

This course will examine the origins of modern humans, their unique cultural abilities, and their relationships to more archaic beings, such as Neanderthals. What makes us human and how this evolved will be explored in French and English literature.

305. The Human Brain

This course is an upper-level introduction to the basis of complex human behavior in the brain, focused on human brain structure and function. It gives significant attention to brain evolution and comparative neuroanatomy. The overall goal is to master the anatomy underlying higher human capacities, keeping in mind how our brain's evolutionary past can inform our understanding of how the brain works now.

306. Primate Mating Strategies

Prerequisite: Anthropology 302. Comparative study of primate mating strategies and sexual behavior.

307. Human Evolution

This class aims to integrate data and theory from genetics, geology, and paleoanthropological evidence. Opposing theories regarding the interpretation of data will be the focus of student evaluation.

308. Evolution of Social Behavior

Prerequisite: Anthropology 201 or Biology 142. Application of evolutionary theory to social behavior of a variety of animals, including humans.

309. Seminar in Primate Behavior

Prerequisite: Anthropology 101, 201, or 210. Relationship between ecology and individual and social behavior, dominance relations, intelligence, and communication.

310. Communication in Primates

(Same as Neuroscience and Behavioral Biology 470.) This course examines human as well as non-human primate communication systems from an evolutionary perspective. Topics covered include signal structure and function, information content of signals, honesty, deceit, and the evolution of language in humans.

Human Biology**311. Nutritional Anthropology**

(Same as African Studies 311.) Introduction to the evolution, diversity, and social significance of human diet and nutrition.

312. Human Skeletal Biology

This course focuses on theory and method for understanding variation in prehistoric skeletal populations. Determination of age and sex activity, disease and demography will be undertaken.

313. Human Development in Biocultural Perspective

This course examines theories of development and applies them to analysis of human anatomy in several dimensions: biological, behavioral, psychological, and sociocultural. Cross-cultural case studies allow exploration of the dynamic interplay of biology and society in human development.

314. Race and Racism: Myths and Realities

The social construction of race relies on differences that lack biological significance. The social and biological cast of racism from the continued entrenched concept of race in America is considered.

315. Behavioral Ecology of Child Care

Explores the variety of forms childcare can take, and examines human family formation and cross-cultural patterns of childcare. Employs perspectives including anthropology, zoology, nutrition, and international health to explore the evolved needs of children and parents.

316. Evolution of Human Brain and Mind

This course is concerned with identifying evolutionary modifications of the human brain that support modern human cognitive and emotional specializations.

317. Human Social Neuroscience

(Same as Neuroscience and Behavioral Biology 317.) Neurobiological substrates supporting human social cognition and behavior. Review and synthesis of relevant research in neuropsychology, psychiatry, neuroimaging, and experimental animal research.

Human Sexuality and Gender

321. Anthropology of Human Reproduction

This course examines biological, cultural, and behavioral determinants of human fertility and emphasizes interaction of sociocultural context with biology in reproduction and sexuality. Further topics: infertility, deviance, demographic transition, and population policy.

322. Sexuality, Society, and Culture

(Same as Women's Studies 322 and Interdisciplinary Studies 315.) This course is an introduction to the study of same-sex desire, behavior, and identity across cultures and through time. It demonstrates the ways in which forms of sexuality are interconnected with other axes of difference such as gender, race, and class. Questions posed include the following: Is homosexuality biologically determined? Or is "homosexuality" a social role created only by some Western societies? Can we say that Socrates was "gay"? Did Native American societies have more than two genders? Satisfies general education requirement III.

323. Sex Differences: Biological Bases

Examination of the biological bases of sex differences and their development.

324. Women in Cross-Cultural Perspective

(Same as Women's Studies 340.) Cross-cultural study of gender and women's lives in diverse cultures, including the United States; comparative study of work, child-rearing, power, politics, religion, and prestige.

325. Language, Gender, and Power

(Same as Linguistics 333 and Women's Studies 333.) Cross-cultural examination of how language reflects, maintains, and constructs gender identities.

328. Women, Religion, and Ethnography

(Same as Religion 328 and Women's Studies 328.) Cross-cultural ethnographic study of women's religious lives, including ritual and leadership roles, forms and contexts of religious expression, and negotiations between dominant cultural representations and women's self-representations.

Medical Anthropology

331. Cross-Cultural Issues in Mental Health

Focuses on cultural approaches to mental health and illness. Topics include alcoholism, depression, schizophrenia, and the culture-bound syndromes.

332. International Health: An Anthropological Perspective

(Same as International Health 557.) Cultural, epidemiological, historical, and economic analyses of the health problems of contemporary third-world societies. Emphasizes the socioeconomic complexity of problems and the need for culturally and technologically appropriate solutions.

333. Disease and Human Behavior

Biological and cultural adaptations to disease, the role of specific diseases in evolution, social epidemiological patterns related to culture, contemporary issues in disease control, and economic development. Considers a variety of diseases including malaria, tuberculosis, AIDS, and malnutrition.

334. Evolutionary Medicine

Survey of the application of Darwinian evolutionary principles to human vulnerability to a variety of diseases (e.g., cancer, depression, atherosclerosis). The evolution of defenses against disease is reviewed.

335. Women's Health: Anthropological and Feminist Perspective

(Same as Women's Studies 335.) Exploration of issues pertaining to women's bodies and health, juxtaposing Western women's health problems with those faced by women in the non-Western (i.e., developing) world. The disciplinary/analytical perspectives of medical anthropology and feminist scholarship will be compared.

336. Anthropology of Emerging Disease

Disease emerges as humans disrupt their environment, exposing them to novel pathogens. Students will examine this pattern from the Paleolithic to the present pattern of globalization of antibiotic-resistant pathogens.

337. Religion, Health and Healing

(Same as Religion 358R.) This class explores issues such as what makes for a healthy “self” or person, the role of religious practices and belief in healing, and the relationship of body and mind.

Language and Culture**340R. Topics in Sociolinguistics**

(Same as Linguistics 340R.) Studies relations between language and society, relations between language and sociocultural context. Topics may include: language variation, dialects, registers, and styles; language attitudes; speech communities; multilingualism; and verbal interaction.

341. Communication, Technology, and Culture

(Same as Linguistics 334.) Examines the social, cultural, and linguistic features of modern media technologies and explores their implications for far-reaching transformations in the ways we talk, think, and interact.

342. Media and Culture

Explores the sociocultural dynamics of media institutions and the everyday use of different media in diverse societies.

343. African Popular Culture

(Same as African Studies 370 and Interdisciplinary Studies 370.) Students will think critically about African popular culture as a means through which people reflect on diverse issues in their lives.

Politics, Economics, and Globalization**351. Sustainable Development: Anthropological Perspectives**

Anthropological perspectives on social change and economic development in the Third World today. Population growth, agricultural development, political instability, colonialism, imperialism, and urban problems in cultural context.

352. Globalization and Transnational Culture

(Same as Women’s Studies 342.) This course explores the changing shape of the global economy and its relationship to “local” culture and gendered identities. Through transnational flows of capital, labor, tourism, media, consumer goods, etc., students will study local cultural practices and question whether a global economy implies global culture.

353. Economic Anthropology

The cross-cultural study of traditional markets and exchange patterns, social relations surrounding production, and urban diverse patterns of consumption. Western economic theory contrasted with other approaches to the study of economic customs.

355. Food, Culture, and Political Economy

Prerequisite: Anthropology 101. Food plays a central role in the biocultural adapta-

tion of human population. The politics and economy of food will be studied from an evolutionary perspective from foraging to industrial societies.

357. Socio-ecology of Pastoral Peoples

History, culture, ecology, and politics of pastoral nomads, with special reference to sub-Saharan Africa.

Symbolic and Psychological Anthropology

361. Symbolic Anthropology

Culture is viewed as distinctive symbolic patterns through which a worldview is built. Human behavior as symbolic action; human knowledge as partly a creation of cultural patterns.

362. Anthropology of Religion

(Same as Religion 370.) A detailed study of selected primitive religious systems to be complemented by theoretical readings on primitive religion.

363. Ritual: Its Nature and Culture

Survey of the significance and functions of ritual in human life. Ethnographic accounts of sacred ritual followed by more theoretical readings dealing with the structure and function of human ritual, viewed as a special and “primitive” form of communication.

366. Ritual and Shakespeare

Close reading of selected plays of Shakespeare in which ritual and other performance genres become central issues and problems. Readings in performance theory parallel reading of the plays.

367. Play, Sport, and Ritual

An examination of the relations among child play, ritual, and sport as related dimensions of human culture.

Ethnicity, Culture, and Identity

371. Anthropology of African Americans

An exploration of the complexity and diversity of African American culture in the United States from the perspectives of twentieth century anthropologists. Major themes include: (i) the influence of African culture on the populations of the Caribbean and the United States, (ii) the legacy of slavery throughout the Diaspora, and (iii) the extent to which racism and sexism as systems of inequality affect everyday life in African American communities.

372. Ethnographic Writing

This course is about the writing of fieldwork-based case studies as a central practice anthropology. Students learn to read classical and contemporary ethnographic texts critically for content, method and style, as well as to produce ethnographic writing by combining description with analysis.

Ecology and Conservation

381. Primate Conservation

This course reviews the local human and biological impact of conservation programs that affect primate communities in five areas of the world. Students discuss: methods, primate/plant interactions, forest fragmentation, historical perspectives on conservation and land use, agroforestry, ecotourism, and reintroductions. Students will become more aware of how conservation issues affect behavior and ecology of primates in nature.

382. Ecological Context of Human Evolution

Adopting an ecological perspective, this class will address the basic question of why and how humans evolved. This will involve a scrutiny of both biotic and abiotic factors that may have influenced the evolution of early hominids in East Africa, including local and regional climatic change over the last 5 million years, aspects of past hominid ecosystems (such as vertebrate and botanical turnovers), and tectonic upheavals.

383. Primate Evolution and Extinction

This course focuses on the biological and ecological processes that have influenced primate anatomy, behavior, distribution, evolution, and extinction, as evidenced in the fossil record.

Seminars, Theory, Methods, and Research

385/386/387. Special Topics in Anthropology

Credit, one to four hours. May be repeated for credit when topic varies. Seminar or lecture series of topics of anthropological concern.

397R. Directed Readings

Credit, one to four hours. Consultation with faculty prior to registration required.

400. Great Ideas in Anthropology

Prerequisite: Anthropology 202. Intellectual history of anthropology and major theories of culture. Scientific and philosophical approaches to the study of human diversity.

402. Research Seminar in Biological Anthropology

Advanced seminar on selected topics pertaining to current research questions in biological anthropology. Seminar format: topics will vary.

403. Research Seminar in Cultural Anthropology

Advanced seminar on selected topics pertaining to current research questions in cultural anthropology. Seminar format: topics will vary.

415. Methods in Biological Anthropology

Prerequisite: Anthropology 201. Hypothesis testing and the statistical analysis of data. Theoretical and methodological problems in biological anthropology. The study of human and nonhuman primate skeletal biology, human growth and development, and the observation of nonhuman primates.

445. Methods in Cultural Anthropology

Prerequisite: Anthropology 202. Design of research strategies for the study of human cultures. Data collection techniques including participant observation, interviewing, genealogies, hypothesis testing, and the qualitative and quantitative analysis of data.

495 A/B. Honors Research

Departmental invitation to Honors Program necessary before registration.

497R. Undergraduate Research

Credit, one to four hours. Consultation with faculty prior to registration required.

Arabic

See "Middle Eastern and South Asian Studies."

Art History**Professors**

Sidney L. Kasfir: African art; Walter S. Melion, Asa Griggs Candler Professor of Art History: Northern Renaissance and Baroque; Gay Robins, Samuel Candler Dobbs Professor of Art History: ancient Egyptian art

Associate Professors

C. Jean Campbell: Renaissance art; Sarah McPhee: Baroque and seventeenth-century European art; James Meyer: contemporary art and criticism; Elizabeth Pastan: medieval and Islamic art and architecture; Judith C. Rohrer: modern and contemporary architecture; Rebecca Stone: ancient American art; Eric R. Varner: Roman art; Bonna D. Wescoat: Greek art and architecture; archaeology

Senior Lecturers

Linda Armstrong: three-dimensional design; William A. Brown: film, video, and photography; Dorothy Fletcher, director of the undergraduate program, art history survey; Diane Kempler: ceramics; Julia Kjelgaard: drawing, painting; Katherine Mitchell: drawing, painting

Adjunct Lecturers

Jasper Gaunt: curator of Greek and Roman art, Michael C. Carlos Museum; Peter Lacovara: curator of ancient art, Michael C. Carlos Museum; Renée Stein: conservator, Michael C. Carlos Museum

The Department of Art History offers courses in the art and architecture of all the principal periods and areas of Western history, including classical antiquity, the Middle Ages, the Renaissance, the seventeenth and eighteenth centuries, modern European, American, African American, and contemporary. Non-Western fields of study include ancient Egyptian, ancient American, African, Caribbean, and Islamic art.

Some museum experience can be gained through course work as well as internships at the Michael C. Carlos Museum, the High Museum of Art, and similar institutions in the Atlanta area.

The department conducts annual summer programs away from Atlanta that can be taken for full credit. The locations, which vary, have recently been in France and Italy. Interested students should contact the department for further information.

Requirements for Major

Forty hours including thirty-six hours of art history (normally nine courses) and four hours of visual arts (one course). At least sixteen hours (four courses) must be at the 300 level or above. Of these four courses, at least one course (four hours) must be at the 400 level. One of the introductory survey courses (ARTHIST 101 or 102) is required, and both may be applied to the major but not to the four divisions (see the following). In order to assure familiarity with a wide range of periods and cultures, majors normally will be required to take at least one course in each of the four following divisions: (1) ancient Mediterranean; (2) medieval, Renaissance, and Baroque Europe; (3) Modern and Contemporary art and architecture in Europe, the United States, Africa, and the African diaspora; (4) ancient Americas, Africa, Islam, and Asia.

Note: The college permits only four credit hours taken S/U to apply to majors and minors, upon approval of the department.

Requirements for Minor

Twenty-four hours including twenty hours of art history (normally five courses) and four hours of visual arts (one course). Eight hours (two courses) must be at the 300 level or above. The distribution requirement cited for the major is reduced to three of the four divisions.

Requirements for Joint Major in Art History and History

A program of courses should be worked out in consultation with the undergraduate advisers in each department. Minimum requirements are as follows: art history, twenty-eight hours, including twenty-four hours of art history (normally six courses), with at least twelve hours (three courses) at the 300 level or above (of these three courses, at least one course must be at the 400 level), and four hours of visual arts (one course). All other requirements are the same as those for the major. History, twenty-four hours (normally six courses). Five of these courses must be at the 300 level or above. Of these five, one must be a colloquium (History 487, 488, or 489).

Requirements for Minor in Architectural Studies

Twenty-four hours including ARTHIST 103: Understanding Architecture (four hours); eight hours of visual arts (two four-hour courses, one of which should be ARTHIST 104, Drawing 1; ARTHIST 393, Introduction to Computer-Assisted Design, can be taken to substitute for one of the required visual arts courses; twelve hours of art history (three four-hour courses), with an emphasis on architecture.

Internship Program

Art history majors and qualified nonmajors are eligible to apply for the Georgia Intern Program and internships with the Michael C. Carlos Museum, the High Museum

of Art, commercial art galleries, and other art-related organizations. Students must consult with the internship adviser. Internships may carry academic credit (ARTHIST 397).

Interdepartmental Programs

For the art history component in the following interdisciplinary programs, see each program's individual listing: African American studies, African studies, classical studies, French, German studies, Latin American and Caribbean studies, interdisciplinary studies in culture and society, medieval and Renaissance studies, and Middle Eastern studies.

Honors Program

See "**Honors Program**," page 33 and consult department for details.

Requirements for Joint Major in Art History/Visual Arts

Six visual arts courses, including one 100-level course in any of the five disciplines [(1) painting and drawing; (2) ceramics; (3) sculpture; (4) photography; and (5) film and video]. One 200-level course in the same discipline; one 300-level course in the same discipline; one Contemporary Art Issues Workshop; one 100-level course (or higher) in a different visual arts discipline; one independent study, or senior seminar during which a written thesis and final exhibition of works of art (or screening in the case of video) would be developed and presented. Six art history courses: One survey course (ARTHIST 101 or 102) may be applied to the joint major. Two courses must be 300-level or above. At least one course must be taken in any three areas: (1) ancient Mediterranean; (2) medieval, Renaissance, and Baroque Europe; (3) Modern and Contemporary art and architecture in Europe, the United States, Africa, and the African diaspora; (4) ancient Americas, Africa, Islam, and Asia.

Requirements for Minor in Visual Arts

Twenty-four hours including twelve hours of visual arts (three courses) plus twelve hours of art history (three courses), including 266 (Contemporary Visual Arts) or 210 (Contemporary Art Issues Workshop). No more than eight hours (two courses) can be in the same discipline of visual arts. The disciplines are:

- (1) Drawing and painting
- (2) Ceramics
- (3) Sculpture
- (4) Photography
- (5) Film and video

At least one of the three visual arts courses must be at the 200 level. Art history majors working toward a visual arts minor may apply all art history and visual arts courses taken as a major except 266, which can be applied only to the visual arts minor.

Survey Courses

101. Art and Architecture from Prehistory to the Renaissance

Fall. General survey with focus on painting, sculpture, and architecture of major civilizations, including ancient Egypt, the ancient Americas, Greece, Rome, Byzantium and Islam, as well as that of Romanesque, Gothic, and Renaissance Europe.

102. Art and Architecture from the Renaissance to the Present.

Spring. General survey with focus on major art movements since the Renaissance in the West and elsewhere: Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Expressionism, Surrealism; nineteenth century through contemporary United States; sub-Saharan Africa; Harlem Renaissance.

103. Understanding Architecture

An introduction to architecture considering the built environment we experience daily as well as historical buildings and practices. We will study architecture as a process of design, negotiation, construction, and reception and explore critical and social issues of representation and meaning.

Visual Arts Courses

Basic courses in studio practice are offered every semester. Visual arts courses are designed to encourage the beginning student to explore the creative experience of visual art in a variety of media and aesthetic concepts. Students are required to furnish their own materials for all visual arts courses. The 100-level courses are non-repeatable and are prerequisites for the 200-level courses in the same subjects. The 200-level courses are repeatable with permission to be taken at the 300 level.

104. Drawing I

Every semester. Credit, four hours. This course develops skills in representational drawing, as foundation for all disciplines, and as an art form in itself. Drawing from various subject matter, including the model, and exploration of a variety of media, techniques, and concepts.

105. Drawing and Painting I

Every semester. Credit, four hours. An introduction to drawing and painting, developing skills in various techniques and attitudes. Exploration of recent concepts and processes with emphasis on personal development.

106. Photography I

Every semester. Credit, four hours. Technical as well as aesthetic issues are examined. History of photography will be used as a learning tool.

107. Film, Video, and Photography I

Every semester. Credit, four hours. Creative as well as technical problems in these related media are examined; techniques in using cameras, projectors, and video editing equipment.

108. Ceramics I

Every semester. Credit, four hours. Basic methods of hand-building with emphasis on creating work of a personal and exploratory nature. Students will develop several projects.

109. Sculpture I

Every semester. Credit, four hours. Various approaches to three-dimensional design within a broad framework dealing with contemporary art.

205R. Drawing and Painting II

Prerequisite: Art History 105. Credit, four hours. Structured opportunity to improve skills in drawing and painting and to expand aesthetic awareness while developing personal expression.

206R. Photography II

Prerequisite: Art History 106. Credit, four hours. Further training in camera techniques, film exposure and development, print developers and toners, and presentation. Students will concentrate on aesthetic as well as technical issues related to photography.

207R. Introduction to Documentary Filmmaking

No prerequisites. Students will learn documentary video production techniques. These will include location recording and interview techniques, nonlinear editing, and basic audio-visual communication strategies. Students will be required to attend screenings and are expected to produce a professional quality, short documentary video.

208R. Ceramics II

Prerequisite: Art History 108. Credit, four hours. Experimentation beyond the basic techniques of hand-building will provide students with the opportunity to explore creative expression paying attention to the details of form and surface quality.

209R. Sculpture II

Prerequisite: Art History 109. Credit, four hours. Work on multimedia constructions involving issues in contemporary sculpture. Students will develop and realize several major projects.

210. Contemporary Art Issues Workshop

An exploration of the relationship between contemporary art issues, artist's materials, and methods, from a studio perspective.

305R. Advanced Drawing and Painting

Students will continue to develop their skills with progressively more sophisticated assignments, leading to students' ability to develop a personal and independent body of work for exhibition. Visits to exhibitions and lectures will be required.

306R. Advanced Photo

Students will continue to develop more advanced skills. Emphasis will be placed on in-depth study and working with ideas and techniques that will lead toward the development of personal and independent body of work.

307R. Advanced Film, Video, and Photography

Students will continue to develop more advanced skills. Emphasis will be placed on in-depth study and working with ideas and techniques that will lead to the development of a personal and independent body of work.

308R. Advanced Ceramics

Students will continue to develop more advanced skills. Emphasis will be placed on in-depth study and working with ideas and techniques that will lead toward the development of a personal and independent body of work.

309R. Advanced Sculpture

Students will continue to develop more advanced skills. Emphasis will be placed on in-depth study and working with ideas and techniques that will lead toward the development of a personal and independent body of work.

490. Visual Arts Senior Seminar

Offered once a year. This course is required of all joint major students from the five disciplines of the visual arts program (drawing and painting, photography, sculpture, ceramics, and film and video). It is the capstone course for the program. The class will focus on preparation and presentation of senior projects and will provide a format for cross-disciplinary critiques as well as assistance with all aspects of senior project planning, research, and development.

Period Courses

190. Freshman Seminar

Limited to freshmen and introductory in nature, these seminars may feature discussion, readings, museum visits, and presentations. Previous offerings have included “Love, Death, and Image-Making” and “Animals in Ancient American Art.”

213. Ancient Egyptian Art, 3000–1500 BC: The Pyramid Age

An introduction to the art of ancient Egypt from the late Predynastic Period through the Old and Middle Kingdoms to the end of the Second Intermediate Period.

214. Ancient Egyptian Art, 1550–30 BC: From Hatshepsut to Cleopatra

An introduction to the art of ancient Egypt from the beginning of the New Kingdom to the conquest of Egypt by Rome.

221. The Art and Architecture of Ancient Greece

An investigation of ancient Greek art and architecture from its Dark Ages beginnings through the legacy of Alexander the Great, concentrating on the creation of monumental stone sculpture and ordered buildings, the visual interpretation of Greek mythology in painting and relief sculpture, the interaction of art and politics, of architecture and ritual, the dissemination of Greek art across the Mediterranean, and the history of archaeological discovery.

222. The Art and Architecture of Ancient Rome

The Roman genius for cultural assimilation and innovative techniques transformed the art of the ancient Mediterranean. The course investigates major achievements in sculpture, painting, and architecture and their resonances with Roman politics, society, and religion.

225. Ancient Mesoamerican Art and Architecture

Introduction to the art and architecture of ancient Mesoamerica (lower Mexico and upper Central America), particularly the Olmec, Maya, and Aztec cultures. Includes artworks in jade, ceramic, stone, obsidian, and bone from the Carlos Museum.

226. Introduction to the Art of Ancient Central and South America

Introduction to the art and architecture of ancient Central and South America (Northern and Central Andes) with emphasis on Costa Rica and Peru. Art of various media in the Carlos Museum collection will be featured.

231. Early Medieval Art, 200–900

Explores of the world of late antiquity including the Roman mystery cults, arts of the Jews and early Christians. From these diverse beginnings, we will examine the rise of major new cultural centers in Ravenna, Byzantium, the British Isles, and Damascus.

232. Monastery and Cathedral, 900–1300

Arts of the Romanesque and Gothic period, including architecture, sculpture, stained glass, and manuscript illumination. Major topics include the revival of monumental sculpture, the cult of relics, the rise of urban centers, and the development of a stone-vaulted architecture.

241. Northern Renaissance Art

Innovations in painting and sculpture of Germany and the Low Countries between 1400 and 1600; emphasis on methods of verisimilar imitation, on art as an instrument of soul formation, on the rise of new pictorial genres.

242. Italian Renaissance Art and Architecture

An introduction to the art and architecture of Italy from the late thirteenth century to the middle of the sixteenth, featuring such artists as Giotto, Donatello, Leonardo, Michelangelo, and Titian.

244. High Renaissance Art/Architecture

An introduction to the masters who transformed the visual arts in Europe between 1400 and 1600, from the age of Jan van Eyck to that of Michelangelo and his followers.

251. Architecture and City Planning in Europe, 1550–1800

Architectural styles and urban design in such centers as Rome, Venice, Turin, Paris, Versailles, London, Bath, Dublin, Vienna, Berlin, and Leningrad. Architects include Bramante, Sansovino, Palladio, Michelangelo, Bernini, Boromini, Cortona, Longhena, Mansart, Wren, von Erlach, Neumann, and Gabriel.

252. European Painting, 1590–1790

Painting in Italy, Spain, France, Flanders, Holland, and England to the time of the French Revolution. Emphasis on the production of such artists as Caravaggio, Rubens, Poussin, El Greco, Velasquez, Hals, Rembrandt, Van Dyck, Vermeer, Watteau, Fragonard, Boucher, and Greuze.

259. Historical Perspectives/European Art Topics

The cultural context of selected traditions of European art and architecture, from ancient Mediterranean to eighteenth century, exploring the interplay of culture with historical circumstances. May be repeated when topic changes.

261. Europe in the Age of Revolution

An introductory survey of European art and architecture (with some consideration of the decorative arts) from the Louis XV period through the age of revolution. Concentration on neoclassicism and romanticism in Britain, France, Germany, Italy, and Spain.

262. Europe in the Late Nineteenth Century

An introductory survey of European art and architecture from realism to post-impressionism (c. 1850–c. 1900). Artists and architects discussed include Labrousse, Courbet, Corot, Manet, Monet, Degas, Gauguin, Van Gogh, Cezanne, and Rodin. The integration of art with the social, political, and cultural currents of the time will be stressed, as will the evolution of modernism.

265. Europe in the Twentieth Century

Survey of modernist art in France, Germany, Italy, Russia, the Netherlands, and Britain. Artistic movements and tendencies including fauvism, expressionism, cubism, futurism, dada, abstract art, surrealism, and developments following World War II. Writings by artists and critics will be considered in relation to the art.

266. Contemporary Visual Arts

Survey of avant-garde developments in the visual arts from 1945 to the present, ranging from painting and sculpture to architecture, photography, and video, with emphasis on the critical concepts and the aesthetic, social, and historical implications of these cultural activities. Movements and tendencies include abstract expressionism, pop art, color-field painting, minimalism, conceptual art, postminimalism, earthworks, performance art, postmodernism, and 1990s feminist art.

273. Survey of American Painting

A survey of U.S. painting and its context from the colonial period to within two decades of the present. Artists considered include Copley, Peale, Church, Eakins, Whistler, Ryder, O'Keeffe, Hopper, Pollock, Rauschenberg, Rothko, and others.

275. Modern Architecture: 1880–1945

An introduction to the history and interpretation of major developments in architectural theory and practice in Europe and the United States from the late nineteenth century to World War II.

276. Contemporary Architecture

An introduction to the critical issues of architectural theory and practice from World War II to the present day, with an emphasis on the modernist/postmodernist debate.

280. The Arts of the Black Atlantic World

An introduction to the visual and performative arts of major West African civilizations and their cultural descendants in the Americas.

281. Art of Africa, Native America, and the Pacific

An introduction to the arts of small-scale, non-Western societies in Africa, North America, and the Pacific Islands during the nineteenth and twentieth centuries.

282. Arts of Eastern and Southern Africa

Visual arts and architecture of Africa from the Horn to the Cape of Good Hope with emphases on the major monuments of early coastal and southern African states, the visual culture of pastoralism and foragers and their associated body arts and rock paintings, and the development of postcolonial art forms in urban and rural areas.

285. Contemporary Caribbean and Latin American Art

Painting, sculpture, the graphic arts, photography, and architecture from Cuba, Haiti, and Jamaica in the Caribbean; Venezuela, Colombia, Uruguay, Chile, and Brazil in South America, and Mexico.

289. Perspectives on Non-Western Art Topics

Focuses on one of several diverse, non-European art historical traditions, such as ancient Egypt, pre-Hispanic Americas, medieval Islam, Oceania, and sub-Saharan Africa. May be repeated for credit when topic changes.

Other Courses in Art History

290. Seminar in Art and Architecture in America and Europe

Monuments and art collections studied in important cities such as Amsterdam, London, Munich, New York, Paris, Rome, and Venice. Details can be obtained from the art history department. May be repeated for credit when topic varies.

319. Special Studies in Ancient Egyptian Art

Topics could include the treasures of Tutankhamun; images of women in Egyptian art; and the art of New Kingdom Egypt. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

329. Special Studies in the Art of Classical Antiquity

Topics could include ancient sanctuaries; early Greece: real and imagined and religious festivals; myth and art in ancient Greece; and Greek architecture. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

335. Special Studies in Ancient American Art History

Topics include textiles of the Americas; sculpture and museology; Aztec and Inka art; art and shamanism. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

339. Special Studies in Medieval Art History

Topics include: Medieval Monumental Stained Glass, Manuscript Illumination, and

Romanesque art and architecture. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

340. Gothic Art and Architecture

The Gothic cathedral has been portrayed as a symbol of the Heavenly Jerusalem, a masterpiece of structural engineering, the reflection of Scholastic ideals, and a visual “Bible for the poor.” This course will explore all aspects of this artistic endeavor, with an emphasis on French monuments of the twelfth and thirteenth centuries.

345. The Formation of Islamic Art

An introduction to the early formative period of Islamic art in the sixth through the thirteenth centuries, drawing upon architecture, ceramics, textiles, metalwork, and manuscript illumination. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

349. Special Studies in Renaissance Art History

Topics could include Giotto, Michaelangelo, and sixteenth-century mannerism. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

355. African Art and Architecture after 1500

Traditional genres of African art with a focus on masks and figure sculpture in West and Central African city-states and chiefdoms from 1500 to European colonization. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

359. Special Studies in Seventeenth- and Eighteenth-Century Art History

Topics could include problems in the study of Rubens; poetics and painting; the Carracci reform of art and its consequences; and problems in the study of Rembrandt. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

365. Post-Colonial African Art

Treatment of the major issues raised by the new genres of art that have resulted from the African experience of European colonization. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

366. African American Vernacular Arts

Historical and contemporary vernacular arts including urban and slavery period crafts (quilting, baskets, ironwork, pottery, and carving) as well as the art of twentieth-century self-taught artists. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

367. Twentieth-Century African American Art

Developments in African American art in the United States in the twentieth century considering the key artists/movements/moments and larger themes in African American society and culture. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

369. Special Studies in Nineteenth- and Twentieth-Century Art History

Possible topics: from David to Manet; post-impressionism and its consequences;

early twentieth-century German art; dada and surrealism; sources of modernism in nineteenth-century architecture; feminist issues in art, architecture, and design; and visionary architecture. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

379. Special Studies in American Art History

(Same as African American Studies 379, when topic is African American art.) Topics could include romanticism in England and the United States, issues in American painting; African diaspora ritual arts; and African American painting and sculpture. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

387. Conservation of Cultural Properties

An introductory course that provides students with a basic knowledge of the physical nature of museum collections, what factors cause their deterioration, and the various methods used for their preservation.

389. Special Studies in African Art and Architecture

(Same as African American Studies 389 and African Studies 385 or 386, when topic is African and African American art.) Credit, two to four hours. Topics could include African art and architecture; colonial and contemporary African art; and arts of ancient Africa. May be repeated for credit when topic changes, up to a maximum of sixteen hours.

393. Special Studies in the History of Art

Advanced courses dealing with various specialized problems in the history of art from antiquity to modern times, such as individual artists, genres (e.g. portraiture, landscape); themes (e.g. theory, iconography); artistic movements, and museum studies. May be repeated for credit when topic varies.

397. Internship in the History of Art

Every semester. Credit, one to four hours per semester. Interns must be approved by the art history department for internships with the Georgia Intern Program, the Michael C. Carlos Museum, the High Museum of Art, and elsewhere. May be repeated for credit with permission from the director of internships, up to a maximum of twelve hours.

398. Supervised Reading and Research

Credit, two to four hours. Reading and research projects decided upon between the student and a member of the faculty, with final approval from the chair. May be repeated for credit.

470. Seminar in Ancient Mediterranean and Anatolian Art

Advanced seminar with emphasis on critical texts, methods, and techniques of art historical investigation. For art history majors; open to others with permission from the instructor.

475. Seminar in Medieval European, Renaissance, and Baroque Art

Advanced seminar with emphasis on critical texts, methods, and techniques of art historical investigation. For art history majors; open to others with permission from the instructor.

480. Seminar in late Eighteenth-Century to Contemporary European and American Art

Advanced seminar with emphasis on critical texts, methods, and techniques of art historical investigation. For art history majors; open to others with permission from the instructor.

485. Seminar in the Art of the Ancient Americas, Africa, the African Diaspora, Islam, and Asia

Advanced seminar with emphasis on critical texts, methods, and techniques of art historical investigation. For art history majors; open to others with permission from the instructor.

495. Honors

Open to candidates for honors in the senior year who are writing an honors thesis. For requirements and permission, consult the departmental honors coordinator.

Asian Studies**Director**

Deepika Bahri (English)

Associated Faculty

Tonio Andrade (Chinese history); Deepika Bahri (English); Kakali Bandyopadhyay (Music); Nadine Berardi (Sanskrit); Matthew Bernstein (film studies); Peter Brown (anthropology); Tim Bryson (University Libraries); Julia Bullock (Japanese literature); Rong Cai (Chinese literature); David Cook (film studies); Vincent Cornell (MESAS); Paul Courtright (religion); Marion Creekmore (political science); Cheryl Crowley (Japanese literature); Richard Doner (political science); Tara Doyle (religion; director, Tibetan Studies Program in India); John Dunne (religion); Steve Everett (music); Yayoi Uno Everett (music); Joyce Flueckiger (religion); Anna Grimshaw (ILA); Krista Van Fleit Hang (REALC); Wan-Li Ho (Chinese); Seiko Horibe (REALC); Lynn Huffer (women's Studies); Joachim Kurtz (Chinese language and literature); Howard Kushner (ILA, RSPH); Ruby Lal (MESAS); Tong Soon Lee (Music); Hong Li (Chinese); Lobsang Tenzin Negi (Religion); Roxani Margariti (MESAS); Richard C. Martin (Religion); Sara McClintock (Religion, Asian studies); Gordon Newby (MESAS); Catherine Nickerson (ILA); Chikako Ozawa-deSilva (Anthropology); Gyanendra Pandey (History); Laurie Patton (Religion); Robert Paul (dean, Emory College; Graduate School of Arts and Sciences; Anthropology; ILA); Michael Peletz (Anthropology); Sasikala Penumarthy (Music); Rakesh Ranjan (Hindi, director of undergraduate studies); Mark Ravina, (director, East Asian Studies Program; history); Eric Reinders (Religion); Devin Stewart (MESAS); Sheila Tefft (Journalism); Manojbala S. Tiwari (Hindi); Noriko Takeda (Japanese); Donald Verene (Philosophy); Guo-hua Wang (University Libraries)

Overview

Home to nearly 60 percent of the world's population, ancient and enduring civilizations, five major world religions, hundreds of languages, major literatures, a variety of political systems, and remarkable biodiversity, Asia—the largest continent—is of uniquely strategic importance in contemporary global politics and economics. The Asian Studies Program coordinates with other departments and programs to facilitate interdisciplinary study of the geographical, historical, social, economic, political, religious, linguistic, and cultural dimensions of the major regions of Asia and their interactions and impact in the wider contexts of globalization. Integrating the various Asian regions is a particular strength of the program. Asian Studies draws upon courses offered in various departments that devote significant attention to the study of Asia. The program maintains strong links with peer academic institutions in Asian countries. Emory's partnership with the Institute for Buddhist Dialectics (IBD) in Dharamsala, India, for example, was developed in collaboration with His Holiness the Dalai Lama, and demonstrates the program's investment in forming and sustaining collaborative partnerships with Asian academics and institutions. Asian Studies also seeks to enhance the study and appreciation of Asian and Asian-American cultural contributions in the United States. To this end, the program works cooperatively with other academic units, the Office of Multicultural Programs and Services, student organizations, and community associations.

Majors take at least one course each in the South Asian and East Asian traditions to learn about the “many Asias” through a comparative perspective. Opportunities for independent study and internships under faculty guidance are readily available. Students are encouraged to participate in one of the many study abroad programs in several exciting locations in Asia. For students not able to travel abroad, internships and research trips within the United States can be arranged for variable credit, depending on the individual project. Neither the semester abroad nor the internship are required but doing one or the other is highly recommended.

Asian Studies majors and minors go on to prestigious careers as doctors, lawyers, leading academics, development economists, and policy makers in public health, politics, and economics.

Areas of Concentration

Students may concentrate their studies on East Asia, South Asia, or combine both areas.

Languages

Study of an Asian language is strongly encouraged for the major in Asian studies. The program offers:

- Four years of Japanese and Chinese
- Three years of Hindi and Sanskrit
- One year of Tibetan

Chinese and Japanese are administered by the Department of Russian and East Asian Languages and Cultures. Hindi and Sanskrit are administered by the department of Middle Eastern and South Asian Studies. Tibetan is administered through the Asian Studies Program.

Requirements for the Major

Students majoring in Asian studies are required to take ten courses (40 credits) beyond the 100 level, which must include one course each in the South Asian and East Asian traditions.

Students may count toward the major up to two courses in an Asian language, provided the courses are above the first-year level. It is strongly encouraged that students will have, at a minimum, four semesters of an Asian language (or the equivalent) by the time they complete the major.

Requirements for the Minor

Students minoring in Asian studies are required to take five courses (20 credits) including (1) a maximum of 1 course at the 100 level and (2) a maximum of two language courses (must be at a level of 200 or above).

Minors in Chinese or Japanese are available through the Russian and East Asian Languages and Cultures Department. A minor in Hindi is available through the department of Middle Eastern and South Asian Studies.

Course Requirements

- All courses must be taken for a letter grade in order to count for the major or minor.
- Courses offered by other departments on Asian topics can be counted toward the major or minor, if approved by the student's adviser.

Advising

Majors will be assigned an adviser when they declare a major. Students should contact the program director or administrative assistant for specific advising questions and course approval.

Study Abroad Opportunities in Asia

A total of 16 credits can be taken abroad to count toward the major. Asian studies offers study abroad programs in prestigious educational institutions in the following locations:

- China: Beijing, Xi'an, Harbin, Hong Kong, and Taiwan
- India: Dharamsala and Mysore City
- Japan: Hirakata, Kyoto, Nishinomiya
- Korea: Seoul

Students may seek more information at the Center for International Programs Abroad (CIPA) at 404.727.2711 or visit our website at <http://www.asianstudies.emory.edu/>.

Honors Program

Juniors with a minimum cumulative GPA and an Asian studies GPA of 3.5 are invited to apply for the honors program. The honors program requires students to complete original research, a thesis, and an oral defense under the close supervision of an adviser.

General Information

Courses that fulfill the General Education Requirements

- 200. Introduction to the Civilization of India
- 212. Asian Religious Traditions
- 270. Introduction to Japanese Culture
- 271. Modern China in Film and Fiction
- 273. The Heritage of China
- 359. Women and Religion in China
- 360. Modern Chinese Women in Film and Fiction
- 362. Samurai, Shoguns, and Women Warriors
- 372. Introduction to Modern Japanese Literature in Translation.

Courses approved to fulfill the Writing Requirement

- 270. Introduction to Japanese Culture
- 360. Modern Chinese Women in Film and Fiction
- 361. The Tale of Genji: Sensuality and Salvation
- 362. Samurai, Shoguns, and Women Warriors
- 363. Literary and Visual Culture in Japan
- 372. Modern Japanese Literature in English Translation

Course Descriptions

NOTE: Not all of these courses are offered each semester. Please consult the course atlas for current offerings.

CHINESE 101-102. Elementary Chinese

Introduction to modern Mandarin; pronunciation, grammar, reading, and writing. 102 is a continuation stressing conversational Mandarin, reading of more sophisticated texts, and writing skills. Cultural topics introduced.

CHINESE 201-202. Intermediate Chinese

Prerequisite Chinese 101-102 or consent of instructor. Focus on developing conversations skill and expression of ideas. Readings of original source material, cultural topics introduced in Mandarin.

HINDI 101–102. Elementary Hindi I and II

First in a series of courses that seeks to develop listening, reading, speaking, writing, and cultural skills in Hindi. No previous knowledge of Hindi is assumed.

HINDI 201–202. Intermediate Hindi I and II

Continuation of Hindi 102, further developing listening, reading, speaking, writing, and cultural skills in Hindi.

HINDI 301-302. Advanced Hindi I and II

Fifth and sixth in a series of courses that seeks to develop listening, reading, speaking, writing, and cultural skills in Hindi.

JAPANESE 101–102. Elementary Japanese

Students will learn vocabulary, expressions, and sentence structures to become able to meet basic communication needs in Japanese. All four skills, speaking, listening, reading, and writing, will be incorporated, and accurate and appropriate language use will be emphasized.

JAPANESE 201–202. Intermediate Japanese

Designed to complete the introduction and practice of basic grammar of Japanese. There will be focus on accurate and appropriate use of the language, and all four skills will be emphasized. Additional 100 kanji characters will be introduced.

SANSKRIT 101–102. Elementary Sanskrit I and II

An introduction to classical Sanskrit and the diverse intellectual and cultural practices associated with it. In addition to surveying its grammar, this course will enable students to read, write, and converse in simple Sanskrit.

SANSKRIT 201–202. Intermediate Sanskrit I and II

After thoroughly reviewing Sanskrit 101 and Sanskrit 102, this course will focus on reading selections from a variety of classical Sanskrit texts.

TIBETAN 101–102. Elementary Tibetan I and II

Introduction to Tibetan that seeks to develop listening, reading, speaking, writing, and cultural skills in Tibetan. No previous knowledge of Tibetan is assumed.

ASIA 190. Freshman Seminar (Topics vary).**ASIA 190. Introduction to the Civilizations of India**

A multidisciplinary introduction to the civilizations of India, including an overview of the history and historiography of South Asia from its prehistory to the present. This course satisfies area V.C. of the General Education Requirements.

ASIA 205. Musical Interactions: India and China

An exploration of the region from the musicological perspective to examine how music negotiates boundaries and construct varying identities in China, Japan, and Korea.

ASIA 212. Asian Religious Traditions

(same as REL 212.) An introduction to major Asian religious traditions in their historical and cultural settings. This course satisfies area V.C. of the General Education Requirements.

ASIA 270WR. Introduction to Japanese Culture

(Same as JPN 270WR.) An introduction to aspects of the study of the culture of modern Japan. Includes exploration of writing systems, gender, memory and history, geography and the environment, science, aesthetics, and the formation of national identity. This course satisfies area V.C. of the General Education Requirements and post-freshman writing requirement.

ASIA 271WR. Modern China in Film and Fiction

(Same as Chinese 271WR and Literature 203.) An examination of twentieth-century Chinese society through cinematic productions and a critical reading of the writings of major Chinese writers in translation. This course satisfies area V.C. of the General Education Requirements.

ASIA 273. The Heritage of China

(Same as CHN 273.) Introduction to the civilization of China: its literature, and customs. No knowledge of Chinese required. This course satisfies area V.C. of the General Education Requirements.

ASIA 300. Classical Indian Literature

The course will survey and analyze the unique interaction of the sacred and the secular in literary India. We begin with the poetry of Vedic scripture, the oldest texts in the Indo-European family of languages, and the epics, the foundation texts of popular religion. The great works of classical Sanskrit are based on this early material.

ASIA 301WR. Early and Medieval Hinduism

(Same as Religion 301.) The purpose of this course is to provide an historical overview of the origins of the religious movements in India we now call "Hinduism." Through the reading of mythological, philosophical and poetic primary texts, as well as historical and anthropological studies, we will show how such a tradition was constructed through a set of ongoing tensions: between ascetic and sacrificer, between villager and city-dweller, between outcaste and Brahmin, between poet and philosopher.

ASIA 302. Religions in Colonial India

(Same as Religion 302.) Historical survey of religion in India, 1756 to the present, focusing on the impact of British colonial and post-colonial communities, rituals, modes of leadership, and the contemporary internationalization of Hinduism.

ASIA 303. Modern Hinduism

(Same as Religion 303.) This course identifies and examines central themes and issues in the study of modern Hinduism. The primary focus will be on contemporary Hindu practice, including ways in which Indian religious texts are received, adapted, performed, and experienced today. After an introduction to key concepts and orientations within the Hindu tradition, we will focus on five interrelated topics: 1) the creation and worship of religious images; 2) various dimensions of the Ramayana tradition; 3) saints, gurus, and healers; 4) pilgrimages; and 5) Hinduism as it is being transmitted and practiced abroad, especially here in the USA.

ASIA 305. Buddhism

(Same as Religion 305.) Doctrinal and meditative practices of Theravada, Tantric, and Zen Buddhism.

ASIA 306. Tibetan Buddhism

(Same as Religion 306.) Introduction to philosophical, psychological, and contemplative dimensions of Tibetan Buddhism.

ASIA 359. Women and Religion in China

(Same as CHN 359, Women's Studies 359) This course examines what impacts the religious traditions of China, including Confucianism, Taoism, and Mahayana Buddhism, have had upon shaping the social experiences, roles, and images of women in twentieth-century China and Taiwan. This course satisfies area V.C. of the General Education Requirements.

ASIA 360WR. Chinese Women in Film and Fiction

(Same as Chinese 360.) An examination of woman as trope in modern Chinese cinema and literature in the twentieth century. The course explores how “the modern woman” became a cultural construct and how that construct has redefined gender role and femininity. This course satisfies area V.C. of the General Education Requirements. When designated WR, this course satisfies the writing requirement.

ASIA 361WR. The Tale of Genji: Sensuality and Salvation

(Same as Japanese 375W.) Lady Murasaki Shikibu's *Tale of Genji* (*Genji monogatari*, late eleventh century) provides a sensitive, poetic portrait of life in the imperial court in the Heian period—Japan's classical age—and in subsequent generations served as a primary sourcebook for literature and culture in Japan. This course satisfies General Education Requirement area V.C. and the post-freshman writing requirement.

ASIA 362WR: Samurai, Shoguns, and Women Warriors

Same as JPN 352WR. An examination of the image of the warrior in Japan through literature and its effect on many areas of Japanese culture, including philosophy, literary history, religion, music, the visual arts. Emphasis is on the exploration of primary texts. Satisfies General Education Requirement post-freshman writing requirement.

ASIA 363WR. Literary and Visual Culture in Japan

(Same as JPN 363WR and Art History 363WR.) The goal of this course is to develop visual literacy in Japanese images and iconography. The course will begin with explorations of basic vocabulary and theory related to visual culture as it is studied in the American academy. We will then view examples of Japanese visual art from the 6th century to the present day, discussing ways to “read” paintings, picture scrolls, painted screens, sculpture, woodblock prints, theatrical performance, films, animated films, and comic books in the context of discussion of literary texts and aesthetic treatises contemporary to these works.

ASIA 370. Seminar in Asian Studies

(May be repeated when topic varies). Possible courses include: The Indian Partition in Literature; Language, Classical Indian Literature; Visions of Youth in Postcolonial Literature, Ethnography, and Film; South Asian Politics since 1945; Mind, Body, Healing: Tibetan and Western Perspectives; Taoism; The Classical Texts of Vedanta; Dance and Embodied Knowledge in the Indian Context; Representations of Asian America; Asian American Literature

ASIA 371. Seminar on Asian America

(May be repeated when topic varies).

ASIA 372WR. Introduction to Modern Japanese Literature in Translation

(Same as JPN 372WR and ARTHIST 372WR.) Surveys Japanese literature from the mid-nineteenth century to the present. Introduces the nature and range of literary genres as they developed in the context of Japan's confrontation with modernity. The course opens for discussion issues in contemporary literary theory in order to understand aspects of Japanese literature and culture such as gender, nationalism, intertextuality, Orientalism, and identity. Texts are in English translation. Satisfies General Education Requirement area IV.A. (humanities-written) and post-freshman writing requirement.

ASIA 375. Special Topics in Asian Studies

(May be repeated when topic varies). Possible topics include as: Modern Japanese Women Writers; Confucian Classics; Spiritual Practices and Social Change: A Buddhist and Christian Approach; National Cinemas: Japanese Literature and Film; Culture of Buddhist Tibet; Beyond Orientalism: Hybrid Sounds and Social Identities

ASIA 376. Special Topics on Asian America

(May be repeated when topic varies).

ASIA 490. Senior Seminar

(May be repeated when topic varies).

ASIA 495RWR. Honors Thesis**ASIA 497. Directed Study**

For more information, contact East Asian Studies at 404.727.6280 or South Asian Studies at 404.727.2108.

Biology

Professors

Ronald L. Calabrese: cellular/computational neurobiology; Gray F. Crouse, associate chair: genetics; Victoria M. Finnerty: genetics; George H. Jones, chair, Goodrich C. White Professor: molecular biology; Steven W. L'Hernault: developmental biology; Bruce R. Levin, Samuel Candler Dobbs Professor: evolutionary biology; John C. Lucchesi, Asa G. Candler Professor: molecular genetics of development; Leslie A. Real, Asa G. Candler Professor: ecological/evolutionary biology; Darrell R. Stokes, director of undergraduate studies: invertebrate physiology; Shozo Yokoyama, Asa G. Candler Professor: molecular evolution

Associate Professors

Rustom Antia: immunology, ecology, evolutionary biology; Andreas Fritz: developmental biology/genetics; Dieter Jaeger, Winship Distinguished Associate Professor:

computational neuroscience; William G. Kelly: developmental biology; Paul R. Lennard: neurobiology; Melody V. S. Siegler: neurobiology; Barry Yedvobnick: molecular genetics

Assistant Professors

Robert Liu: computational neuroscience; Astrid Prinz: computational neuroscience; Todd Schlenke: evolutionary genetics; Iain T. Shepherd: developmental biology; Yun Tao: evolutionary biology

Senior Lecturers

Christopher W. Beck: ecology and evolution; Arri Eisen, director of the Program in Science and Society: molecular genetics; W. Alexander Escobar: biochemistry and genetics; Patricia A. Marsteller, director of Emory College Center for Science, biology education, women and minorities in science; Gregg Orloff: cell biology and genetics; Amanda Starnes: organismal biology

Lecturers

Mentewab Ayalew: cellular and molecular biology; Chad Brommer: ecology and plant physiology; Kathleen Campbell: genetics and microbiology; Rachele Spell: genetics and molecular biology

Associated Faculty

Henry Edelhauser (ophthalmology); David Lynn (chemistry)

The discipline of biology allows us to understand ourselves and the world around us. This powerful science is discovering the basic mysteries of life and has given us the practical tools to treat diseases, to increase the amount of food that we produce, and to preserve our natural ecosystems. An education in biology offers an excellent preparation for careers in medicine or health care, biological research, ecology, biotechnology, forensic science, as well as many other possibilities.

The Department of Biology occupies state-of-the-art laboratories in the O. Wayne Rollins Research Center. Faculty specializations include cell and developmental biology, genetics and molecular biology, ecology and evolutionary biology, and neurobiology and behavior. As part of its primary commitment to undergraduate education, the biology department actively fosters student participation in research with its faculty as well as through cooperative arrangements with scientists at Emory University School of Medicine, the United States Centers for Disease Control and Prevention, and Yerkes National Primate Research Center.

Biology department faculty are also heavily involved in programs leading to a PhD. These programs are housed in the Graduate Division of Biological and Biomedical Sciences, and they include faculty from several departments of Emory College and the School of Medicine.

Requirements for the Major

The department offers both the bachelor of science degree and the bachelor of arts degree. Each degree has a different focus, and it is important that students contact the biology

department office to establish regular communication with a designated departmental adviser. The requirements for the BS are designed for students who wish to pursue an advanced degree in the life sciences. Additional courses in chemistry, physics, and mathematics, as well as some laboratory experience in biology provide greater in-depth training than the BA.

The BA degree is appropriate for those students who wish to pursue a double major. Majors may **not** exempt Biology 141 and 142 with AP or International Baccalaureate scores. All courses required for biology degrees are taken for a letter grade. Sophomores planning to major in biology should confer with the office staff and be assigned an adviser.

For the BS degree: (1) a minimum of thirty-six hours of biology to include Biology 141 and 142 (or 151 and 152) one course from each of the following three areas—cell and molecular biology, organismal biology, and ecology/evolution; and four electives from the biology department course listings (excluding Biology 497R or 499R), no more than one of which is cross-listed; and (2) courses in chemistry, physics, and math as follows: Chemistry 141, 142, 221, and 221L; Physics 141; and Math 107, 111, 112, 115, or 116.

For the BA degree: (1) a minimum of thirty-six hours of biology to include: Biology 141 and 142 (or 151 and 152); one course in each of the three areas listed for the BS degree; four electives from biology course listings (excluding Biology 497R or 499R), no more than one of which is cross listed; and (2) Chemistry 141 and 142 (171 and 172).

Honors Program

Students who maintain a grade average of 3.5 or higher may qualify for a degree with honors. Honors students must take Biology 495A and 495BWR, complete a research project, and write and defend an honors thesis based on this research. They must also take one graduate course. See “Honors Program” under the College Curriculum section.

120. Concepts in Biology, with Laboratory

Principles of genetics, physiology, ecology, taxonomy, and evolution with special reference to contemporary life situations. Intended for non-science majors. This course does not fulfill requirements for medical and dental schools or for a biology major.

141. Foundations of Modern Biology I

Fall. Prerequisite or co-requisite: Chemistry 141 or 171. Major topics include: cell structure and function, cell reproduction, and Mendelian genetics. Along with Biology 142 meets the requirements for medical and dental school and the biology major.

142. Foundations of Modern Biology II

Spring. Prerequisite: Biology 141; prerequisite or co-requisite: Chemistry 142 or 172. Major topics include: molecular genetics, population genetics and evolution, cellular metabolism and photosynthesis, signal transduction and development.

151. Introductory Experimental Biology I, with Laboratory

Fall. Permission of instructor. Covers biochemistry and cell biology, mitosis, meiosis, genetics, and evolution. Discussion format and guided laboratory explorations will

challenge the honors student. The laboratory component will focus on scientific reasoning, experimental design and guided exploration of biological phenomena.

152. Introductory Experimental Biology II, with Laboratory

Spring. Permission of instructor. Focuses on organismal physiology and development, behavior, and ecology. Advanced readings, inquiry-based labs, and discussion of current research will challenge the advanced student.

190. Freshman Seminar

Fall and spring. Freshmen only. Variable topics.

205. Comparative Vertebrate Anatomy, with Laboratory

Prerequisite: Biology 142. Comparative studies of phylogeny and anatomy of vertebrates from both an evolutionary and functional perspective. Cat and shark dissected in laboratory.

206. Biology of Parasites, with Laboratory

Prerequisite: Biology 142. Protozoan, helminthic, and arthropod parasites of medical significance. Topics addressed include basic principles of parasitology, evolutionary trends, host-parasite ecological considerations, therapeutic measures, and control programs.

301. Biochemistry I

(Same as Chemistry 301.) Fall. Prerequisites: Biology 142 and Chemistry 222. An integrated approach to the synthesis, structure, and function of macromolecular biomolecules, including proteins, carbohydrates, DNA, and RNA. First half of two-semester biochemistry sequence organized with Chemistry Department.

302. Biochemistry II

(Same as Chemistry 302.) Spring. Prerequisites: Biology 142 and Chemistry 222; completion of Biology/Chemistry 301 strongly recommended. Topics will include nitrogen and fatty acid metabolism, glycolysis, and respiration. The evolution of the pathways associated with these processes will be explored.

320. Animal Behavior

(Same as Psychology 320.) Prerequisite: Biology 142. Provides an overview of major research areas in the field of animal behavior. The behavior of animals will be analyzed from an evolutionary and comparative perspective. Some of the topics included are orientation and migration, genetic and environmental influences on behavior, population regulation, courtship and mating strategies, and parental behavior.

323. Developmental Biology

Prerequisite: Biology 142. Study of the fundamental principles that govern vertebrate and invertebrate development.

324. Experimental Developmental Biology

Prerequisite: Biology 142. Intensive laboratory investigation of development at the

molecular, cellular, and systems levels. Working in groups, students design and perform experiments using current research techniques.

325. Primate Social Psychology

(Same as Psychology 325.) Prerequisite: Biology 142. Following a general introduction to primatology, the course will cover recent progress in the growing field of primate social behavior. Topics range from aggression and dominance to affiliation, sex, and peaceful coexistence.

329. Coastal Biology, with Laboratory

Spring. Prerequisite: Biology 142 and permission of instructor. Emphasizes basic principles of coastal ecology, human impact on coastal ecosystems, and the diversity of invertebrates living in these ecosystems. Students complete the course with a ten-day laboratory/field activity at the end of spring term at St. Simons Island, Georgia.

330. Chemistry, Biology, and Molecular Modeling

(Same as Chemistry 330.) Spring. Prerequisites: Chemistry 171, 172, or 221. The course is designed to put to use what you already know about chemistry and to extend it in two directions. On the one hand, we will examine the world around us as reflected by the media, the web, and encounters in your own lives. Thus, we'll examine issues around "natural and unnatural molecules," the environment, disease, and society in the context of topics such as drugs, molecules for Mars, aging, AIDS, bioterrorism, and crime in the courtroom. On the other hand, we will examine these ideas by means of computer graphics, the molecular structure of small molecules and proteins, and energy.

336. Human Physiology

Prerequisite: Biology 142. A study of human physiology emphasizing integrated body functions. Topics include respiration, circulation, contractility, osmoregulation, endocrinology, and neurophysiology.

341. Evolutionary Biology

Prerequisite: Biology 142. The concept of organic evolution is taken up from the standpoint of its history, factual basis, and scientific importance; the operation of evolution is examined in the light of population genetics and ecology.

342. Investigative Evolution

Prerequisite: Biology 142. A combination of short topical lectures and intensive lab. Computer and field experiments introduce students to experimental approaches used by evolutionary biologists. Areas covered include population genetics, molecular evolution, and evolutionary ecology.

345. Conservation Biology

(Same as ENVS 345.) Prerequisites: Biology 141 or 142 or Environmental Studies 120 or 131 or permission of instructor. This course focuses on the conservation of biodiversity and introduces students to ways that ecological and evolutionary princi-

ples can be used to conserve and protect species and ecosystems at risk. Specific topics include the causes and consequences of biodiversity, systematics, and endangered species, the demography and genetics of small populations, invasive species, habitat loss and fragmentation, design of reserves, and restoration ecology.

346L. Biomolecular Chemistry

(Same as Chemistry 346L.) Spring. Credit, two hours. Prerequisite/co-requisite: Chemistry/Biology 301 or consent of instructor. Experiments involve analysis and characterization of the major classes of biological compounds. One three-hour laboratory and one lecture per week. Additional laboratory training option available for two additional credits.

347. Ecology, with Laboratory

Prerequisite: Biology 142 or permission of instructor. Examination of the relationships between organisms and their environment. Topics covered include populations, communities, and ecosystem processes. Field studies are conducted in various natural areas in Georgia.

348. Mechanisms of Animal Behavior

Prerequisites: Biology 142, 336 or 360 and, Chemistry 141 and 142. A survey of current topics in neural development and neural basis of behavior. Emphasis is on research work that uses a combination of physiological, genetic, cellular, and molecular techniques to understand neural systems and their evolution and development.

349. Ecology of Invasions

(Same as Environmental Studies 349.) Prerequisites: Environmental Studies 120, 131, 132, or Biology 120, 142, or permission of instructor. This course will familiarize students with principles of ecological invasions and methods for assessing the spread and impacts of invasive species on a global scale. Students will also become familiar with major sources of exotic species introductions and methods available for prevention and control.

350. Cell Biology

Prerequisite: Biology 142. Advanced topics concerning the structure and function of cells. Topics include relationship between structure and function, integration of cellular functions, compartmentalization of cellular functions, nuclear and cytoplasmic interactions, and intracellular and intercellular communication.

360. Introduction to Neurobiology

(Same as Neuroscience and Behavioral Biology 301.) Prerequisites: Biology 142; Chemistry 141 and 142. An introduction to cellular and integrative neurobiology. Topics include the electrochemical and biophysical mechanisms for neuronal signaling, synaptic transmission, and the neural bases of behavior and perception.

364. Human Genetics

Prerequisite: Biology 142. Topics include population genetics, genetics of behavior, human origins, the genetics of immunity and of cancer, stem cell research, and human genomics.

370. Introduction to Microbiology

Prerequisite: Biology 142. Introduction to the concepts of microbial physiology, biochemistry, genetics, and evolution.

370L. Introduction to Microbiology Laboratory

Credit, two hours. Prerequisites: Biology 142 and 370 (or co-requisite). Introduction to basic laboratory techniques in microbiology. Experiments dealing with the physiology, biochemistry, genetics, and molecular biology of microbes will be included.

371. Ecology of the Tropics

(Same as Environmental Studies 371.) Spring. Credit, two hours. No prerequisites. Explores the diverse biomes of the tropics. Focus will be on tropical forests and grasslands, with an emphasis on ecological processes, biodiversity, human impact in the tropics, indigenous peoples, and ethnobotany.

372. Ecology of the Tropics—Field Course

(Same as Environmental Studies 372.) Spring. Credit, two hours. Pre- or co-requisite: Biology/Environmental Studies 371. Permission required. This is the field course to accompany the lecture course on tropical ecology. Field trip will take place during the spring recess.

402S. Neuroscience Live

Prerequisite/co-requisite: Biology 360/NBB 301. Recent research publications by Emory neuroscientists will be read and discussed in preparation for talks by the authors in class. Writing assignments will accompany this work.

415. Cancer Biology and Oncogenes

Prerequisites: Biology 142, Chemistry 221, and Math 111. The biological mechanisms regulating cell growth, differentiation, and migration will be examined through a focus on the mechanisms by which cancers grow and spread.

425. Principles of Genetic Engineering

Prerequisites: Biology 142 and Chemistry 221. Principles and techniques used in the cloning, characterization, and analysis of genes. Topics to be covered include restriction-modification systems, shotgun cloning techniques, clone characterization, DNA sequencing, transcriptional analysis, overexpression of cloned genes, and blotting techniques.

430. Human Genome Project and Disease

Prerequisite: Biology 142. Course covers human genome projects. Geared toward developing independent thinking through solving human genetic problems and critically reviewing literature on human diseases.

440S. Animal Communication

(Same as Psychology 440S.) Prerequisite: Biology 142. Functions, evolution, ecology, and significance of animal communication systems in a wide taxonomic range, from insects to primates.

441. Molecular Biology and Evolutionary Genetics

Prerequisite: Biology 142. Course covers population genetics, molecular evolution, and genomics. Geared toward developing independent thinking by solving molecular biology and evolutionary genetics problems in natural populations.

450. Computational Neuroscience

Prerequisites: Biology 360 or IBS 502 or equivalent. Exploration of single neurons and biological neural networks with computer simulations. Each class consists of an introductory lecture followed by computer tutorials using the GENESIS software under UNIX. Specific topics include passive cable theory, compartmental modeling, voltage-gated and synaptic conductances, motor pattern generation, and cortical networks.

455. Immunology and Disease

Prerequisite: Biology 142. The basic principles of immunology, the causes of pathogenesis during the course of infection with microparasites, and the limitations to the understanding of infectious diseases (such as HIV/AIDS, tuberculosis, and malaria) caused by viruses, bacteria, and unicellular eukaryotes.

460S. Building Brains

Prerequisite: Biology 142. Explores our current understanding of the mechanisms that regulate development of the nervous system. Topics covered include neurogenesis, axon guidance, programmed cell death, and synapse formation.

463S. Population Biology and Evolution of Disease

Prerequisite: Biology 142. Application of basic principles of population genetics and population biology to the study of infectious diseases, aging, and cancer.

465. Molecular Genetics

Prerequisite: Biology 142. Genetic mechanisms in eukaryotes, regulation of gene expression, recombinant DNA research.

470. Special Topics in Biology

Prerequisite: Biology 142. Variable credit, one to four hours per semester. A seminar or lecture series or special course for advanced students on topics of special biological concern. May be repeated for a total credit of eight hours when topic varies.

475. Biology of the Eye

Prerequisite: Biology 142. A course designed for juniors, seniors, and graduate students who are interested in a basic understanding of the eye. This course will review basic principles and state-of-the-art information on ocular anatomy, embryology, biochemistry, physiology, genetics, immunology, microbiology, pharmacology, and pathology.

480. Modeling Biological Systems

Prerequisite: Biology 142. Will cover the construction and analysis of mathematical models of cellular and population processes in biology.

480L. Modeling Biological Systems Laboratory

Credit, two hours. This laboratory course must be taken concurrently with the lecture course Biology 480.

495A. Honors Research

Fall, spring, summer. Credit, one to four hours. Prerequisite: consent of departmental honors coordinator. Independent research for students invited to participate in the biology department Honors Program.

495BWR. Honors Research

Fall, spring, summer. Prerequisite: consent of departmental honors coordinator. Final semester of independent research for students invited to participate in the biology department Honors Program. WR is satisfied by submission and acceptance of completed honors thesis based on this research.

497R. Supervised Reading

Credit, one to four hours per semester. Prerequisite: permission of instructor.

499R. Undergraduate Research

Credit, one to four hours per semester. Prerequisite: permission of instructor. Research participation open to juniors and seniors.

Business Administration

Courses offered in the program leading to the bachelor of business administration degree are described in the catalog of Goizueta Business School.

Chemistry

Professors

Joel M. Bowman, Samuel Candler Dobbs Professor: theoretical chemistry, quantum and classical dynamics of molecular and molecule-surface interactions, vibrations of molecules, photodissociation, and reaction dynamics; Xiaodong Cheng, Georgia Research Alliance Eminent Scholar in X-Ray Crystallography, joint appointment with biochemistry: protein crystallography, protein-DNA interaction, DNA base flipping, DNA, and histone methylation; Vincent P. Conticello, director of graduate studies: materials chemistry, synthesis, characterization and applications of materials with controlled microstructures, particularly biomaterials; Dale E. Edmondson, joint appointment with biochemistry: physical biochemistry, oxidation-reduction enzymes; Michael C. Heaven, associate chair; Winship Distinguished Research Professor: laser spectroscopy of reactive intermediates, radiative lifetimes and energy transfer dynamics, kinetics of lasing processes, photodissociation mechanisms, intermolecular forces; Craig L. Hill, Goodrich C. White Professor: inorganic chemistry, homogeneous catalysis, environmentally benign catalysis and processing, photochemistry, light-to-chemical energy conversion, antiviral agents, cluster compounds; Joseph B. Justice: neurochemistry, analytical chemistry; Myron Kaufman, director of undergraduate studies: physical chemistry, chemical kinetics, diamond deposition, combustion, thermodynamics; Lanny Liebeskind, Samuel Candler Dobbs Professor and associ-

ate editor of *Organometallics*: organic chemistry, organometallic chemistry, natural products synthesis; Tianquan Tim Lian: physical chemistry of nanomaterials and at interfaces, ultrafast interfacial electron transfer, molecular solar cell, ultrafast and nonlinear laser spectroscopy, single molecular spectroscopy; Dennis Liotta, Samuel Candler Dobbs Professor: organic chemistry, new synthetic methodology, drug design and development; David G. Lynn, chair, Asa Griggs Candler Professor of Chemistry and Biology, Howard Hughes Medical Institute Professor: molecular evolution, chemical biology, supramolecular structure and function, artificial genomes; Frank E. McDonald: synthetic organic chemistry, new organometallic reagents and catalysts, new chemical transformations and synthetic strategies for biologically active compounds, including stereoselective synthesis of glycoconjugates, polycyclic ethers, and polyketides; Fred M. Menger, Charles Howard Candler Professor: organic chemistry, mechanisms of biologically important reactions, enzyme models, membranes, micelles, polymers, films, synthesis of new amphiphilic molecules, light and electron microscopy of organic systems; Shuming Nie, joint appointment with biomedical engineering: hematology and oncology, biomedical nanotechnology, biomolecular engineering, single-molecule imaging and spectroscopy, new technologies for cancer detection, diagnosis and treatment; Albert Padwa, William Patterson Timmie Professor: organic chemistry, synthesis and properties of unusual molecules, organic photochemistry, heterocyclic chemistry, drug design, reaction mechanisms, applications of molecular orbital theory, new synthetic methods; P. Barry Ryan, joint appointment with the School of Public Health: chemical approach to pollutants in the environment and impact upon human subjects including mathematical models of the environment

Professor Emeritus

David J. Goldsmith: organic chemistry, total synthesis of natural products, synthetic methods, stereochemistry; M. C. Lin, Robert W. Woodruff Professor: physical chemistry, gas-surface reactions, catalytic processes, combustion kinetics; ab initio MO calculations for gas-phase and gas-surface reactions; Kenji Morokuma, William Henry Emerson Professor and director of Emerson Center: theoretical and computational chemistry, chemical reactions, catalyses, molecular interactions, nanochemistry

Associate Professor

Karl S. Hagen: inorganic chemistry, metal cluster synthesis, catalysis, bioinorganic chemistry, nanomaterials, crystal growth, X-ray crystallography

Assistant Professors

Simon Blakey: synthetic organic chemistry, reaction methodology, asymmetric catalysis, natural product synthesis; Justin Gallivan: bioorganic chemistry; biomaterials chemistry; chemical biology; engineered biosynthesis; and molecular evolution; James T. Kindt: computational and theoretical physical chemistry; simulation of self-assembled systems of biophysical interest; development of new methods in Monte Carlo and molecular dynamics simulation; statistical thermodynamics of self-assembly; Stefan Lutz: biological chemistry, methodology and applied combinatorial protein engineering, structure-function relationship and biophysical properties of proteins, development of high-

throughput screening and selection methods, bio-organic chemistry; Cora MacBeth: synthetic inorganic chemistry, bio-inorganic and environmental emphasis

Senior Lecturer

Michael McCormick: organic chemistry; Preetha Ram, assistant dean for science in Emory College: general, analytical, physical, biochemistry; José Soria: organic chemistry; Matthew Weinschenk: organic chemistry

Lecturers

Tracy Morkin: general chemistry; Douglas Mulford: general chemistry; Daphne Norton: general chemistry; Dan Philen: physical and analytical

The Department of Chemistry offers excellent educational programs and physical facilities. There are opportunities for a close working relationship with faculty and more advanced students. Students may become involved in research as first-year students, and it is possible to earn both a BS and an MS in four years.

The chemistry building contains well-designed undergraduate laboratories and classrooms plus research facilities that allow more than 150 students, postdoctoral fellows, and faculty to investigate the frontiers of chemistry. The most modern instruments are found in our laboratories, and undergraduates use these facilities on the same basis as other researchers.

The chemistry holdings of the Emory University Library are housed in the Chemistry Building so that they are readily accessible to students and faculty working in their laboratories.

Master of science and doctor of philosophy degree programs are offered in a variety of fields of chemistry.

The department offers concentrations at the undergraduate level in biological chemistry and theoretical/computational chemistry.

Requirements for Major

Students must complete:

- (1) a year laboratory course in general chemistry (Chemistry 141–142). Students who have advanced placement credit of 4 or 5 in chemistry are encouraged to take Chemistry 171 as a freshman, and such students need not take any general chemistry in college. Students who start their college chemistry with Chemistry 171, but do not have advanced placement credit of 4 or 5 in chemistry can fulfill the general chemistry requirement by taking Chemistry 250 and its associated laboratory Chemistry 291L.
- (2) a yearlong laboratory course in organic chemistry (Chemistry 171–172 or Chemistry 221–222 and lab, either 221L–222L or 226L–227L).
- (3) a one-semester course in analytical chemistry (Chemistry 260).
- (4) one semester of physical chemistry (Chemistry 300, 331, 332) to earn a BA and two semesters with laboratory (Chemistry 331–332 and 331L–332L or 331LWR–332LWR) to earn a BS.
- (5) one semester of calculus (Mathematics 111) for the BA in chemistry and two semesters (Mathematics 111–112) for the BS. Students considering a BS might consider taking additional courses in multivariable calculus (Math 211), differential equations (Math 212), linear algebra (Math 221), and/or computer science (CS 150).

(6) a year laboratory course in physics (Physics 141–142). Students considering a BS are strongly encouraged to take the calculus-based Physics 151–152 sequence.

(7) elective courses; for a BA: eight hours of elective chemistry courses, which must be at the Chemistry 230 level or higher and may not be research; for a BS: twelve hours of elective chemistry courses, which must be at the Chemistry 230 level or higher. Four hours of this may be research, Chemistry 499. Students must take any two of the following core electives for the BS: Chemistry 301, Chemistry 360, or Chemistry 350.

For an A.C.S. Certified Chemistry Degree (a program recommended by the American Chemical Society as thorough preparation for graduate work in chemistry), students must complete the BS requirements. Moreover, the twelve elective hours must be in lecture courses numbered 301 or higher, and one must be an inorganic course (Chemistry 350). Students must have at least four hours of lab credit beyond that required for the BS. Courses that can be used to fulfill the lab requirement are: Chemistry 291L, 292L, 355L, 326, and 499. Chemistry 110, 120, 140, 399, 475R, 495, and 497 may not be used to satisfy departmental concentration requirements. Chemistry 499 may not be used to satisfy BA requirements.

All courses taken to meet chemistry major requirements must be taken for a letter grade.

Honors Program

Students who have grade point averages of 3.5 or greater are eligible to enroll in the Honors Program. This requires that the student take one graduate chemistry course in addition to the normal degree requirements, complete a research project supervised or sponsored by a member of the chemistry faculty, and write and defend an honors thesis based on this research. A student must enroll in Chem 495WR for the thesis to satisfy the general education writing requirement.

BS/MS Program

It is possible to earn both a BS and an MS in four years. The requirements for both degrees must be completed, but some of the course work for the master's degree may also be used to meet undergraduate requirements. The primary requirements for the master's degree are fourteen hours of graduate-level course work in chemistry and the completion of a research project, thesis, and thesis defense.

Prerequisite

Chemistry 141 is a prerequisite to all courses in the department except Chemistry 105, 140, and 171.

Courses

105. How Things Work

No prerequisite courses. Topics such as lasers, CD recording, the pill, photocopying, jet engines, cocaine, genetic engineering, perfume, cooking/baking, and pheromones will be discussed. The goal is to impart an appreciation for various scientific and technical features of everyday life.

120. Selected Topics in Chemistry, with Laboratory

Spring. Prerequisite: Chemistry 141. Organic chemistry for prenursing students. Also serves as a terminal course for nonscience majors. Bonding, chemical geometry, structure relations, biologically important compounds.

140. Order to Disorder

Spring. A nonmathematical survey of important ideas in the physical and biological sciences, focusing on their relation to order, disorder, and information.

141. General Chemistry I, with Laboratory

Fall, summer. Laws and theories of chemistry; atomic and molecular structure, chemical bonding, properties of solutions; qualitative analysis.

142. General Chemistry II, with Laboratory

Spring, summer. Prerequisite: Chemistry 141 or consent of instructor. Kinetics, equilibrium, electrochemistry, and chemical properties of metals and nonmetals; quantitative analysis.

171. Organic Structure and Reactivity I

Fall. Prerequisite: consent of instructor, first-year students only. May be taken in place of Chemistry 221. Classes of organic compounds. Functional groups, bonding, stereochemistry, structure and reactivity, carbonyl chemistry, carboxylic acids.

172. Organic Structure and Reactivity II

Spring. Prerequisite: Chemistry 171. Taken in place of Chemistry 222. Nucleophilic substitution, elimination reactions, electrophilic additions, electrophilic substitution, carbohydrates, amino acids and proteins.

190J. Origins of Order

Fall. An acronym for On Recent Discoveries by Emory Researchers (ORDER). Origins of discoveries made by Emory researchers; introduction to faculty and students at Emory contributing to this research.

190J. Chemistry of Drugs and the Brain

Spring. Neurotransmitter systems, major drug classes, and disorders of the nervous system.

221. Organic Chemistry I

Fall, summer. Prerequisite: Chemistry 142. Classes of organic compounds. Functional groups, bonding, stereochemistry, structure and reactivity, carbonyl chemistry, carboxylic acids.

221L. Organic Chemistry Laboratory I

Fall, summer. Credit, one hour. Usually taken with Chemistry 221. One three-hour laboratory a week.

222. Organic Chemistry II

Spring, summer. Prerequisite: Chemistry 221. Nucleophilic substitution, elimination reactions, electrophilic additions, electrophilic substitution, carbohydrates, amino acids and proteins.

222L. Organic Chemistry Laboratory II

Spring, summer. Credit, one hour. Prerequisite: Chemistry 221L. Usually taken with Chemistry 222. One three-hour laboratory a week.

226L. Intro to Organic Research I

Fall. Credit, two hours. Usually taken with Chemistry 221 or 171. Two three-hour laboratories a week. Designed for students planning to do graduate work.

227L. Intro to Organic Research II

Spring. Credit, two hours. Prerequisite: Chemistry 226L. Continuation of Chemistry 226L.

230SWR. Intermediate Atmospheric Chemistry

The chemistry of the natural and polluted atmosphere, including health and political ramifications.

250. Inorganic Chemistry I

Fall. Prerequisite: Chemistry 172. The chemistry of common and important elements; applications of structural, thermodynamic, and kinetic principles.

260. Quantitative Analytical Chemistry

Spring. Prerequisite: Chemistry 142. Quantitative analysis, including techniques such as electroanalytical chemistry, absorption and emission spectroscopy, gas-liquid chromatography, electrophoresis, and radioimmunoassay.

291L. The Integrated Laboratory I

Fall. Credit, one hour. Prerequisite: Chemistry 222L. A laboratory course using modern analytical and instrumental techniques. Multidisciplinary experiments, emphasizing problem solving, and experimental design. One three-hour laboratory a week.

292L. The Integrated Laboratory II

Spring. Credit, one hour. Prerequisite: Chemistry 222L. A laboratory course using modern analytical and instrumental techniques. Multidisciplinary experiments, emphasizing problem solving and experimental design. One three-hour laboratory a week.

296L. Intermediate Chemistry Laboratory I

Fall. Credit, two hours. Prerequisite: Chemistry 222L. Laboratory studies that involve the use of modern instruments to solve chemical problems. Two three-hour laboratories a week.

297L. Intermediate Chemistry Laboratory II

Spring. Credit, two hours. Prerequisite: Chemistry 222L. Laboratory studies that involve the use of modern instruments to solve chemical problems. Two three-hour laboratories a week.

300. Physical Chemistry for Life Sciences

Fall. Prerequisites: Chemistry 260, Mathematics 111, and Physics 141. Basic thermodynamics, thermochemistry, chemical equilibria, kinetics, and related topics.

301. Chemistry and Biology I

(Same as Biology 301.) Fall, spring, summer. An integrated approach to the synthesis, structure, and function of macromolecular biomolecules, including proteins, carbohydrates, DNA, and RNA. First half of a two-semester biochemistry sequence organized with the Biology Department.

302. Chemistry and Biology II

(Same as Biology 302.) Spring. Prerequisites: Biology/Chemistry 301, Chemistry 222, Biology 141, 142. Topics will include nitrogen and fatty acid metabolism, glycolysis, and respiration. The evolution of the pathways associated with these processes will be explored.

320S. Topics in Organic Chemistry

Spring. Prerequisite: Chemistry 172 or Chemistry 222. Chemistry of carbohydrates, fats, proteins, nucleic acids, vitamins and enzymes; emphasis on structure and reactions of compounds.

326. Structure Elucidation in Organic Chemistry

Fall. Prerequisite: Chemistry 222. Two lectures and two three-hour laboratories a week. Designed for students planning to do graduate work. Qualitative organic analysis using semi-microchemical techniques, modern chromatographic separation procedures and molecular spectroscopy.

330. Chemistry, Biology and Molecular Modeling

Spring. Credit, four hours. Prerequisites: Chemistry 171/172 or 221. The course is designed to put to use what you already know about chemistry and to extend it in two directions. On the one hand, we will examine the world around us as reflected by the media, the web, and encounters in your own lives. Thus, we'll examine issues around "natural and unnatural molecules," the environment, disease and society in the context of topics such as drugs, molecules for Mars, aging, AIDS, bioterrorism, and crime in the courtroom. On the other hand, we will examine these ideas by means of computer graphics, the molecular structure of small molecules and proteins, and energy.

331. Physical Chemistry I

Fall. Prerequisites: Physics 142 or consent of instructor, Mathematics 112. Introduction to quantum chemistry, valence and bonding, physical properties, and molecular structure.

331L. Physical Chemistry Laboratory I

Fall. Credit, two hours. Pre- or corequisite: Chemistry 300 or 331. Introduction to physical chemical measurement, with consideration given to analysis of data for precision, accuracy, and propagation of errors. Experiments focus on kinetics, spectroscopy, quantum mechanics, and application of computer techniques.

332. Physical Chemistry II

Spring. Prerequisite: Chemistry 331. Properties of materials, thermodynamics, and statistical mechanics.

332L. Physical Chemistry Laboratory II

Spring. Credit, two hours. Corequisite: Chemistry 332. Experiments focus on thermodynamics and material properties. Instruction in computer use continued.

332LWR. Physical Chemistry Laboratory II

Credit, four hours. The grade will be based on writing papers, laboratory assignments, and a final examination. Chemistry 331, and 331L are prerequisites; Chemistry 332 is usually taken concurrently. Laboratory procedures are directed toward the illustration of thermodynamic principles. A strong emphasis is placed on the writing of scientific papers.

346L. Bioanalytical Chemistry Laboratory

Spring. Credit, two hours. Prerequisite/corequisite: Chemistry/Biology 301 or consent of instructor. Experiments involve analysis and characterization of the major classes of biological compounds. One three-hour laboratory and one lecture per week. Additional laboratory training option available for two additional credits.

350. Inorganic Chemistry

Fall. Prerequisite/corequisite: Chemistry 332. Intermediate-level course covering such topics as ionic and molecular structure, coordination chemistry, and the chemistry of some selected elements.

355L. Inorganic Chemistry Laboratory

Fall. Credit, one hour. Prerequisite/corequisite: Chemistry 350. Experimental techniques commonly used in synthetic inorganic research laboratories.

360. Instrumental Analysis

Spring. Corequisite: Chemistry 332 or consent of instructor. Advanced course covering topics such as treatment of chemical data, absorption and emission spectroscopy, electroanalytical chemistry, and modern separation techniques.

399R. Introduction to Research

Fall, spring, summer. Credit, one to four hours per semester. Prerequisite: Two years of chemistry and/or consent of department. Introduces students to instrumental procedures and empirical techniques used in chemical research. Total credit not to exceed four hours. Cannot be used to meet course requirements for a chemistry major.

430. Computational Chemistry

Spring. Prerequisite: Chemistry 331. Computational methods and examples in chemistry.

435S. Molecular Simulation in Chemistry and Biology

Content includes an introduction to techniques for modeling the dynamics and interactions

of molecules, emphasizing biomolecules. Students will learn molecular dynamics and other methods and apply them, using state-of-the-art simulation and animation software.

468SWR. Perspectives in Chemistry

Spring. Credit, four hours. A capstone seminar series for graduating chemistry majors. The course takes an interdisciplinary look at applications of chemistry. Topics include the environment, art, medicine, forensics, etc.

470. Special Topics in Chemistry

A seminar for advanced students on topics of current interest in chemistry.

495WR. Honors Thesis

A course that satisfies the writing requirement for a thesis.

497. Supervised Reading

Fall, spring, summer. Credit, up to four hours per semester. May be repeated for credit, total credit not to exceed eight hours. Prerequisite: consent of instructor. Cannot be used to meet course requirements for a chemistry major.

499R. Undergraduate Research

Fall, spring, summer. Credit, up to four hours per semester. Prerequisite: consent of instructor. Students do original research in accordance with ability and background and present their findings in an oral or poster session. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed twelve hours. Four hours credit can be used as an elective for a BS but not a BA in chemistry.

Chinese

See "Russian and East Asian Languages and Cultures."

Classics

Professors

Peter Bing: Greek literature, Archaic and Hellenistic poetry, Greek and Roman drama; R. Bracht Branham: classics and comparative literature, rhetoric and philosophy; Niall W. Slater: drama, novel, archaeology of the theater

Associate Professors

Sandra Blakely: Greek material culture, Greek and Roman religion, anthropology of the ancient world; Christine Perrell: Latin literature, epic poetry, women's studies, the ancient novel; Louise Pratt, chair: Greek literature, epic, tragedy, Homer; Garth Tissol: Latin literature, Hellenistic poetry, English literature; Eric Varner: art history and classics, Roman art and archeology

Assistant Professor

Jonathan Mailer: Latin literature and historiography

Lecturer

Katrina Dickson: art/archeology of Greece and Rome, Latin literature, women in the ancient world.

Associated Faculty

Herbert W. Benario (classics, emeritus); David F. Bright (classics, emeritus); Thomas S. Burns (history); Cynthia Patterson (history); Richard Patterson (philosophy); R. Gay Robins (art history); Steven K. Strange (philosophy); Bonna D. Wescoat (art history)

The civilization and cultural achievements of ancient Greece and Rome continue to influence our values, the way we think, and the questions we ask. They represent some of our deepest cultural roots and stand at the core of a liberal arts education.

The Department of Classics offers students an opportunity to study the languages, literature, culture, and influence of classical antiquity. General courses include such topics as classical mythology, law, religion, women in antiquity, and Greek and Roman literature in translation.

Most of these courses have no prerequisites, and several fulfill Emory College General Education Requirements.

For students interested in Greek or Latin, language instruction is offered at all levels, from elementary to advanced, both in a classroom setting and in individualized instruction.

The department offers several majors and two minors as well as joint majors with other departments.

Students who wish to design their own interdisciplinary program of studies should consult the Interdisciplinary Program in Classical Studies, which a number of departments cooperate in offering. For a listing of faculty, course offerings and program requirements, see *Ancient Mediterranean Studies*, page 110.

Requirements for Majors

Classics: at least sixteen hours in one language and eight in the other beyond the elementary level; eight hours selected from classics (i.e., not Greek or Latin) courses; and eight hours of art history, history or philosophy dealing with Greece or Rome.

Greek: twenty hours in Greek above the elementary level; eight hours selected from classics courses; and eight hours of art history, history, or philosophy dealing with Greece or Rome.

Latin: twenty hours in Latin beyond the elementary level; eight hours selected from classics courses; and eight hours of art history, history, or philosophy dealing with Greece or Rome.

Classical civilization: two classics courses at the 100 level; three classics courses at the 200 level or above; eight hours of art history, history, or philosophy dealing with Greece or Rome; and eight additional hours in classics, classical studies, Greek, or Latin.

Joint Majors

Classics and English: fifty-six hours: twenty-four in English; twenty in either Greek or Latin; eight in classics courses in translation or in an allied discipline such as philosophy or art history; and four in independent study for the writing of a senior thesis. Consult either department for further information.

Classics and history: fifty-two hours: twenty-four in history; twenty in either Greek or Latin; four in classics courses in translation or art history; and four in independent study for the writing of a senior thesis. Consult either department for further information.

Classics and philosophy: twenty hours in either Greek or Latin, plus twenty-four hours in philosophy, including Philosophy 110, Philosophy 250 and 251, and three electives, two of which must be at the 300 level or above.

Classical civilization and religion: fifty-six hours: two semesters of Greek or Latin, or Classics 102 and 214; Religion 300 and one course selected from Religion 301–320; an additional forty hours of coursework in religion and classics, including at least four courses in classics, with two or more at the 200 level or higher; Religion 490; at least three courses in religion, two at the 300 level or higher. Consult either department for further information.

Requirements for Minors

Classical civilization: twenty hours in classics or classical studies, at least twelve of which are at the 200 level or above.

Greek or Latin: sixteen hours in Greek or Latin beyond the elementary year.

Honors Program

See Honors Program, page 33, and consult the department for further details.

Outstanding students in Greek and Latin are eligible for membership in Eta Sigma Phi, the national honorary classical society.

Graduates of Emory may attend the American School of Classical Studies in Athens, Greece, and are eligible to compete for the fellowships offered annually by the school. A similar connection exists with the American Academy in Rome.

Classics Courses in Translation

101. Introduction to Classical Literature

An introductory survey of the major literary developments and the most influential texts of ancient Greece and Rome, with attention to their cultural context.

102. Classical Mythology

An introduction to Greek and Roman myths and the variety of approaches available for their study.

103. Greek Archaeology

An introduction to the archaeological evidence of ancient Greek culture.

104. Ancient Cities and Urban Culture

An introduction to the urban life and city planning of the ancient world, including the ancient Near East, Egypt, Greece, and Rome.

190. Freshman Seminar

201. The Greeks

A general survey of ancient Greek literature and culture. Study of the major texts of ancient Greece in their social, historical and archaeological context.

202. The Romans

A survey of ancient Rome, from its origins in legend and myth to late antiquity, as seen through its principal literary texts in their historical, social, and cultural context.

213. Ancient Comedy

An introduction to the plays of Aristophanes, Menander, Plautus and Terence. Topics include the nature of humor and jokes, parody, and comedy's role in ancient societies.

214. Classical Drama

A survey of ancient drama, focusing on selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

215. Greek and Roman Religion

Introduction to the religions of the ancient Greek and Roman worlds: ritual types, forms of evidence, and methods of investigation, from the Bronze Age to the early Christian era.

218. The Ancient Novel and its Influence

A study of ancient fiction and romance and their influence on later Western literature.

219R. Studies in Ancient Genres

Study of one or more important ancient genres—epic, lyric, oratory and rhetoric, dialogue, or history—and its influence on later literature. Course may be repeated for credit as topic varies.

220. Bronze Age Greece

(Same as Art History 220.) The material culture of the Greek Bronze Age architecture, ceramic, glyptic, sculpture, and metalwork; an investigation of the human activities surrounding these artifacts, the cultural systems in which they operated, the conditions and methods of production use and exchange.

221. The Art and Architecture of Ancient Greece

(Same as Art History 221.) An investigation of ancient Greek art and architecture from its Dark Age beginnings through the legacy of Alexander the Great, concentrating on the creation of the monumental stone sculpture and ordered buildings, the visual interpretation of Greek mythology in painting and relief sculpture, the interaction of art and politics, of architecture and ritual, the dissemination of Greek art across the Mediterranean, and the history of archeological discovery.

222. Images of Power: the Art and Architecture of Ancient Rome

(Same as Art History 222.) The Roman genius for cultural assimilation and innovative techniques transformed the art of the ancient Mediterranean. This course investigates major achievements in sculpture, painting, and architecture and their resonances with Roman politics, society, and religion.

224. Early Greece

Literature, art, and culture from Homer's time to the early Presocratics. Includes examination of archaic conceptions of death, cosmos, community, beauty, justice, and intelligence as reflected in the art, literature, and philosophy of the period.

225WR. Classical Athens

Greek literature, art, and culture in the time of Pericles and Socrates. The development of tragedy and comedy, participatory democracy, oratory, history and philosophy, painting, architecture, and sculpture in fifth-century Athens.

227. The Age of Augustus

A study of Golden Age literature, art, and culture during the reign of Rome's first emperor.

228. The Age of Nero: Art and Decadence

A study of Silver Age literature, art, and culture during the reign of Nero.

265WR. Ancient and Modern Science

A comparative investigation of the relationship between science in the ancient world and the practice of science today.

290R. Directed study

Credit, one to four hours.

301. Greek and Roman Law

A comparative study of Greek and Roman law systems.

302. Women in Antiquity

The roles and images of women in Greece and Rome as presented in literary, artistic, and documentary sources.

303. English literature and the Classics

The Greco-Roman tradition in English literature as seen in the development of one or more genres.

305. Greeks, Romans, Christians, and Jews

Development of an integrated understanding of social, cultural, and religious interaction during the Hellenistic and Roman periods.

306. The Ancient Drinking Party

A study of the archeological, artistic, literary, and historical evidence for the ancient symposium (or drinking party) and its impact on ancient society.

308. Mysteries, Magic and Festivals

Archaeological, literary, and anthropological evidence for ritual behavior in the ancient Greek world, Neolithic to Hellenistic periods. Topics include funerary rituals, rites of passage, civic festivals, mystery cults, and magic.

317. Vergil and Dante

Reading of Vergil's *Aeneid* and Dante's *Divine Comedy* in English translation.

329WR. Special Studies in Classical Antiquity

Topic changes to meet current interest of students and faculty. Course may be repeated for credit as topic varies.

368. Classics and Anthropology

(Same as Anthropology 368.) Examination of the history of cooperative efforts between classics and anthropology, and focuses on ongoing efforts in studies of ritual and religion, kinship studies, and archaeological theory.

487R. Special Topics in Classics

May be repeated as topic varies.

495. Honors Course in Classics

Credit, two to four hours.

498R. Supervised Reading.

Credit, one to four hours. Advanced supervised study in the reading of classical literature and other aspects of classical culture.

597R. Directed Reading.

Credit, one to four hours.

Greek Courses

101. Elementary Greek I

Fall. Introduction to the fundamental principles of classical Greek. Students will attain as rapidly as possible the ability to read and understand literary works.

102. Elementary Greek II

Spring. Continuation of Greek 101. Further study of forms and syntax, followed by reading from one or more authors.

110. Intensive Greek

An intensive introduction to the fundamentals of classical Greek grammar and syntax. Students will attain as rapidly as possible the ability to read and interpret ancient works in Attic Greek.

201. Intermediate Greek: Prose

Fall. A review of grammar and introduction to Greek prose through selections from one or more authors such as Plato, Herodotus, Lysias, and Xenophon.

202. Intermediate Greek: Poetry

Spring. Selected reading in Homer's *Iliad* or *Odyssey*, with attention to poetic art as well as grammar and syntax.

290R. Directed Study

Credit, one to four hours.

311. Philosophy

Reading of one or more works by philosophical writers such as Plato, Aristotle, or the Sophists, with attention to philosophical content and literary form.

312. Tragedy

Reading of one or more tragedies by Aeschylus, Sophocles, or Euripides, with attention to language, staging, and dramatic form and meaning.

313. Historians

Reading of Herodotus, Thucydides, or other historians, with attention to historical aims, critical methods, and literary art.

314. Epic

Reading in Homer's *Iliad* or *Odyssey*, with attention to language, oral style, and poetic interpretation.

315. Oratory and Rhetoric

Reading of one or more works by the Attic orators, with attention to historical, legal, and literary issues.

316. Comedy

Reading of one or more plays by Aristophanes, with attention to the political background and dramatic conventions of old Attic comedy.

317. Lyric Poetry

Selected reading from the lyric poets of Archaic Greece with discussion of genre, myth, and poetic strategy.

370R. Special Topics in Greek Literature

Topics will vary; the course may be repeated for credit as topic varies.

487R. Special Topics in Greek

May be repeated as topic varies.

495. Honors Course in Greek

Credit, two to four hours.

498R. Supervised Reading

Credit, one to four hours. Advanced supervised reading in Greek literature.

597R. Directed Reading.

Credit, one to four hours.

Latin Courses

101. Elementary Latin I

Introduction to the fundamental principles of classical Latin. Students will attain as rapidly as possible the ability to read and understand literary works.

102. Elementary Latin II

Continuation of Latin 101. Further study of Latin forms and syntax, followed by reading from one or more authors.

110. Intensive Latin

Credit, eight hours. An intensive introduction to the fundamentals of classical Latin, equivalent to both Latin 101 and 102.

201. Intermediate Latin I: Prose

Fall. A review of grammar and an introduction to Latin prose through selections from one or more authors such as Caesar, Apuleius, and Livy.

202. Intermediate Latin II: Poetry

Spring. Selected readings in the poetry of Ovid and others, with attention to poetic art as well as grammar and syntax.

290R. Directed readings

Credit, one to four hours.

311. Oratory and Rhetoric

Reading of selected speeches and rhetorical works by Cicero, with attention to style, content, and historical background.

312. Lyric Poetry

Reading and discussion of lyric poems, chiefly by Catullus and Horace.

313. Historians

Reading of one or more books by Sallust, Livy, or Tacitus, with attention to narrative style, critical method, and historical aims.

314. Vergil

Reading of selected passages from the *Eclogues*, *Georgics*, or *Aeneid*, with discussion of poetic forms and strategies.

315. Comedy

Reading of two or more plays of Plautus or Terence, with discussion of Roman comedy's predecessors and influence.

316. Satire

Reading of selected satires of Horace or Juvenal together with selections from the *Satyricon* of Petronius, with discussion of Roman society and its critics.

317. Elegy

Reading and discussion of selected poems by Tibullus, Propertius, and Ovid.

318. Lucretius

Reading of selected passages of *De Rerum Natura*, with attention to philosophical content and poetic art.

320. Medieval Latin

An introduction to Latin of the medieval world, including grammar and readings in a variety of texts from the fourth to thirteenth centuries.

370R. Special Topics in Latin Literature

Topics will vary; the course may be repeated for credit as topic varies.

487R. Special Topics in Latin

May be repeated for credit as topic varies.

495. Honors Course in Latin

Credit, two to four hours.

498R. Supervised Reading in Latin

Credit, one to four hours. Advanced supervised study in Latin literature.

597R. Directed Reading.

Credit, one to four hours.

Comparative Literature

Director of Undergraduate Studies

Dalia Judovitz (French and Italian)

Faculty Advisers

M. Aue (German); D. Bahri (English); A. Bammer (ILA); M. Bauerlein (English); G. Bennington (French and Italian); A. Benston (theater studies); P. Bing (classics); B. Branham (classics and comparative literature); D. Bright (classics); M. Brownley (English); R. Cai (Chinese); C. Caruth (comparative literature and English); S. Croft (psychiatry and behavioral sciences); M. Epstein (Russian); S. Felman (comparative literature and French); Ralph Freedman (emeritus, comparative literature); A. Furman (psychiatry and behavioral sciences); S. Goldman (Middle Eastern studies); E. Goodstein (ILA); J. Johnston (English); M. Jordan (religion); D. Judovitz (French and Italian); C. Lang (French and Italian); V. Loichot (French and Italian); E. Marder (French and Italian); C. Nouvet (French and Italian); L. Patton (religion); L. Pratt (classics); J. Quiroga (Spanish); R. Rambuss (English); W. Reed (English); E. Reinders (religion); J. Robbins (comparative literature and religion); D. White (English); S. White (history)

This undergraduate major enables students to explore a wide range of world literatures in translation as well as in their original languages. A group of core courses provides an awareness of traditional and nontraditional literary histories and a grasp of the theoretical principles underlying the definition of literature and the interpretation of literary texts. Higher level courses allow students to focus more closely on interdisciplinary areas and topics of special interest, choosing from a wide array of courses in different departments as well as courses offered in Comparative Literature. The foreign language requirement guarantees that students will pursue the study of a foreign language to a level at which they can read significant literary texts written in that language. The ultimate goal of the program is to foster skills in close reading and methodological self-reflection.

Requirements for Majors in Comparative Literature

- (1) Five core courses: Comparative Literature 201, 202, 203R, 301 or 302 and 490.
- (2) Five additional courses that include two courses in foreign language above 300 level and three elective literature courses in translation or original language.

Requirements for Minors in Comparative Literature

- (1) Five core courses: Comparative Literature 201, 202, 203R, 301 or 302 and 490.

Study Abroad

Majors in comparative literature are encouraged to pursue a course of study in any of the Emory Study Abroad Programs (summer, semester, or yearlong). The department gives credit toward the major for two courses under the foreign language requirement and three courses in literature in the original language.

Honors Program

See “Honors Program,” page 33, and consult the director of undergraduate studies for further details. To receive honors in comparative literature, eligible students select an adviser from the faculty of one of the participating literature departments, based on the student’s interest and the director’s expertise. Honors candidates are expected to enroll in an appropriate course of directed study (Comparative Literature 495R, offered during both semesters of the senior year) for methodological guidance while writing the thesis. In the fall semester, the student must take Comparative Literature 490R, designed as a graduate-level course for seniors in the Department of Comparative Literature, or (with the thesis director’s and the instructor’s approval) a graduate course relevant to the student’s thesis. Honors students must complete an honors thesis and defend the thesis in an oral examination. In addition to the adviser, the committee members will include one other member from the comparative literature department and one other examiner who is not a member of the program.

Core Courses

110. Introduction to Literary Studies

An introduction to literary studies, combined with an intensive writing approach. From the broad perspective of world literature, consideration of topics such as desire, language, and identity. Fulfills the first-year writing requirement.

190. Freshman Seminar

201. Major Texts: Ancient to Medieval

Representative works from the Bible, ancient Greek and Roman literature, and European literature of the Middle Ages. Emphasis on close reading of particular texts; all readings in English. Fulfills the post-freshman writing requirement and GER V.(B).

202. Major Texts: Renaissance to Modern

Representative works of European and American literature from the sixteenth to the

twentieth century in different genres. Emphasis on close reading of particular texts; all readings in English. Fulfills the post-freshman writing requirement and GER V.(B).

203R. Literatures Beyond the Canon

Texts of popular culture and literary works of ethnic minorities, non-Western writers, and women. Attention to the relationship of these writings to traditional literary forms and content. Fulfills the post-freshman writing requirement.

Advanced Courses

301. Methods of Literary Interpretation

An introduction to a specific method of literary criticism or theoretical approach as applied through close textual interpretations. Fulfills GER Advanced Seminar and IV.(A).

302. Literary Theory

Learning to read literature from a theoretical viewpoint, its formal properties, distinctive features, origins, purposes, and mode of existence; representative critics and schools from contemporary and earlier periods. Fulfills GER Advanced Seminar and IV.(A).

333R. Literature and Other Disciplines

A study of literary texts and their complex interplay with other disciplines (e.g., literature and psychoanalysis, literature and philosophy, literature and law, and literature and religion). Fulfills GER IV.(A).

389R. Special Topics in Literature

Lively topical or theoretical approaches to a given set of literary texts or problems. May be repeated for credit when subject varies. Fulfills the post-freshman writing requirement.

490R. Comparative Literature Major Seminar

A seminar devoted to the intensive close reading of literary and other texts. Fulfills GER Advanced Seminar.

495R. Honors Thesis

Prerequisite: approval of the director of Undergraduate Studies. Open to candidates for honors in their senior year.

497P. Supervised Readings

Directed studies of special topics in literature. Open to students with consent of instructor and approval of the director of Undergraduate Studies.

Computer Science

See “**Mathematics and Computer Science.**”

Dance

See “**Health, Physical Education, and Dance.**”

East Asian Studies

Director

Mark Ravina

Associated Faculty

Tonio Andrade (history); Mary Brown Bullock (Distinguished Visiting Professor of China Studies, History, and Political Science); Julia Bullock (Japanese); Rong Cai, (Chinese); Cheryl Crowley (Japanese); Richard Doner (political science); Yayoi Uno Everett (music); Wan-Li Ho (Chinese); Joachim Kurtz (Chinese); Tong Soon Lee, (music); Hong Li (Chinese); Yu Li (Chinese); Chikako Ozawa-de Silva, (anthropology); Mark Ravina (history); Eric Reinders (religion); Noriko Takeda (Japanese); Guo-hua Wang (East Asian librarian)

The East Asian Studies Program connects faculty from a broad range of departments such as Russian and East Asian Languages and Cultures (REALC), History, Music, Religion, Political Science, and Anthropology. The program offers students a rigorous multidisciplinary curriculum that enables them to achieve familiarity with the fundamentals of one or more East Asian languages and gain insights into the complex dynamics of this important world area through the study of the region's literature, history, politics, art, economics, culture, and beliefs. Training in East Asian Studies prepares students for future careers in international law, business, journalism, government and diplomatic service, teaching, the arts, and other areas.

Languages

Elementary, intermediate, and advanced levels of Japanese and Chinese are offered through the Department of Russian and East Asian Languages and Culture (REALC). Tibetan, offered through the Asian Studies Program, can be used toward language requirements with departmental approval.

Major Requirements

Prerequisite: one of the following sequences: CHN101 and 102 (*or* CHN 103 and 203) *or* JPN 101 and 102 (CHN 103 and 203 for heritage learners), JPN 101 and 102, or the equivalent. In addition, the following are all required:

- (1) Two core courses (eight credits): EAS 250WR “Introduction to East Asian Studies” and EAS 450SWR “Seminar in East Asian Studies.”
- (2) Two language courses (eight credits) beyond the prerequisite in the student's area of emphasis. Students who come to Emory with advanced language skills must take an equivalent number of credits through East Asian Studies courses from areas other than language and linguistics.
- (3) Study abroad: completion of an academic program in an East Asian country is required. Financial hardship will not preclude participation.

- (4) Five elective courses (twenty credits) from at least three of the areas of study represented in the program: East Asian languages and linguistics (list A); literature (list B); history and politics (list C); cultural studies (list D); and religion and thought (list E).
- (5) All courses for the major must be taken for a letter grade and must receive at least a C.

Minor Requirements

Five courses (twenty hours) with East Asian content above the 100 level are required, as follows:

- (1) Two language courses (eight credits) in the student's area of emphasis.
- (2) One core course (four credits): EAS 250WR "Introduction to East Asian Studies" or EAS 450SWR "Seminar in East Asian Studies".
- (3) Two elective courses (eight credits) from two areas of study represented in the program: East Asian languages and linguistics (list A); literature (list B); history and politics (list C); cultural studies (list D); and religion and thought (list E).

Study Abroad Opportunities

For information on study abroad opportunities in China, Japan, South Korea, and Taiwan please visit www.cipa.emory.edu.

Course Descriptions

Core Courses

250. Introduction to East Asian Studies

An interdisciplinary course that introduces students to major topics in East Asian Studies as well as relevant methods and approaches. Themes of the course include East Asian history, literature, religion, philosophy, and the arts. The course also emphasizes the development of skills in writing, research, and critical thinking. This is a required course for East Asian Studies majors and minors, but is open to students in other disciplines

385. Special Topics in East Asian Studies

Study of East Asian literature, history, society, thought, or culture, alone or in conjunction with other literary or cultural trends. Topics to be announced in advance.

450. Seminar in East Asian Studies

An advanced seminar probing key themes in the study of modern East Asia. Topics to be examined include the imperial legacies of China and Japan and their impact on the region, the phenomenology of East Asian fundamentalism, issues in comparative colonialism, the volatility of shared meanings of identity as well as reconstructions of national subjects in literature, popular culture, and the arts. This is required for East Asian Studies majors but is open to students in other disciplines.

Electives

The following courses can be counted as electives to fulfill the requirements of the East Asian Studies major and minor. Detailed descriptions are provided in the course listings of the respective home departments. Courses with 50 percent or more East Asian studies content may be considered for meeting requirements, please contact the program for any needed clarification.

List A: Languages and Linguistics

CHN 101	Elementary Chinese I
CHN 102	Elementary Chinese II
CHN 103	Elementary Chinese for Heritage Speakers
CHN 201	Intermediate Chinese I
CHN 202	Intermediate Chinese II
CHN 203	Intermediate Chinese for Heritage Speakers
CHN 230	Description and Analysis of the Chinese Language
CHN 301	Advanced Chinese I: Oral/Written Communication
CHN 302WR	Advanced Chinese II: Oral/Written Communication
CHN 351	Business Chinese
CHN 401WR	Advanced Readings in Modern Chinese I
CHN 402WR	Advanced Readings in Modern Chinese II
CHN 403	Introduction to Classical Chinese
JPN 101	Elementary Japanese I
JPN 102	Elementary Japanese II
JPN 201	Intermediate Japanese I
JPN 202	Intermediate Japanese II
JPN 301	Advanced Conversation and Composition I
JPN 302WR	Advanced Conversation and Composition II
JPN 401	Advanced Language and Cultural Studies I
JPN 402	Advanced Language and Cultural Studies II
JPN 403	Advanced Language and Cultural Studies III
JPN 404	Advanced Language and Cultural Studies IV

List B: Literature

CHN 271WR	Modern China in Film and Fiction
CHN 272WR	Literature in Early and Imperial China
JPN 303	Reading Literature in Japanese
JPN 360SWR	Japanese Modern Women Writers
CHN 360WR	Chinese Women in Film and Fiction
JPN 361WR	The Genji: Sensuality and Salvation
JPN 362WR	Samurai, Shoguns and Women Warriors
JPN 372WR	Modern Japanese Literature in English Translation
JPN 374SWR	Japanese Literature: Reading and Writing the Classics
CHN 404	Contemporary Chinese Literature in the Original

List C: History and Politics

CHN 274	Foreigners in Imperial China
POLS 322	Politics of Southeast Asia
POLS 328	Politics of Japan and East Asia
HIST 371	Medieval and Early Modern Japan
HIST 372	History of Modern Japan
HIST 373	History of Modern China
POLS 375	Contemporary Chinese Politics
CHN 376WR	Science in China, 1600–1900
HIST 489SWR	Senior Colloquium in East Asian History

List D: Cultural Studies

JPN 270WR	Introduction to Japanese Culture
CHN 273	Heritage of China
MUS 300Q	World Music Ensembles
JPN 363SWR	Literary and Visual Culture in Japan
MUS 366WR	Music Beyond Orientalism: Hybrid Sounds and Identity
MUS 371SWR	Chinese Music and Culture
MUS 372SWR	East Asian Musical Cultures
JPN 378WR	Postwar Japan Through Its Media
CHN 395	Screening China
CHN 471SWR	Tradition in Modern China

List E: Religion and Thought

REL 210WR	Classic Religious Texts: Taoism
REL 212	Asian Religious Traditions: China and Japan
REL 307	East Asian Buddhism
ANT 337	Religion, Health, and Healing
CHN 359	Women and Religion in China
CHN 373SWR	Confucian Classics

Economics**Professors**

George J. Benston, John H. Harland Professor of Finance, Accounting, and Economics in the Goizueta Business School: finance, applied microeconomics; Robert S. Chirinko, Winship Distinguished Professor of Economics: macroeconomics, credit markets; Hashem Dezhbakhsh, director of undergraduate studies: applied microeconomics, applied econometrics; Charles Noussair: experimental economics, applied microeconomics; Paul H. Rubin, Samuel Candler Dobbs Professor of Economics and Law: law and economics, public choice; Beverly K. Schaffer: labor economics

Associate Professors

Maria Arbatskaya, director of graduate studies: industrial organization, applied micro-economics; Leonard A. Carlson: economic history, labor economics; Christopher Curran: mathematical economics, law and economics; Kaz Miyagiwa: international economics, industrial organization; Zheng Liu: macroeconomics, monetary economics

Assistant Professors

Mónica Capra: experimental economics, development; Stefan Krause: macroeconomics, monetary economics; Andrew Francis: social economics, political economy; Tilman Klumpp: microeconomics, game theory; Richard Luger: econometrics, finance; Hugo Mialon, law and economics, industrial organization; Elena Pesavento: econometric theory and applications

Economics seeks to understand and predict human action and choice. Economic theory rests on the idea that human action is purposeful and best understood from the vantage point of a person choosing among explicitly defined alternatives. Economic theory applies principles developed from the logic of choice to the resolution of interpersonal conflicts of interest and the coordination of productive activity in a world of scarce resources. The study of economics equips students to analyze a broad range of social, political, legal, and economic phenomena and public policy. The study of market regulation, environmental protection, economic growth and development, financial markets, international trade and finance, the distribution of income, inflation, and the level of employment are the stock in trade of economics. But economists also analyze a far broader set of issues, including the nature of the family, the origins of civilizations, discrimination, crime, and the structures of law and politics.

Economics provides a versatile background for postgraduate professional or academic training. Economics offers a framework for the analysis of rules of liability and property rights and thus undergirds much of the modern study of law and legal institutions. A growing number of law students find it useful to prepare for this training by majoring in economics during their tenure as undergraduates. Economics also contains the theoretical core for business, finance, accounting, and marketing and thus provides a solid foundation for postgraduate work in business administration. Many private sector job opportunities are available for economics majors in the banking industry, brokerage houses, investment banks, insurance companies, and law firms. Economics majors can work as financial analysts, risk management analysts, forecasters, or analyst staff members in litigation or merger and acquisition departments. Economics majors can also work as policy analysts for one of the Federal Reserve Banks as well as various government agencies at the federal, state, or local level.

Requirements for Major

A. Mathematics 111

B. Economics 101, 112, 201, 212, and 220

C. One of the following: Economics 221, 420, or 422. Economics 421 or 422 chosen to satisfy the empirical requirement cannot be double counted to satisfy a 400-level elective.

D. Completion of sixteen additional semester hours of economics courses, of which at least eight hours must be at the 400 level and no more than four hours at the 200 level (215 or 231).

Areas of Concentration

Students are encouraged, although not required, to choose their economic electives (Requirement D) to fit one of the six areas of concentration. Upon request, the Department of Economics will issue a certification letter to any student completing an area of concentration. The six areas are:

- (1) Law and Economics. The sixteen semester hours from requirement D to include
 - (a) Economics 442
 - (b) Two of the following: Economics 341, 405, 434, 440, 443, or 490
 - (c) Four additional hours of economics at or above the 200 level.
- (2) International Economics. The sixteen semester hours from requirement D to include
 - (a) Economics 231
 - (b) Economics 431
 - (c) Economics 432
 - (d) Four additional hours of economics at or above the 300 level.
- (3) Business Policy Analysis. The sixteen semester hours from requirement D to include
 - (a) Economics 420 or 422
 - (b) One of the following: Economics 215, 341, or 356
 - (c) One of the following: Economics 400, 405, 430, or 446
 - (d) Four additional hours of economics at or above the 200 level.
- (4) Public Policy. The sixteen semester hours from requirement D to include
 - (a) One of the following: Economics 309, 330, or 341
 - (b) Two of the following: Economics 405, 434, 440, 443, 445, or 446
 - (c) Four additional hours of economics at or above the 200 level.
- (5) Financial Economics. The sixteen semester hours from requirement D to include
 - (a) Economics 215
 - (b) Two of the following: Economics 411, 422, 432, or 446
 - (c) Four additional hours of economics at or above the 300 level.
- (6) Macroeconomic Policy. The sixteen semester hours from requirement D to include
 - (a) Economics 410
 - (b) Two of the following: Economics 411, 430, 432, or 464
 - (c) Four additional hours of economics at or above the 200 level.

Additional Departmental Requirements for Major

- (1) Courses must be taken for a letter grade to be counted toward the major requirements in economics, with the exception of Economics 494, which must be taken

for S/U. A 2.0 (C) grade point average must be maintained in courses that are used to complete a major.

- (2) Generally, Economics 201, 212, and 220 are taken at Emory. Only under extraordinary circumstances may these courses be taken at other institutions; prior written approval of the director of undergraduate studies is required.
- (3) A maximum of four hours of Economics 397, Directed Reading in Economics, may be counted toward the major requirements in economics.
- (4) Up to eight semester hours of credit earned at non-Emory overseas study programs may be counted toward the major requirements in economics, normally as 300-level courses. Prior written approval of the director of undergraduate studies is required.
- (5) Economics majors anticipating graduate work in economics at a minimum should complete Mathematics 112, 211, and should also consider taking mathematics courses in analysis and differential equations.
- (6) Economics Internship 449 (2 credit hours) is open to economics majors and minors only and is taken on an S/U basis.
- (7) Courses taken at another institution, before or after enrolling at Emory, will not count toward the major unless written permission is given by the director of undergraduate studies.

Requirements for Minor

Students must take twenty-four hours of course work including Economics 101, 112, and 201 or 212, and three economics electives. Upon request, the economics department will provide a letter to any student who has completed the above requirements.

Economics/History Joint Major

A student may complete a joint major in economics and history by fulfilling the following requirements of the respective departments:

Economics and Mathematics Courses:

Economics 101, 112, 201, 212, 220, 221 (or either 420 or 422), and Mathematics 111. Plus one elective course at the 400 level and two economic history courses (see below).

History Courses:

Completion of at least thirty-two hours (eight courses), twenty-four of which must be at the 300 level or above. Included in these must be:

- (1) One course in American history before 1860;
- (2) One course in American history after 1860;
- (3) One course in European history before 1750;
- (4) One course in European history after 1750;
- (5) One course in Latin American and non-Western world history.
- (6) One colloquium (History 487, 488, or 489).

At least four of these six courses must be at the 300 level or above. Two research papers are required, one of which should be written in the history colloquium (see [6] above). See course listings in History that satisfy requirements (1) through (5) above.

Economics and History Courses:

One of either Economics/History 351 or 352

One of either Economics/History 355 or 356

All four of these courses may be used to satisfy the hours required in both economics and history.

Economics/Mathematics Joint Major

A student may complete a joint major in economics and mathematics by fulfilling the following requirements:

Economics Courses:

Economics 101, 112, 201, 212, 220, and either 420 or 422

Mathematics and Computer Science Courses:

Mathematics 111, 112, 211, 221, and 250; Computer Science 150 or 170

Mathematics and Economics Courses:

Economics 425 or Mathematics 425 and at least one additional four-hour economics (at or above the 300 level) or mathematics (at or above the 200 level)

Honors in Economics

See “Honors Program,” page 33, and consult department for details. Administered by the Emory College Honors Committee, this program enables students to do intensive work in a chosen area and therefore involves work that extends beyond ordinary course requirements and standards of performance. Students must complete Economics 201, 212, and 220 previous to entering the Honors Program (i.e., previous to the fall semester of their senior year). While students enrolled in the Honors Program must complete either Economics 420 or Economics 422 by the end of the fall semester of their senior year. Preference for admission to the program is given to students who have completed one of these two classes by the end of their junior year. Students enrolled in the Honors Program must complete Economics 495S during the fall semester of their senior year and may enroll in Economics 495B during the spring semester of their senior year. In rare situations a student can, with permission of the department, substitute a graduate economics class for Economics 495S.

The undergraduate honor society, Omicron Delta Epsilon, is composed of students elected for outstanding academic achievement in economics. Two prizes are awarded annually: the Jack and Lewis Greenhut Prize for excellence in economics and promise for graduate studies and the Tate Whitman Prize in Economics for analytic clarity, personal integrity, and leadership.

Washington Economic Policy Semester

The Washington Economic Policy Semester is designed for undergraduates beyond the sophomore year who are interested in economic policy issues. The program, administered by American University in Washington, D.C., consists of a seminar, an internship in a private or governmental agency, and courses in the economics curriculum of American University. Applications should be made to the Department of Economics early in the semester preceding the one in which the student intends to participate in the program. Up to eight semester hours of credit earned in the Washington semester may be counted towards the major requirements in economics.

Courses

All courses, unless otherwise noted, carry four hours. Courses numbered 100 and 200 will normally be offered every semester. Some of the 300- and 400-level courses will be offered as post-freshman seminars. These offerings will be designated by the suffix S in the Course Atlas. The courses that satisfy the post-freshman writing requirement are identified below.

101. Principles of Microeconomics

Prerequisite: none. Introduction to the theory of markets, including consumer and producer choice and how they interact to determine prices and resource allocations. Applications include price controls, production, market structures, environmental economics, governmental regulation of the economy, labor and capital markets, and international exchange.

112. Principles of Macroeconomics

Prerequisite: Economics 101. Covers current debates on the workings of the aggregate economy, including unemployment, inflation, economic growth, the national debt, financial markets, money and the banking system, and international trade.

190. Freshman Seminar

Open only to students with freshman standing. Topics and prerequisites vary; consult the Course Atlas.

201. Intermediate Microeconomics

Prerequisites: Economics 101 and Mathematics 111 or 119. Theories of the household and of the business firm and their implications for the demand and supply of final products and productive factors and for the distribution of income.

212. Intermediate Macroeconomics

Prerequisites: Economics 101, 112, and Mathematics 111 or 119. Determination of national income, employment, and the price level; business fluctuations; and international monetary issues.

215. Stocks, Bonds, and Financial Markets

Prerequisite: Economics 101. Introduction to the role of various financial markets in an economy. Topics include the stock market, bonds, futures, options, and other derivative assets.

220. Introduction to Statistical Methods

Prerequisites: Economics 101 and Mathematics 111 or consent of the instructor. Methods of collection, classification, analysis, and interpretation of economic data; measures of central tendency and dispersion; probability; estimation; hypothesis testing; regression analysis.

221. Empirical Methods in Economics

Prerequisite: Economics 220. An introduction to empirical tools and software used in the development and testing of economic models. Emphasis is on the application of these tools to policy issues.

231. Introduction to Global Trade and Finance

Prerequisite: Economics 101. An introduction to international trade, capital flows, and finance. Topics include the impact of public policy decisions concerning protectionism, balance of payments, and foreign exchange markets on economic activities.

290. Sophomore Seminar in Economics

Scheduled as needed. Variable credit; maximum credit, eight hours. Prerequisites: Economics 101 and/or 112 or consent of the instructor. An introduction to selected topics in economics. May be repeated for credit when topic varies.

302. Development of Economic Thought

Prerequisites: Economics 101 and 112, or consent of the instructor. Development of economic doctrine and economic analysis from the mercantilism to the modern period; emphasis placed upon writers whose ideas dominated the outlook of their times or exercised a major influence on the development of economic analysis.

309WR. Contemporary Economic Issues

Prerequisite: Economics 101. Economic analysis and public policy. Discussion of selected issues such as the economics of discrimination, environment, medical care, cultural arts, education, and social responsibility of business.

330. Collective Bargaining and Public Policy

Prerequisite: Economics 101. Contemporary public policy toward collective bargaining. The process of collective bargaining and administration of labor agreements, including organizing, grievance procedures, and arbitration.

341. Business and Government

Prerequisites: Economics 101 and 112, or consent of the instructor. Government implementation, regulation, and control of business enterprises, excluding banks and insurance companies.

351. Topics: Non-U.S. Economic History

(Same as History 351.) Topics related to economic change outside the United States or in which the U.S. is only one area of comparison. Slave trade, global economies, economic thought, colonialism, or comparative economic systems.

352. European Economic History II

(Same as History 352.) Economic development in the nineteenth century and the spread of a world economy; economic consequences of the world wars; economic aspects of socialism and fascism; economic nationalism and internationalism in the twentieth century.

355WR. Political Economy of the American South

(Same as History 355.) Prerequisites: Economics 101 and 112. Economic history of the American South from the colonial era to the present. Topics include the development of the antebellum economy, Reconstruction, and the twentieth-century resurgence of the Southern economy. (Satisfies post-freshman writing requirement).

356. Development of the Modern U.S. Economy

(Same as History 356.) Fall 2003, alternate years. Prerequisites: Economics 101 and 112. Examines the post-1800 development of industrial America. Topics covered include the rise of manufacturing, banking, the labor movement, agriculture, and foreign trade. Special attention is paid to the role of the government sector in the economy.

362. Economic Development

Prerequisites: Economics 101 and 112. Introduction to theory of economic growth. The nature of economic development; factors influencing capital formation and technological advance; role of government in promoting development; relationship of international trade to growth; international economic policies.

365. Environmental Economics and Policy

Prerequisite: Economics 101. Introduction to the economics of natural resources and the environment. The course will focus on major resource and environmental problems and their economic solutions.

390SWR. Junior Seminar in Economics

Scheduled as needed. Variable credit; maximum credit, eight hours. Prerequisites: Economics 101 and 112 or consent of the instructor. An in-depth examination of selected topics in economics. May be repeated for credit when topic varies.

397R. Directed Reading in Economics

Up to four semester hours credit. Prerequisites: Economics 101 and 112 or consent of the instructor. For approval, a topic must be selected that is not included in a course to be offered before the student would normally graduate; a faculty adviser from among the full-time faculty must agree to supervise the study program, and a written description of the program must be submitted to and approved by the director of undergraduate studies in the semester preceding the one in which the student intends to participate.

400. Managerial Economics

Prerequisites: Economics 201 and 212 or equivalent. Applies economic analysis and methods to business problems, using elementary level linear programming, input/

output analysis, and game theory. Traditional topics in managerial economics, such as cost and demand analysis, capital budgeting, and cost-benefit analysis.

405. Industrial Organization

Prerequisites: Economics 201 and either Economics 220 or consent of the instructor. The competitiveness of markets related to observable firm and product characteristics. Market competition related to measures of performance, such as profitability, R&D spending, advertising, and growth. Applications to antitrust law.

410WR. Topics in Macroeconomics

Prerequisites: Economics 201 and 212. The course covers the microeconomic foundations of macroeconomics, the theoretical and empirical analysis of general equilibrium, and optimal monetary and fiscal policies. (Satisfies post-freshman writing requirement).

411WR. Money and Banking

Prerequisites: Economics 201 and 212. Economics of money, credit, and banking with emphasis on factors influencing the quantity of money and effects on employment, output, and prices. Economic analysis of financial markets, financial institutions, monetary policy, and inflation. (Satisfies post-freshman writing requirement).

420. Econometrics

Prerequisites: Economics 101, 112, and 220, or consent of the instructor. Introduction to construction and testing of econometric models; analysis and critique of general linear regression model; simultaneous equations models; computer program for regression analysis; applications.

422WR. Economic Forecasting

Prerequisites: Economics 101, 112, and 220 or consent of the instructor. Introduction to the basic methods of economic forecasting; seasonality; regression analysis; Box-Jenkins methods; non-stationarity; applications.

425. Mathematical Economics

(Same as Mathematics 425.) Prerequisites: Economics 201, 212, Mathematics 112, or consent of the instructor. Introduction to the use of calculus in economic analysis; comparative static problem and optimization theory; consideration of the mathematical techniques used in game theory.

430. The Economics of Labor Markets

Prerequisite: Economics 201. Describes and analyzes the functioning of labor markets, the supply and demand for labor, and the determination of wages and employment. The effects of unions, institutions, and discrimination on labor markets are also considered.

431. International Trade

Prerequisite: Economics 201. Theory of comparative advantage; the impact of trade on welfare and income distribution; economic analysis of trade barriers; and the analysis of international movement of labor and capital.

432. International Finance

Prerequisites: Economics 201 and 212. Analysis of the international financial system and its effect on macroeconomic policies. Determination of exchange rates and their impact on the trade balance. International monetary institutions and proposals for reform.

434. Public Finance

Prerequisites: Economics 112 and 201, or consent of the instructor. Principles of government finance at the national, state, and local levels. Effects of taxes, public debt policy, and government expenditures on both individual citizens and the economy as a whole.

440. The Economics of Regulation

Prerequisite: Economics 201. Economic rationale of regulation. Traditional regulation of monopoly and recent advances in regulatory techniques. Regulation of structurally competitive industries and occupations. Environmental, safety, and health regulation. Current issues in regulation—protectionism, rent-seeking, deregulation, and cost-benefit analysis.

442. Law and Economics

Prerequisite: Economics 201. Economic analysis of property rights, contracts, torts, and other aspects of the legal system. Legal rules will be viewed as mechanisms for allocating resources, and the efficiency of alternative legal rules is analyzed.

443WR. Public Choice

Prerequisite: Economics 201. Economic analysis of political decision making and collective action. Surveys theories of aggregating individual preferences through various property-rights and organizational structures to produce collective-choice equilibria and disequilibria, rent seeking; and constitutional construction. (Satisfies post-freshman writing requirement).

445WR. Urban Economics

Prerequisite: Economics 201 or consent of the instructor. Economic analysis of the urban environment covering such topics as the theories of location, land use, housing, segregation, transportation, local government, and poverty. (Satisfies post-freshman writing requirement).

446. Housing and Mortgage Markets

Prerequisite: Economics 201 or consent of the instructor. The spatial structure of urban real estate and housing markets; government housing and land-use controls; problems of urban transportation and environmental quality; local taxation and public expenditure.

449. Economics Internship

Prerequisites: Economics 201 or 212 and Economics 220. Two credit hours usually taken on an S/U basis. Open to economics majors and minors only; permission required. Majors need to obtain permission from their economics advisers. Economics minors obtain permission from the director of undergraduate studies.

464. Regional Economics

Prerequisite: Economics 201 or consent of the instructor. Principles of location theory, including land as a factor of production, transfer costs, and areal markets

and supply sources; measurement of regional economic activity; regional economic fluctuations; regional economic growth; and regional problems.

465. Resource and Environmental Economics

Prerequisite: Economics 201 or consent of the instructor. This course develops the theory of resource and environmental economics and applies it to analyze real-world policy issues. It covers the economics of exhaustible and renewable resources and discusses how economic approaches can be used to control externalities and pollution.

490. Advanced Seminar in Economics

Scheduled as needed. Variable credit; maximum credit: eight hours. Prerequisite: Economics majors who have completed all specifically required courses for the major, or consent of the instructor. Preparation of exercises and reports based on current problems of economic policy; requires use of interpretation and analysis previously acquired in other economics and allied courses. May be repeated for credit when topic varies.

494. Washington Economic Policy Semester

Credit, up to sixteen semester hours. Prerequisite: nomination by department. Intensive examination of the policy making process in Washington, particularly as it relates to economic policy. Students must apply early in the semester preceding the one in which they intend to participate.

495S. Honors Seminar

By invitation only. (Economics 201, 212, and 220 recommended). For seniors majoring in economics who have exhibited exceptional interest and competence in their field. Significant economic issues selected by the department each year and not covered in the regular curriculum; topics in theory, including areas of controversy; significant books; faculty research topics.

495BWR. Honors Research

By invitation only. Preparation of honors research project under supervision of faculty member. Students meet periodically to discuss their projects with other honors candidates and faculty members. (Satisfies post-freshman writing requirement).

496R and 496RWR. Tutorial in Economics

Prerequisites: Economics 201 or 212. Directed, intensive study using intermediate theory on a topic not covered in a course to be offered before a student would normally graduate. Students must receive departmental permission from the director of undergraduate studies in the semester preceding the one in which the student intends to participate.

Educational Studies

Professors

George Engelhard Jr.: educational measurement and evaluation; Carole L. Hahn: social studies and comparative education; Frank Pajares: educational psychology; E. Vanessa Siddle Walker: history of education and qualitative research methods

Associate Professors

Yuk Fai Cheong: research design and statistics; Robert J. Jensen: mathematics education; Eleanor C. Main, director: educational politics and policy

Assistant Professors

Kristen Buras: multicultural and urban teacher education; Maisha Fisher: literacy education; Magnia George: science education; Tracy Rone: anthropology of urban education

Senior Lecturer

Joseph P. Cadray, coordinator: preservice teaching, supervision

Lecturer

Casey Cochran: foundations; Karen Falkenberg: science education, undergraduate program director, Center for Behavioral Neuroscience

Associated Faculty

Robert L. DeHaan (science education); Carol Herron (French language and education); Richard Rubinson (sociology of education); John Snarey (moral development); Regina Werum (sociology of education)

Adjunct Faculty

Robert W. Ethridge (educational administration); Mary Elizabeth Kelly (exceptionality); Martha Anne McDevitt (reading education); Wendy Newby (special education)

The Division of Educational Studies offers an interdisciplinary approach to the study of education with a special emphasis on urban and comparative issues. In particular, the Division seeks to provide students with a foundation for understanding the social and cultural context in which education occurs and for interpreting the complex relationships among education, the individual, and society.

Educational Studies Major/Noncertification Program

The educational studies major provides a foundation that is appropriate for students who may choose to enter a teacher certification program at the graduate level as well as for students who may later wish to embark upon other careers in education. The major is also appropriate for students who intend to pursue graduate study in other areas such as law or business but who need a comprehensive understanding of the complexity of educational issues in order to contribute to meaningful decision making in their professional and private lives. Graduates of this program do not meet the requirements for teacher certification.

Requirements for Major

The BA degree program consists of a minimum of ten courses (forty hours). Educational Studies 201 (American Education) is required.

Five Breadth Courses: The purpose of the breadth requirement is to insure that all majors acquire systematic knowledge in what we view as five central areas. Consequently all majors must take at least one course from each of the following five areas: Psychological Context of Education, Social Context of Education, Cultural Context of Education, Historical/Philosophical Context of Education, and Methods of Disciplined Inquiry.

Four Elective Courses: Students must take additional four courses to complete the major. These courses will be selected in consultation with the student's adviser. The faculty values development of individualized programs that may include study abroad, off-campus internships, and other appropriate experiences in an educational context. Course taken to meet the requirements for the BA may not be taken under the S/U option. A "C" average or better must be maintained in the courses for the major to fulfill graduation requirements.

Educational Studies Minor

The Educational Studies Minor consists of a minimum of five courses (twenty hours). Educational Studies 201 (American Education) is required.

Three Breadth Courses: The purpose of the breadth requirement is to insure that all majors acquire systematic knowledge in what we view as five central areas. Consequently all minors must take three courses, one selected from three of the following five areas: Psychological Context of Education, Social Context of Education, Cultural Context of Education, Historical/Philosophical Context of Education, and Methods of Disciplined Inquiry.

One Elective Course: Students must take an additional course to complete the minor. This course will be selected in consultation with the student's adviser.

Introduction-to-Teaching Program

This program enables Emory College students to consider teaching as a professional career. The program is not limited to Educational Studies majors. After faculty advisement, students may take the "Introduction to Teaching" course which includes observation placements in several schools and a weekly seminar to read about and discuss pedagogy. It is very important that students contact the educational studies office and make an appointment to discuss their plans and review their courses if they plan a career in teaching. If possible, this appointment should be fall semester junior year, and no later than the spring semester junior year.

Honors Program

Qualified students are encouraged to become involved in the division's Honors Program. Admission to the Honors Program depends on minimum criteria established by the college and invitation by division faculty.

Foundation Courses

These courses draw upon the contributions of the sciences and humanities to educational theory, research, and practice. They provide the broad base that has shaped education directly and indirectly in Western culture.

201. American Education

Credit, four hours. Selected contemporary problems and issues; the contributions of history, philosophy, sociology, and other disciplines.

301. Educational Psychology

Credit, four hours. Issues and controversies in educational psychology research and theory and their implications for educational practices. Evaluation of research findings and theoretical perspectives; application of major principles and concepts to pressing educational problems.

302. Child/Adolescent Development and Education

Credit, four hours. Introduction to theories of child and adolescent development and the contribution of these theories to an understanding of schooling and parenting. Issues in developmental research and theory and their implications for education are included.

303. Psychology of Learning

Credit, four hours. Theories and principles of human learning and their application to instruction.

305. History of American Education

Credit, four hours. How Americans have structured the experience by which persons come of age, involving attention to the family, the church, the apprenticeship system, the media, and the community itself, as well as the schools.

306. Philosophy of Education

(Same as Philosophy 306.) Credit, four hours. Relevance of philosophy to educational practice, illustrated with study of some specific fundamental philosophic issues and the way these impinge upon specific problems of education.

307. Sociology of Education

(Same as Sociology 307.) Credit, four hours. The modern school system as a part of the functioning of contemporary communities in the United States. Attention to changing relationships between school and community in the light of population change, social class differences, and shifting values.

308. Education and Culture

Credit, four hours. Relationship between culture and the school; processes of cultural development in traditional and modern societies.

309. Education as a Social Science

Introduction to education as a field of study; the functions of education for the individual and society; and major theoretical perspectives on education from the social sciences.

310. Classics of Educational Thought

Credit, four hours. A colloquium devoted to discussion of educational classics, with emphasis on pre-twentieth-century works that have been influential in the Western cultural tradition and that were written in English or that are available in English translation.

312. Comparative Education

Credit, four hours. Educational systems from a comparative perspective and global educational issues that challenge diverse societies.

313. Education in African American History

Credit, four hours. Themes that undergird contemporary discussions of African American education (i.e., parental involvement, classroom environment, and local control), tracing their development from 1790 to the present.

314. Education and Cultural Diversity

Credit, four hours. The relationships between and among culture, learning, and teaching, and the impact of these relationships on the achievement of diverse learners.

Research and Evaluation

These courses provide the tools for disciplined inquiry and evaluation of the educational process.

451. Educational Measurement

Credit, four hours. Technical and policy issues related to educational measurement in American education. Focus on the uses of educational and psychological tests to improve educational processes.

452. Educational Research

Credit, four hours. Introduction to the key principles of educational research; focus on educational research as a form of disciplined inquiry.

453. Educational Statistics

Credit, four hours. Introduction to basic descriptive and inferential statistics. Use of statistics to support disciplined inquiry in education.

Seminars

These courses provide the opportunity for in-depth study of a special topic in one of the division's curricular areas.

440m. 440s. Introduction to Teaching

These courses provide opportunities for course participants to observe, participate in, and reflect on the activities of classroom teachers and their pupils in varied school situations. Weekly seminars facilitate the development of knowledgeable, competent, and culturally responsive educators.

471. Foundations Seminar

Sustained and cooperative effort directed toward an educational problem of significance. May be repeated for credit, up to eight hours.

Supervised Research

These courses give the student the opportunity to pursue educational topics of choice under faculty supervision.

495. Honors

Credit, four hours.

497. Directed Study

Credit, up to ten hours.

498. Supervised Reading

Credit, up to ten hours.

499. Research: Thesis

Credit, four hours.

Engineering

In cooperation with the Georgia Institute of Technology, Emory College offers two joint degrees referred to as dual degrees. The 3-2 program is a five-year, dual-degree program leading to a bachelor of arts or bachelor of science degree awarded by Emory College and a bachelor of science in engineering degree in one of thirteen fields, awarded by the Georgia Institute of Technology. Students usually spend their first three years in Emory College, during which time they enroll in a pre-engineering curriculum including courses in mathematics and physical sciences. During that period, students also fulfill their distribution and major requirements, which may be in any field, including the humanities and/or social sciences as well as mathematics and natural sciences. Upper-level courses in the engineering major are completed at the Georgia Institute of Technology during the last two years of the program.

In the 4-2 program students will complete their undergraduate degree at Emory, then pursue a master of science degree in mechanical engineering or electrical and computer engineering at the Georgia Institute of Technology. While at Emory a student will satisfactorily complete the undergraduate curriculum, including several Emory physics and mathematics courses and the two required ME or ECE courses at Georgia Tech, as well as any other required prerequisites for Georgia Tech.

English

Professors

Mark Bauerlein: nineteenth-century American literature, critical theory; Martine Watson Brownley, Goodrich C. White Professor of English, Winship Distinguished Research Professor, director, the Center for Humanistic Inquiry: eighteenth-century literature, women's studies; John Bugge: medieval literature; Cathy Caruth, Winship Distinguished Research Professor: romanticism, trauma theory; Sheila T. Cavanagh, Massee-Martin/NEH Distinguished Teaching Professor: Renaissance literature, Shakespeare; William M. Chace: modern British and American literature; Peter W. Dowell: twentieth-century American literature, African American literature, American studies; Frances Smith Foster, Charles Howard Candler Professor of English and Women's Studies, chair (2005–2008): African American literature, nineteenth-century American literature, autobiography; Jonathan Goldberg, Arts and Sciences Distinguished Professor: Renaissance literature, gender and sexuality studies; William E. Gruber: drama, history of drama; John H. Johnston: contemporary American and British literature, literary theory; Walter Kalaidjian: twentieth-century American literature, poetry, critical theory; Laura Otis: nineteenth-century literature and science; Lee A. Pederson, Charles Howard Candler Professor of English: linguistics; Richard Rambuss: sixteenth- and seventeenth-century literature, gender studies, cultural studies; Walter L. Reed, Kenan University Professor: romanticism, the novel, the Bible as literature; Harry Rusche, Arthur Blank Distinguished Teaching Professor: Renaissance literature; W. Ronald Schuchard, Goodrich C. White Professor of English: modern English and Irish literature; Kevin Young, Atticus Haygood Professor of English and Creative Writing and curator of the Danowski Poetry Collection: creative writing, modern and contemporary poetry, African American literature, film

Associate Professors

Deepika Bahri, director, Asian Studies: postcolonial literature and theory; Patricia A. Cahill: Shakespeare, Renaissance literature, cultural and gender studies; Michael A. Elliott: nineteenth-century American literature, Native American literature; Geraldine Higgins, director, Irish Studies: Irish literature, modern English literature; Lawrence P. Jackson: American and African American fiction and autobiography; Barbara Ladd: Southern literature, nineteenth- and twentieth-century American literature; Cristine Levenduski, senior associate dean of Emory College for faculty: early American literature, American studies; James H. Morey: Old English language and literature, medieval literature; Benjamin Reiss: American literature before 1865, cultural studies, race and slavery, literature and psychology; Mark Sanders: African American literature, twentieth-century American literature; Joseph Skibell: creative writing, contemporary literature, drama; Natasha Trethewey: creative writing, contemporary poetry; Deborah Elise White: romanticism and literary theory; Lynna Williams: creative writing, contemporary American literature

Assistant Professor

Monique Allewaert: early American literature, literature of the circumatlantic Americas, theories of revolution and nationalism

Lecturers

JoAn Chace, senior lecturer: composition, Renaissance literature; Jim Grimsley, senior writer in residence and director of creative writing: contemporary fiction, playwriting

Adjunct Professors

Sally Wolff-King, adjunct professor: Southern literature and Native American literature; Deborah Ayer, adjunct senior lecturer and associate director of the Writing Center: composition, modern novel, twentieth-century American literature, African American literature

The study of literature, how writers produce it, and how it affects individuals and society is essential to a liberal arts education. Literary study also may explore the effects of history, religion, science, philosophy, and other disciplines upon readers and writers of different times and places. Emory's program gives undergraduates knowledge of the different genres and periods of British, American, and other Anglophone literatures and of literature as an index to culture in the broadest sense. It also stresses instruction in the techniques of analysis, research, and writing. It provides an educational foundation of critical thinking, sound judgment, and clear writing valuable to students planning careers in business, teaching, law, medicine, or other fields.

Requirements for the English Major

Forty semester hours (ten courses) in English, which must be taken for a letter grade and incorporate the following plan:

- English 205
- Four 300- or 400-level English courses (sixteen hours) in an area of concentration developed by the student with guidance from a faculty adviser
- One course in British literature before 1660, one course in British literature after 1660, one course in American literature, and one course having a theoretical or interdisciplinary component. Two of these four courses must be at the 300 or 400 level. Any of them may also count toward the area of concentration.

The following courses do not count towards the major: 101, 181, 210, 211, 212, 213, 214, 289R, and 496R. No more than eight hours of creative writing may count toward the major.

Requirements for the English Minor

Six English courses (twenty-four hours) beyond the 100 level, which must be taken for a letter grade and which must include English 205 and at least two 300 or 400 level courses. Two of the courses may be courses in creative writing. English 101, 181, 210, 211, 212, 213, 214, 289R, and 496R may not count toward the minor.

English/Creative Writing Major

In the Creative Writing Program at Emory students study both art and craft: the literary traditions in which they write and the elements of craft in poetry, fiction, playwriting, screenwriting, and creative nonfiction. The program fosters their development as writers, through an emphasis on reading as a writer, generating material, and revision.

Academic requirements of the English/creative writing major are eleven courses (forty-four credits) beyond the introductory courses in English required by Emory College (English 101, 181, or Literature 110). Five of those eleven courses (twenty credits) are to be creative writing workshops and the other six (twenty-four credits) are to be advanced-level English classes in literature and criticism (i.e., 300 and 400 level). Students must take at least two 300-level literature courses in prose, two in fiction, and two in nineteenth-century writing or earlier. At least two writing workshops must be in the same writing genre (fiction, poetry, etc.). This framework provides enough flexibility so that English/creative writing majors may work out individual programs of study in consultation with their advisers.

In addition to the creative writing courses listed below, English/creative writing majors are also eligible for work in the Internship Program (see English 496R), independent study (see English 397RWR), and creative writing honors (see English 491R). Please note that internship hours do not count toward the major.

The Creative Writing Program also sponsors a reading series in which nationally prominent authors are invited to campus to read from their latest works and to meet with students.

Joint Major in English and Classics

For information, see “**Classics**,” page 161.

Joint Major in English and History

The departments of History and English offer a joint major, the goal of which is a logical and focused curriculum for exploring the relationships of literature and history. The joint major seeks a coherence that draws upon expertise in each department to aid the student in fashioning an individual program. The exact nature of the student's class list should be worked out in consultation with the student's adviser in each department. There are no geographical or chronological limits placed on the joint major, but a thematic unity is expected. Student participation in the intellectual life of each department is a high priority.

Admission

Prospective majors must submit an official letter of application that describes the student's proposed field of concentration within the joint major (e.g. sixteenth-century British, nineteenth-century American, modern Irish, African American, etc.); the letter must be endorsed by an adviser in each department. This letter calls upon the student to plan a course of study, though some flexibility is permissible as the student pursues this planned curriculum. Students are strongly encouraged to file their applications at the start of their junior year. Applications must be submitted to the director of undergraduate studies in each department before the student registers for the first semester of the senior year.

Requirements

At least thirteen courses (fifty-two hours); the entire class list must be approved in writing by the student's advisers in each department.

- (1) Six courses in history, five of which must be above the 200 level and all of which must demonstrate a thematic coherence.
- (2) Six courses in English beyond the 100 level, four of which must be 300 or 400 level courses and all of which must demonstrate a thematic coherence.
- (3) One writing course, which may be either an honors thesis, a directed reading that produces a senior essay of at least 5,000 words to be read by the student's advisers in each department, or—with advance written permission of the professor and both advisers—an upper-division course in either department in which the student writes a term paper developing specific relationships between history and literature.

Honors Program

See “Honors Program,” page 33. Interested students should consult the director of undergraduate studies for further details no later than spring of their junior year.

BA/MA Program

English majors with superior records may apply to the graduate program for their fourth year of undergraduate study. Students who are accepted must complete a minimum of fifty-two hours of English, including the requirements for the major; of these, twelve hours must be taken in graduate courses. Students must be enrolled in the program full time for at least two semesters. Interested students should consult with the director of undergraduate studies in the spring of their junior year.

British Studies Program

Since 1979 the English department has held a summer study program at University College, Oxford University. Each year, the six-week program offers various courses, from Shakespeare to contemporary British drama, that enable students to study literature in relation to place and cultural setting. The advanced courses are taught by Emory professors and Oxford dons. All students receive credit for two courses (eight hours) at reduced tuition. Financial aid is available for qualified students. The department encourages its majors to do part of their work in this distinguished program.

Creative Writing in Summer School

A workshop in fiction or poetry is offered in one of the two summer sessions, taught by an Emory faculty member or a visiting professor. A weeklong workshop on novel writing or some other special topic in creative writing may also be offered in May.

Honors and Prizes

The department annually gives an award for the best essay written for an undergraduate English course, the Wolf Prize for Best Student in American Literature, and the Johnston Travel and Research Fellowships. The Creative Writing Program sponsors an award from the Academy of American Poets for outstanding poetry written by an Emory student, as well as four Artistine Mann Prizes for outstanding poetry,

fiction, nonfiction, and drama written by undergraduates and the Grace Abernethy Scholarship.

100-Level Courses: Introductory Seminars in Writing and Textual Analysis

101. Expository Writing

Every semester. Intensive writing course that trains students in expository writing through a number of variable topics. Satisfies first-year English writing requirement.

181. Writing about Literature

Every semester. Intensive writing course that trains students in techniques of writing and literary analysis through writing about literature. Readings and format vary in different sections. Satisfies first-year English writing requirement.

190. Freshman Seminar

Every semester. Freshmen only. Through readings on variable topics, frequent writing assignments, and in-class discussions, the seminar emphasizes reasoned discourse and intellectual community. Does not satisfy first-year writing requirement.

200-Level Courses: Intensive Reading/Writing Seminars and Historical Surveys

205. Poetry

Studies in poetry and poetic forms. Readings may vary in individual sections, but all sections emphasize critical reading and writing about poetic art. Required for English majors.

210. Major Authors for Nonmajors

An introduction to one or more major authors in English literature, with an emphasis on literary merit and its determination, canon formation, literary movements, and reading strategies. Does not count toward the major.

211. Literature and the Arts

An exploration of the connections between literature and various other mimetic and expressive arts, including painting, film, theater, music, sculpture, architecture, and dance. Does not count toward the major.

212. Readings in Popular Literature and Culture

An exploration of literary works (fiction, poetry, drama, essays) that have had or have a popular readership, and an examination of the factors governing popular taste and literary production. Does not count toward the major.

213. Fictions of Human Desire

An inquiry into the various expressions of human desire through readings of selected

works of literature. Topics may include romance, psychoanalysis, gay and lesbian studies, or the four loves, classically conceived. Does not count toward the major.

214. Global Literatures in English

An exploration of Anglophone literatures from around the world. Regional focus and selection of texts will vary but may include works by Achebe, Cliff, Friel, Head, Lamming, Rushdie, Silko, Soyinka, Tan, and/or Walcott. Does not count toward the major.

215. History of Drama and Theater I

(Same as Theater Studies 215.) General history of the theater from its origins through the Renaissance, focusing on representative dramatic works and on the influence of actor, staging, and audience.

216. History of Drama and Theater II

(Same as Theater Studies 216.) General history of the theater from French neoclassicism through the twentieth century, focusing on representative dramatic works and on the influence of actor, staging, and audience.

220. Advanced Writing Workshop

Prerequisites: English 101 or 181 and written permission of instructor. Readings and practice in several modes of nonfiction discourse. Emphasis on developing clarity, fluency, and elegance of prose style.

221R. Modes of Practical Writing

Prerequisites: English 101 or 181 and written permission of instructor. Practical introductions to various kinds of media and professional writing. May be repeated for credit when topic varies.

250. American Literature: Beginnings to 1865

Readings in American literature, with attention to cultural and historical backgrounds.

251. American Literature: 1865 to Present

Readings in American literature from 1865 to the present, with attention to cultural and historical backgrounds.

255. British Literature before 1660

Readings in English literature written up to 1660, with attention to cultural and historical backgrounds.

256. British Literature since 1660

Readings in English literature written from 1660 to the early twentieth century, with attention to cultural and historical backgrounds.

258. Introduction to Irish Studies

An introduction to the themes, texts and methodologies of Irish studies. Required for the Irish studies minor.

289R. Special Topics for Nonmajors

Readings in major English and American literary works. Primarily designed for sophomores, juniors, and seniors who are not English majors. May be repeated for credit when topic varies.

300-Level Courses: Advanced Literary Study

The following courses are primarily intended for sophomores, juniors, and seniors who have literary experience at the 100–200 level.

300. Old English Language and Literature

Introduction to the Old English language and readings of representative prose and poetry.

301. Beowulf

Prerequisite: English 300. The earliest English epic, read in the original language.

303. Middle English Language and Literature

Representative works of Middle English literature from 1100 to 1500, exclusive of Chaucer.

304. Chaucer

Readings in *The Canterbury Tales*, *Troilus and Criseyde*, and selected other works.

308. Arthurian Literature

Readings in the medieval and subsequent Arthurian tradition.

310. Medieval and Renaissance Drama

Representative medieval, Elizabethan, and Jacobean plays with some attention to the development of early English drama.

311. Shakespeare

Selected major plays from the histories, comedies, tragedies, and romances. May be repeated for credit when topic varies.

314. Renaissance Literature: 1485–1603

Selected works of sixteenth-century literature, including authors such as More, Wyatt, Sidney, Spenser, Marlowe, and Shakespeare.

315. Renaissance Literature: 1603–1660

Selected works of early to mid-seventeenth-century literature, with an emphasis on the poetry of Donne, Herbert, Crashaw, Jonson, Herrick, Vaughan, and Marvell.

317. Milton

Selected major works (poetry and prose) with particular emphasis on the early lyric verse, *Comus*, *Paradise Lost*, and *Samson Agonistes*.

320. Restoration and Early Eighteenth-Century Literature: 1660–1740

Selected works of Restoration and Augustan literature, including authors such as Dryden, Behn, Congreve, Swift, Pope, Addison, and Steele.

321. Later Eighteenth-Century Literature: 1740–1798

Selected works of later eighteenth-century authors such as Johnson, Boswell, Burke, Burns, Blake, and Wollstonecraft.

325. The Early English Novel

The development of the English novel in the late seventeenth and eighteenth centuries with representative works by novelists such as Behn, Defoe, Richardson, Fielding, Burney, and Sterne.

330. Romanticism

Selected works of Romantic literature with an emphasis on poetry, including poets such as Smith, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, as well as selections from prose writers such as Hazlitt and DeQuincey.

332. Victorian Literature

Representative works from the Victorian period, including poets such as Tennyson, the Brownings, and the Rossetts, and prose writers such as Carlyle, Mill, Ruskin, and Cobbe.

335. The English Romantic Novel

The development of the English novel in the late eighteenth and early nineteenth centuries, including authors such as Austen and Scott and significant genres such as the gothic novel and the novel of education.

336. The English Victorian Novel

The development of the British novel during the Victorian period, with representative works by novelists such as the Brontes, Dickens, Eliot, Meredith, Hardy, and Conrad.

340. Modern English Literature

Selected works from various genres by twentieth-century authors writing in English such as Yeats, Joyce, Shaw, Eliot, Lawrence, Auden, and Thomas.

341. The Twentieth-Century English Novel

The development of the modern English novel with representative works by authors such as Joyce, Forster, Woolf, Lawrence, Waugh, and Naipaul.

342. Modern Irish Literature

An interdisciplinary course which examines the trajectory of Irish writing from the 1890s to the present.

345. Postcolonial Literature

New literatures of English by writers from former British colonies.

348. Contemporary Literature

Selected works from various genres by writers from the 1950s to the present.

350. Early American Literature: Beginnings to 1830

Selected American writings of the colonial, revolutionary, and early national periods including authors such as Taylor, Bradstreet, Edwards, Franklin, Wheatley, and Irving.

351. American Literature: 1830–1900

Selected poetry and prose works of nineteenth-century American authors such as Emerson, Thoreau, Melville, Hawthorne, Whitman, Dickinson, Howells, James, and Twain.

352. American Literature since 1900

Selected works from various genres by twentieth-century American writers such as Frost, Eliot, Stevens, W. C. Williams, Faulkner, Hemingway, O'Neill, Miller, and T. Williams.

354. The Nineteenth-Century American Novel

The early development of the American novel with representative works by novelists such as Cooper, Hawthorne, Melville, Stowe, Howells, and Twain.

355. The Twentieth-Century American Novel

The development of the modern American novel with representative works by novelists such as Wharton, Dreiser, Hemingway, Faulkner, Fitzgerald, Steinbeck, and Bellow.

356. Native American Literature

The traditions of Native American verbal expression in the United States.

357. Southern Literature

The development of Southern literature with representative works by writers such as Mark Twain, Cable, Glasgow, Chesnut, Faulkner, Welty, O'Connor, and Percy.

358. African American Literature to 1900

(Same as African American Studies 358.) Major literary traditions of African American writers to 1900.

359. African American Literature since 1900

Major literary traditions of African American writers from 1900 to the present.

360. The English Language

Structure and history of the English language.

361. American English

American English from the colonial period to the present; the sources of its vocabulary, the characteristics of its dialects, and the linguistic distinctiveness of its literature.

362. The Structure of Modern English

Modern English grammar, with attention to phonology, morphology, and contemporary models of syntactic description.

365. Modern Drama

Development of modern drama from the late nineteenth century to 1950, including dramatists such as Strindberg, Jarry, Chekhov, Yeats, O'Neill, Witkiewicz, Stein, and Brecht.

366. Contemporary Drama

Selected works of the theater since 1950, including dramatists such as Beckett, Bernhard, Churchill, Duras, Fornes, Handke, Krötz, and Soyinka.

368. Literature and Cultural Studies

An introduction to the relationship between literary studies and the study of cultural theory and popular culture.

369. Satire

A study of major satiric literary works, primarily English and American, with some attention to visual and journalistic satire and to theories of satire.

381R. Topics in Women's Literature

Topics and perspectives vary over successive offerings, such as the political novel and feminist poetics. May be repeated for credit when topic varies.

382R. Studies in Women's Poetry

Selected works of British and American women, including authors such as Browning, Rossetti, Dickinson, Plath, Levertov, Rich, and Lorde. May be repeated for credit when topic varies.

383R. Studies in Women's Fiction

Selected prose works of British and American women, including authors such as Behn, Austen, Woolf, Lessing, Morrison, and Walker. May be repeated for credit when topic varies.

384R. Criticism

Prerequisites: two courses in literature or the instructor's consent. The relationship of critical theory to various literary forms. Specific material for analysis will vary in successive offerings of this course. May be repeated for credit when topic varies.

386. Literature and Science

Exploration of the ways in which literary writers have developed scientific ideas and scientists have expressed themselves through creative writing.

387R. Literature and Religion

(Same as Religion 387.) Prerequisites: one course in religion and one in literature or the instructor's consent. Reading and interpretation of literary works (poems, novels, plays) with special attention to the religious issues they address and/or the way they engage the Bible. May be repeated for credit when topic varies.

389R. Special Topics in Literature

Literary topics vary. May be repeated for credit when topic varies.

399R. Independent Study

Every semester. Credit variable; may be repeated for a maximum of eight hours of credit. Prerequisite: approval of project by adviser before preregistration. For students wishing to pursue projects of their own design.

400-Level Courses: Specialized Literary Study

Limited to advanced majors (twenty-four hours, including English 205). All 400-level courses except for 495R and 496R fulfill the post-freshman seminar requirement.

412R. Studies in Shakespeare

Prerequisite: English 311. Studies focus on groups of plays, dramatic genres, Shakespearean criticism, non-dramatic verse, or similar subjects. May be repeated for credit when topic varies.

480R. Seminar in Poetry

Studies in poetry. Readings may focus on one or more authors or poetic traditions. May be repeated for credit when topic varies.

481R. Seminar in Drama

Studies in drama and theater history. Readings may focus on one or more authors or on questions of dramaturgy and theater history. May be repeated for credit when topic varies.

482R. Seminar in Fiction

Studies in narrative fiction and narrative forms. Readings vary and may focus on one or more authors or on questions of literary art. May be repeated for credit when topic varies.

483R. Seminar in Criticism and Theory

Studies in literary criticism, the history of criticism, and literary theory. May be repeated for credit when topic varies.

489R. Special Topics for Advanced Study

Intensive study of specific literary topics, e.g., questions of form or history, or concentrations on one or more authors or literary movements. May be repeated for credit when topic varies.

490. Seminar in Literary Interpretation

Fall semester. Required of honors students (other seniors may enroll with permission of director of undergraduate studies). Readings in the theory and practice of literary criticism. Designed to assist honors students in researching their theses.

495R. Honors Thesis

Every semester. Credit, variable; may be repeated for a maximum of eight hours of credit. Prerequisite: approval of adviser and the director of undergraduate studies. Open to students writing honors theses.

496R. Internship in English

Every semester. Credit, variable; may be repeated for a maximum of twelve hours of credit (does not count toward the major). Open to junior and senior English majors with approval of the coordinator. Applied learning in a supervised work experience, using skills related to the English major.

Creative Writing Courses

Permission of the instructor is required for all creative writing courses.

191. Freshmen Seminar: Creative Writing

Topics/genres vary. Emphasizes writing and reading as elements in intellectual exploration. Does not satisfy first-year writing requirement.

ENG 270WR. Introduction to Creative Writing

Every semester. Introductory workshop in creative writing covering at least two genres from the following: fiction, poetry, screenwriting, playwriting, creative nonfiction. Counts as a prerequisite for 300-level intermediate workshops but not for Advanced Fiction, Advanced Poetry, or Advanced Playwriting. May not be repeated for credit.

ENG 271WR. Introduction to Poetry

Every semester. Introductory workshop in poetry writing. Counts as a prerequisite for 300-level intermediate workshops but not for Advanced Fiction, Advanced Poetry, or Advanced Playwriting. May not be repeated for credit.

ENG 272WR. Introduction to Fiction

Every semester. Introductory workshop in fiction writing. Counts as a prerequisite for 300-level intermediate workshops but not for Advanced Fiction, Advanced Poetry, or Advanced Playwriting. May not be repeated for credit.

ENG 370WR. Creative Writing: Intermediate Fiction

Every semester. Intermediate level workshop in writing fiction. ENG 270, 271, or 272 required as prerequisite. May be repeated for a maximum of eight hours credit.

371WR. Creative Writing: Intermediate Poetry

Every semester. Intermediate level workshop in writing poetry. ENG 270, 271, or 272 required as prerequisite. May be repeated for a maximum of eight hours credit.

372WR. Creative Writing: Intermediate Playwriting

Every semester. Intermediate level workshop in writing plays. May be repeated for a maximum of eight hours credit.

373WR. Creative Writing: Advanced Fiction

Spring semester. Admittance by assessment of readiness for advanced work by intermediate level instructor in genre. Intensive workshop in the writing of fiction for advanced students. May be repeated for a maximum of eight hours credit.

374WR. Creative Writing: Advanced Poetry

Spring semester. Admittance by assessment of readiness for advanced work by intermediate level instructor in genre. Intensive workshop in the writing of poetry for advanced students. May be repeated for a maximum of eight hours credit.

375WR. Creative Writing: Advanced Playwriting

Spring semester. Admittance by assessment of readiness for advanced work by inter-

mediate level instructor in genre. Intensive workshop in the writing of playwriting for advanced students. May be repeated for a maximum of eight hours credit.

376WR. Creative Writing: Intermediate Nonfiction

Every semester. Intermediate level workshop in nonfiction genres that often use fictional techniques. ENG 270, 271, or 272 required as prerequisite. May be repeated for a maximum of eight hours credit.

377WR. Creative Writing: Intermediate Translation

Every semester. Intermediate level workshop in the theory and practice of translation. ENG 270, 271, or 272 required as prerequisite. May be repeated for a maximum of eight hours credit.

378WR. Creative Writing: Intermediate Screenwriting

Every semester. Intermediate level workshop in form and structure of screenwriting. May be repeated for a maximum of eight hours credit.

379WR. Creative Writing: Special Topics

Credit, variable; maybe be repeated for a maximum of eight hours credit when topic varies. Specific topics to be announced. Typical subjects include the novel, first-person narrative, formalist poetry, and nonrealistic forms. ENG 270, 271, or 272 required as prerequisite.

397WR. Creative Writing: Independent Study

Credit, variable; maybe be repeated for a maximum of eight hours credit. Project description and written permission of instructor required before registration. ENG 270, 271, or 272 required as prerequisite.

491WR. Directed Study: Honors in Creative Writing

Offered every semester. Credit variable; may be repeated for a maximum of eight hours credit. Prerequisite: academic eligibility and approval of honors project director. A tutorial designed primarily to assist honors candidates in preparing their projects.

Environmental Studies

Director of Undergraduate Studies

John Wegner

Associate Professor

Lance H. Gunderson: ecosystem ecology, ecosystem management; William B. Size, interim chair: igneous and metamorphic petrology, geostatistics, mineralogy, environmental geology

Assistant Professor

Lore Ruttan: human ecology, evolution of cooperation, common pool resource management, diversity and collective action; Tracy Yandle: environmental politics, natural resource management policy, institutions and co-management

Senior Lecturer

C. Woodbridge Hickcox: earth history, earth systems, paleoclimatology; Anthony J. Martin: sedimentology, ichnology, paleoecology; John Wegner: green building design and campus sustainable design, landscape ecology, conservation biology, habitat fragmentation

Lecturer

Anne Hall: water resources, clay mineralogy, sedimentology

Adjunct Faculty

Lowell Pritchard Jr. (ecological economics); Lawrence A. Wilson (tropical ecology); Brian Smith (plant systematics)

The Department of Environmental Studies offers an interdisciplinary and integrative program designed to equip students with basic skills, abilities, and knowledge to confront a suite of environmental issues. As such, it is rooted in relevant disciplines in the natural and social sciences. Thematically, the department combines the study of the earth's physical, chemical, and biological characteristics with ecological and social sciences. Topics offered in courses include: past and present environmental changes, global earth systems, environmental ethics, biodiversity and species conservation, ecosystem ecology, energy, policy, environmental policy, international environmental policy, global climate change, resource management, and human ecology. The faculty has research programs in sedimentology, coastal depositional systems, paleoecology, petrology, structural geology, ecosystem management, human ecology, natural resource management policy, environmental policy, international environmental policy, population ecology, and conservation biology.

Requirements for the Major

Students who seek a major in environmental studies must complete coursework in four areas: Foundation Courses, Focus Area Courses, Field Courses, and Independent Study. The major in Environmental Studies is an eleven-course sequence leading to a Bachelor of Arts degree. An additional 5 courses (20 hours) in chemistry, math, physics and/or biology are required for a Bachelor of Science degree. A minor can be attained with a five course (20 hours) sequence that includes the foundation set of courses (ENVS 131,132, 390) and two electives.

Foundation Courses (three required). The foundation consists of an introductory sequence of two courses (ENVS 131 and 132), designed for students seeking a major. Four credit hours in the environmental studies departmental seminar (ENVS 390) are required.

Focus Courses (six required). Students will choose six courses to form a focus area relevant to environmental studies. The focus area must include courses in both natural and social sciences. Students are given a great deal of flexibility and responsibility in choosing a set of focus area courses. The focus area course set will include intermediate courses offered in the department and those cross-listed with other departments (ENVS prefix). A limited number of study abroad courses, Emory courses outside the department, or transfer courses may be counted for the major, subject to approval of

the departmental undergraduate committee. Only one course at the 100 level may be applied to this requirement.

Field Course (one required). A field course from an approved list is required.

Independent Study (one required). Students must complete one course that integrates theory and practice from among the following: individual research, honors thesis, directed readings, internship, or a service learning course.

Oxford Students. Please consult either an adviser or the Environmental Studies website for information about courses taken at Oxford that may be applied to the environmental studies major.

BS/MPH in Environmental Studies and Environmental and Occupational Health

The Department of Environmental Studies and the Department of Environmental and Occupational Health at the Rollins School of Public Health offer a joint BS/MPH program. Students have the opportunity to earn both an undergraduate degree in environmental studies and a master's in public health in five years. Students normally apply in the second semester of sophomore year. Details are available from Environmental Studies and the School of Public Health.

Courses

120. Introduction to Human and Natural Ecology

This course introduces the study of the relationship between humans and the environment. Topics include general ecology, resources, pollution, biodiversity, global change, and aspects of health, economics, ethics, and law as related to environmental studies. This course is intended for nonmajors and will not fulfill major requirements.

130. Global Earth Systems with Laboratory

A close look at the earth's climate system, how it works today, how it has changed in the past, and how it might change in the future. Special emphasis is on the greenhouse effect and evidence of previous climate change.

131. Concepts of Environmental Studies

An introduction to the concepts and methods of environmental studies. Students will be introduced to relevant theories from physical sciences, ecology, economics, political science, and other fields related to environmental studies.

132. Integrative Methods in Environmental Studies with Laboratory

Students will assess and analyze information in qualitative and quantitative frameworks around a set of environmental issues. This course aims at enhancing students' learning process through inquiry or discovery-based learning.

135. Environmental Geology

Interdisciplinary approach to the interaction of humans with natural geological systems. Includes environmental science, geopolitics, energy systems, geological disasters, pollution and waste, natural resource economics, water resources, and environmental law.

141. Introductory Geology with Laboratory

Introduction to planet earth: plate tectonics, volcanoes, earthquakes, energy resources, and forces shaping the surface of the earth. Basic introduction to rocks, minerals, and fundamental concepts of geology.

142. Evolution of the Earth with Laboratory

History of the earth in the context of a changing global environment. Emphasis on the interaction of biological systems with global processes such as plate tectonics (mountain building and volcanism), climate change, and sea-level fluctuations. Basic introduction to geological maps, rocks, fossils, and field study of geology.

190S. Freshman Seminar

The topics for freshman seminars are variable and change every semester. Past offerings include Climate Change, Global Earth Systems, Interpreting Behavior That You Can't See, and Ecological Economics.

215. Human Ecology

Prerequisite: Environmental Studies 132 or Anthropology 101 OR 140. Human Ecology is an introductory survey course that integrates material from anthropology and ecology. Topics include: the diversity of human cultures, evolutionary and ecological explanations for these patterns of social organization, the impact of humanity on diverse ecosystems, and we consider how to apply our knowledge of "human nature" to solving environmental problems.

220. Energy, Resources, and Environmental Change

Prerequisite: Environmental Studies 131, 132, or permission. An introduction to the complexity of issues surrounding energy use and its relationship to environmental issues. Particular attention is paid to United States energy sources, U.S. energy policy, scientific uncertainty, and the international climate change negotiations. Field trips required.

225. Institutions and the Environment

Prerequisite: ENVS 131 or 132 or permission required. Considers the form and function of existing social institutions used to govern environmental interactions and collective choice, including markets, bureaucracies and agencies, democracies, NGOs, communities, legal systems, norms, conventions, morals, bargaining, conflict, corruption, and violence. Various incremental and radical institutional reforms are discussed.

227WR. Environmental Policy

Prerequisite: Environmental Studies 131, 132 or POLS 100 or permission. An introduction to basic concepts of American environmental policy. Topics include: history of federal environmental policymaking, environmental policy tools, controversies in environmental policy, and U.S. environmental policy in the age of globalization. Field trips required.

240. Ecosystem Ecology with Laboratory

Overview of ecosystem ecology, including dynamics of large scale systems, landscape ecology, ecosystem structure, and function. Topics in the course will include:

methods of ecosystem analysis, energy flow, nutrient cycling, community dynamics, issues of scale, models, and ecosystem properties.

241. Modern and Ancient Tropical Environments

Credit, one hour. On-campus course dealing with the study of modern and ancient tropical environments, using the Bahamas Platform as an example. Specific topics include: the role of sea-level fluctuations in the development of the Bahamas Platform, case studies of island biogeography, reef ecology and geology, and human interactions with environments of the region. A required weekend field trip to a barrier island on the Georgia coast.

242. Modern and Ancient Tropical Environments Field Course

Credit, three hours. Prerequisite: Environmental Studies 241. Field-based study of modern and ancient tropical environments, using San Salvador Island of the Bahamas as an example. Specific topics include: description and interpretation of terrestrial, intertidal, and subtidal environments of San Salvador (rocky and sandy shorelines, hypersaline lakes, caves, forests and shrublands, reefs, open ocean, lagoons); biological, paleontological, and geological classification and identification methods in the field.

260. Quantitative Techniques in Environmental Studies

Prerequisite: Environmental Studies 132. Overview of quantitative methods in environmental studies. Field methods will include: stream rates and other stream parameters, spatial orientations, including compass, map skills, and GPS. Mathematical and statistical methods for data gathering and analysis appropriate for laboratory and field methods will be applied.

320. Environmental Assessment and Management

This course will introduce concepts of adaptive environmental management and review experiences of using this interdisciplinary approach for dealing with a wide range of resource issues. The course will review existing theories, concepts and methods of adaptive management, and case histories of systems where adaptive management approaches have been applied.

324. Ecological Economics

Develops an understanding and critique of environmental and natural resource economics and considers extensions and alternatives for understanding complex systems of people and nature. Discussion of economic indicators of success, scale, sustainability, and of the value of natural resources is balanced by attention to policy design and to issues of political and economic power, inequality, and historical change. The role of ecosystem services, natural and social capital in economic development are considered.

329. Religion and Ecology

(Same as Religion 329.) Historical, philosophical, and ethical relationships between religion and ecology; other dimensions include Eastern thought, ecofeminism, animal rights, and literary nature writers.

330. Climatology

Environmental Studies 130 is strongly recommended as a prerequisite. The science of climatology studies the physical properties of the earth's atmosphere and how they conspire to produce the observed climates of the present and the deduced climates of the past. This course pays particular attention to the energy cascade of the climate system, the processes by which energy becomes distributed across the globe, and the potential role of the ocean in long- and short-term climate change.

332. Meteorology

Prerequisites: Environmental Studies 130 or 132. Meteorology is the science of the atmosphere and the weather it produces. It seeks to understand the dynamics of the system in terms of the available energy and how those dynamics produce the daily weather and long-term climate of the globe.

339. Politics and the Environment

(Same as Political Science 339.) This lecture course examines the relationship between governance and the destruction of the earth's environment. Relevant aspects of governance include regulatory and structural influences common to contemporary democracies.

344. American Environmental History

(Same as History 344.) History of human interactions with the natural world in America and changing attitudes towards it, from the time of the first European settlements to the present.

345. Conservation Biology/Biodiversity

(Same as Biology 345.) Prerequisite: Environmental Studies 131 and 132 or Biology 141 and 142 or permission. This course focuses on the conservation of biodiversity and introduces students to ways that ecological and evolutionary principles can be used to conserve and protect species and ecosystems at risk. Specific topics include the causes and consequences of biodiversity, systematics and endangered species, the demography and genetics of small populations, invasive species, habitat loss and fragmentation, design of reserves, and restoration ecology.

349. Ecology of Invasions

Prerequisites: Environmental Studies 131 and 132, or Biology 141 and 142, or permission. This course will familiarize students with principles of ecological invasions and methods for assessing the spread and impacts of invasive species on a global scale. Students will also become familiar with major sources of exotic species introductions and methods available for prevention and control.

350. Environmental Thought: Ethics, Philosophy, and Issues

This course is designed to expose students to the philosophical and ethical dimensions of human-nature relationships.

371. Ecology of the Tropics

(Same as Biology 371.) Credit, two hours. This course will explore the diverse biomes of the tropics. Focus will be on tropical forests and grasslands with an emphasis on

ecological processes, biodiversity, human impact on the tropics, indigenous peoples, and ethnobotany.

372. Ecology Tropics Field Course

(Same as Biology 372.) Credit, two hours. Permission required. Prerequisite: Environmental Studies 371 or currently enrolled. This is the field course to accompany the lecture course on tropical ecology. Field trip will take place during the spring recess.

377WR. International Environmental Policy

Prerequisite: Environmental Studies 131, 132, or Political Science 110, or permission. An advanced course designed to introduce students to the complexity of policy problems surrounding international environmental issues. We begin with the difference between national and international policy issues, and why international environmental issues present unique challenges. The class will then address the fragility of international environmental institutions and the history of this topic. The second half of the course will focus on specific policy problems such as: free trade, sustainable development, population growth, climate change, and endangered species. Students will also develop an expertise in the positions and problems of one nation outside the United States.

383. Art and Environment of Costa Rica

(Same as Art History 383.) Credit, three hours. This upper-level undergraduate seminar covers artistic and scientific perspectives on the environment of Costa Rica. The goal of the course is to teach students how interdisciplinarity enriches and unlocks complex subjects; and, to make science accessible to humanities-oriented students and vice versa, through an experiential, Theory Practice Learning format.

384. Art and Environmental of Costa Rica Field Course

(Same as Art History 384.) Credit, one hour. Students who take the field trip to Costa Rica in the spring will register for this course.

385. Special Topics in Environmental Studies

Variable topics that are offered as incipient or irregular courses. Past course topics have included: Finding Place: Technology, Stories, and the Environment; Introduction to Botany; Water: In Science, Philosophy, and Literature; Environment, Health, and Development; Conservation and Development; Earth Materials: Minerology and Petrology; Booms and Busts in Resources of Georgia; Paleocology; and Wetland Ecology.

390R. Environmental Studies Seminar

Credit, two hours. Weekly seminar on topics in Environmental Studies featuring speakers from within and outside the University.

410. Extinctions

Main purpose of the course is to explore the evidence for extinctions throughout the history of the earth, including recent extinctions attributed to human influence.

Emphasis will be placed on using multiple lines of evidence and assessing the reliability of evidence for prehuman and recent extinctions, as well as for predicting future extinctions.

420. Law and Biodiversity

Permission required. This course allows students to explore the ecological and legal dimensions of environmental issues of biodiversity conservation, ecosystem management, and sustainable development. The class will combine readings and case studies.

442WR. Ecology of Emory with Laboratory

Prerequisite: Environmental Studies 240 or permission. This course will use ecological concepts to investigate questions (problems) on the Emory campus. The course will combine lectures with laboratory exercises designed to elaborate on lecture material and to give students a hands on experience in the application of concepts to the field setting.

444. Ecosystems of the Southeastern United States with Laboratory

Prerequisites: Environmental Studies 131 and 132. This course will provide students the opportunity to experience and learn about the diverse ecosystems of the Southeast. Ecosystems to be discussed may include: Piedmont, coastal barrier islands, long-leafed pines, Okefenokee, lakes and rivers, farmland, and cities.

445SAF. Field Studies: Southern Africa, Namibia, and Botswana

The major goals of this program will be to translate theories and principles taught in class into practice in the field, promoting the students' awareness of the connections and global interdependence among human and natural systems.

458WR. Fishers and Fisheries

Permission required. An advanced seminar that explores the diversity of fishing peoples of the world and the problems they face in the twenty-first century. After an introduction to social, economic, and technological aspects of the world's fisheries, we spend the majority of course time on the problem of over-fishing and the means of controlling it. In doing so, we examine the range of possible management options, specific case studies of successes and failures, international management approaches, and innovation in management.

491. Service Learning in Environmental Studies

Permission required. This course is designed to give students the opportunity to apply the knowledge they have accumulated during their undergraduate experience at Emory. Students will contribute to a group project designed to fulfill a need for a community group. The course will use a consultant/client model. The consultant model will allow students to apply theories and concepts learned in other classes to a practical situation.

495R. Honors Research

Permission of honors coordinator is required. Course is restricted to students who are accepted into the departmental honors program. Students may register for a

writing-intensive section (Environmental Studies 495WR) to fulfill a post-freshman writing requirement. Does not count for focus area credit.

497R. Undergraduate Internships

Variable credit. May be repeated for a maximum of eight hours. Permission required prior to enrollment. Students receive credit for working as an intern in approved settings. Does not count for focus area credit.

498R. Individual Directed Reading

Variable credit. May be repeated for a maximum of eight hours. Permission required prior to enrollment. This course allows for students to work with faculty to explore subjects of mutual interest on specific topics that are not normally offered. Students may register for a writing-intensive section (Environmental Studies 498WR) to fulfill a post-freshman writing requirement. Does not count for focus area credit.

499R. Individual Research

Variable credit; may be repeated for a maximum of eight hours. Permission required prior to enrollment. Student research on projects directed by environmental studies faculty members. Students may register for a writing-intensive section (Environmental Studies 499WR) to fulfill a post-freshman writing requirement. Does not count for focus area credit.

Film Studies

Professor

Matthew Bernstein: American and international film history, film criticism, research methods

Associate Professor

Karla Oeler: classical and contemporary film theory and aesthetics, masculinity and violence, Soviet cinema

Lecturer

Bill Brown: screenwriting, film, video, and photography

Affiliated Faculty

Juliette R. Stapanian Apkarian (Russian and East Asian Languages and Cultures); Angelika Bammer (Graduate Institute of the Liberal Arts); Timothy J. Dowd (sociology); Alexander M. Hicks (Sociology); Dalia Judovitz (French and Italian); Valérie Loichot (French and Italian); Elissa Marder (French and Italian); Catherine Nickerson (Graduate Institute of Liberal Arts); Dierdra Reber (Spanish and Portuguese); Dana F. White (Graduate Institute of the Liberal Arts)

Film studies at Emory stands firmly within the tradition of a liberal arts education, committed to the traditional goals of critical reading (of filmic texts) and writing in order to teach value discrimination. Film is the public literature and graphic art of our time. In the same way that we should be able to distinguish poetry from advertising copy and post-impressionist painting from soup labels, we should be able to distinguish good cinema from bad, and the truly serious from the merely exciting, sensuous, or novel.

Film is a contemporary language form whose presence is pervasive, though we have traditionally treated this language as a medium so ephemeral as to deserve contempt or so mysterious as to defy comprehension. The film studies department seeks to correct these cultural oversights by leading the student through progressive stages of encounter toward a level of critical understanding associated with concentrations in more traditional humanities disciplines.

Requirements for the Major

Forty semester hours in film studies, twenty-four hours of which must be taken from the core of FILM 270: Introduction to Film; FILM 371–372 (the film history sequence); FILM 381–382 (the film theory sequence); and either FILM 393: Nonfiction Film or Film Studies 395: National Cinemas, Western, or 396: Non-Western Cinema. Four credit hours must be taken at the 400 level. Students also may take Art History 107/207 (Film, Video, and Photography) as an elective that counts toward the major.

Requirements for the Minor

Students minoring in film studies must complete FILM 270, 371, 372, and 381, all of which are required as the core of the minor, for a subtotal of sixteen semester hours. Students must then choose the remaining eight hours from other 300- or 400-level film courses and/or Art History 107/207 (Film, Video, and Photography), for a total concentration of twenty-four credit hours.

Please note that all film studies courses require a weekly out-of-class screening session, usually in the evening. Unless otherwise stated, FILM 270 is a prerequisite to all higher numbered courses except FILM 371 and 372.

Courses

270. Introduction to Film

General aesthetic introductions to film as a narrative form, with selected readings in criticism and critical theory. Weekly out-of-class screenings required. This course fulfills area IV.B. of the General Education Requirements. When taught as a WR course, it fulfills the postfreshman writing requirement of the GER.

356. History of American Television

Prerequisite: FILM 270. This course looks at the nature and development of major institutions of American broadcasting and electronic media in order to ascertain the structure, function, and social significance of television programming in American society. Weekly out-of-class screenings required.

371. History of Film to 1938

American and European cinema from its origins in nineteenth-century technological experimentation through the early years of sound and the outbreak of war in Europe. Weekly out-of-class screenings required. This course fulfills Area IV-B of the General Education Requirements.

372. History of Film since 1938

World cinema, including Asian and Eastern European, from World War II and the advent of the modern sound film to the present. Weekly out-of-class screenings required. This course fulfills area IV.B. of the General Education Requirements.

373. Special Topics in Film

Prerequisite: FILM 270 or consent of instructor. Individual topics on film study focusing on a specific period (e.g., primitive era, transition to sound, post-World War II) or national movement (e.g., Italian neorealism, the *nouvelle vague*, *das neue Kino*, Latin American militant cinema). Weekly out-of-class screenings required.

374. Animation

Prerequisite: FILM 270. This course takes a serious, analytic approach to what are popularly known as “cartoons,” exploring the historical trajectory of the medium, the evolution of aesthetic practices, and the range of technologies utilized in early and contemporary animation. Weekly out-of-class screenings required.

381. Classical Film Theory

Prerequisite: FILM 270. Introduction to the basic concepts that dominated what is known as “classical theory” in the work of Vachel Lindsay, Hugo Munsterberg, Béla Balázs, Lev Kuleshov, Sergei Eisenstein, V. I. Pudovkin, Rudolf Arnheim, Siegfried Kracauer, and André Bazin. Weekly out-of-class screenings required. This course fulfills the postfreshman year writing requirement of the GER.

382. Contemporary Film Theory

Prerequisite: FILM 270. An extension of FILM 381 into the structuralist and post-structuralist era, beginning with the work of Christian Metz and extending through that of Jacques Lacan and Gilles Deleuze. Weekly out-of-class screenings required.

385. Documentary Filmmaking I

Prerequisite: FILM 270; 3.0 GPA. This course introduces students to basic technical digital video filmmaking skills (camera operation, lighting, sound recording, non-linear editing) and to interview techniques through weekly exercises and study of major, creative documentaries. Weekly out-of-class screenings required.

386. Documentary Filmmaking II

Prerequisite: FILM 385; 3.0 GPA. This course will build on FILM 385/Art History 207, Documentary Filmmaking I. It will extend the students’ knowledge of the field of documentary media production through the screening and criticism of film and video documentaries. Weekly out-of-class screenings required.

387. Documentary Filmmaking III

Prerequisite: FILM 385 and 386; 3.0 GPA. This course builds upon FILM 385 and 386 by deepening student knowledge of documentary mediamaking techniques. Students will complete a broadcast-quality television documentary while studying outstanding documentary films. Weekly out-of-class screenings required.

388. Classical Hollywood Cinema

Prerequisite: FILM 270. The structural dynamics of the studio system as both a film style and mode of production, with special emphasis on the development of narrative form. Weekly out-of-class screenings required.

391. Studies in Major Figures

Prerequisite: FILM 270. An intensive, in-depth study of the work of a recognized major figure in world cinema in the class of Griffith, Eisenstein, Dreyer, Ford, Renoir, Welles, Ophuls, Kurosawa, Mizoguchi, Ozu, Buñuel, Antonioni, or Hitchcock, Scorsese. Weekly out-of-class screenings required.

392. Genre Studies

Prerequisite: FILM 270. History and theory of one or more major Hollywood genres—the Western, the gangster film, the musical, the horror film, film noir, and science fiction—and their international analogues (e.g., the American Western and the Japanese *chambara* film). Weekly out-of-class screenings required.

395. National Cinemas: Western Cinema

Prerequisite: FILM 270. Close study of the development of a specific national or regional Western cinema (e.g. European, Eastern European) in terms of its aesthetic, theoretical, and sociopolitical dimensions. Weekly out-of-class screenings required.

396. National Cinemas: Non-Western Cinema

Prerequisite: FILM 270. Close study of the development of a specific national or regional non-Western cinema (e.g., Japanese, Indian, Chinese, African, Middle Eastern) in terms of its aesthetic, theoretical, and sociopolitical dimensions. Weekly out-of-class screenings required. This course fulfills area V.C. of the General Education Requirements.

399. Internship: Filmmaking Projects

Variable credit; only four hours may count toward fulfillment of the major or minor. Permission of a film studies faculty member required in advance. This project course can involve an internship or film production. Internships require a minimum of ten hours of work per week, a journal, and an eight-page paper. Film production projects require a minimum of ten hours of work per week, the submission of production notes, and a final product. Students must be film studies majors or minors and should be close to completing the course of study in film.

401. Film Criticism

Prerequisite: FILM 270. A writing-intensive course in critical aesthetics for upper-level undergraduates, with a focus on the critical assumptions underlying various methodologies. Weekly out-of-class screenings required.

402. Scriptwriting

Prerequisite: FILM 270. A writing-intensive course in the construction and formatting of screenplays for upper-level undergraduates, which also broaches various aspects of preproduction planning. Weekly out-of-class screenings required. This course fulfills the postfreshman writing requirement of the General Education Requirements.

403. Silent Cinema

Prerequisites: FILM 270, 371. An in-depth examination of the aesthetics, reception, and industrial development of the silent motion picture as a unique form of audio-visual communication. Weekly out-of-class screenings required.

404. Women and Film: Feminist Perspectives

Prerequisite: FILM 270 or consent of the instructor. Narrative and experimental films analyzed in historical perspective with regard to how societal norms and film language affect the representation of women and how women have used the medium for self-representation. Weekly out-of-class screenings required.

405. Experimental/Avant-Garde Cinema

Prerequisite: FILM 270. An historical/theoretical survey of the experimental avant-garde as an alternative to mainstream narrative, with an emphasis on its wide variety of forms. Weekly out-of-class screenings required.

406. Reading and Writing Film History

Prerequisite: FILM 270, 371–372. A seminar in film historiography for upper-level undergraduates that involves extensive reading and some primary research. Weekly out-of-class screenings required.

495R. Honors Thesis

Prerequisite: Admission to the Honors Program and approval of adviser. Open to students writing honors theses. This course fulfills the postfreshman year writing requirement.

499R. Independent Study

A supervised project in an area of study to be determined by the instructor and student in the semester preceding the independent study. Requires faculty approval prior to registration. Only four credit hours can be applied toward fulfillment of the requirement of the major.

French and Italian

The Department of French and Italian Studies offers a wide range of courses in both languages as well as some courses in English, many of which are cross-listed with other departments. A student can major or minor in both French Studies and Italian Studies.

Professors

Geoffrey P. Bennington, Asa G. Candler Professor of Modern French Thought: modern French literature and thought, eighteenth-century novel, literary theory; Philippe Bonnefis, Asa G. Candler Professor of Modern French Literature: twentieth century literature, theory of poetry; Shoshana Felman, Robert W. Woodruff Professor of Comparative Literature and French: Nineteenth- and twentieth-century French and comparative literature; psychoanalysis; philosophical approaches to literature; trauma and testimony; law and finance; Josué Harari, Asa G. Candler Professor of

French Literature: French literature of the eighteenth and nineteenth centuries, criticism; Carol Herron: French and foreign language pedagogy; Dalia Judovitz, NEH Professor of French and Italian: seventeenth-century French literature, philosophy, and aesthetics.

Associate Professors

Candace Lang: nineteenth- and twentieth-century French literature and critical theory; Valérie Loichot: Francophone and postcolonial literature, culture, and theory; Elissa Marder: French cultural studies, feminist theory, literature and technology; Claire Nouvet: medieval French literature and culture

Assistant Professor

Jacob Vance: sixteenth-century French literature and intellectual history

Senior Lecturers

Annick B. Davies: advanced French language and cultural studies; Judy Raggi Moore: Italian language and cultural studies; Irene Seay: advanced French language studies

Lecturers

Lilia Coropceanu: advanced French grammar, writing skills, and French for business; conceptions and techniques of self-creation in French novelistic narrative (seventeenth-, eighteenth-, and nineteenth-century literature); Simone Muratore: nineteenth-century Italian literature, Italian children's literature, Italian women writers, language and cultural studies; Christine Ristaino: Italian language pedagogy, Italian women writers, seventeenth-century literature; Holly York: Intermediate French language and contemporary culture

French Studies Program Requirements for Major

The department offers a major in French studies. The requirements for the French studies major are French 203, 310, and 314, plus any three out of the following 300-level courses (312, 331, 341, 351, 385, or 391) and three 400-level French courses (460, 488, and 490). Upon approval of the undergraduate major adviser, one of the 300-level courses may be replaced by the following choice of courses: (1) an extradepartmental course in a suitable supporting subject (such as art history, history, or political science); or (2) by French 361. French 361 is an optional course in English that may be taken by non-majors, or in addition to the major, or as the extradepartmental course to be counted towards the major. All courses must be taken for a letter grade.

Requirements for Minor

The French studies minor consists of French 203, 310, and 314, plus two additional courses in French at the 300 level, excluding 361. French 313 may count as one of the 300-level courses, and is strongly recommended for a French studies minor. In certain cases, qualified students may obtain permission from the director of undergraduate studies to take one course at the 400 level. All courses must be taken for a letter grade.

Honors Program

See “Honors Program,” page 33, and consult the department for further details. The Mrs. B. R. Bray Prize is offered annually for the year’s best work in French. Sigma chapter of Phi Sigma Iota, the national Foreign language honor society, was installed at Emory in 1930.

Study Abroad

Majors in French are strongly encouraged to spend at least one semester, usually during their junior year, abroad in one of the department’s approved programs. The department conducts its own summer program in Paris and sponsors a semester/year program in Paris with Duke and Cornell, EDUCO. Students enrolled in the latter program may choose from a wide variety of classes offered both at the EDUCO center and at several French institutions, including three branches of the University of Paris, I, IV, and VII. Selected students also may study at the prestigious Institut des Sciences Politiques (year program only).

The department gives credit toward the French studies major or minor only for classes taken through an Emory program. However, in specific cases, and upon pre-approval by the French director of undergraduate studies and the CIPA office, some credit may be earned overseas in programs sponsored by other institutions that offer courses or career opportunities not available through Emory.

Courses

101. Elementary French I

Every semester. This beginning-level course gives students the advantage of an immersion method by presenting native speakers in real-life settings via a video/audio program, French in Action. Students learn “real-life” French, and class emphasis is on communicative activities.

102. Elementary French II

Every semester. The course is also open to students who have had some French (two years in high school). The second half of the elementary language sequence uses the same immersion method as the first. Students hear and see French in a video/audio program, French in Action, and write short compositions.

170. Cultural Crossroads

Through images and texts, students are introduced to various aspects of the phenomenon of culture. The syllabus follows a generally historical order and highlights significant historical and political events that reflect and explain cultural divergence. Defining culture through comparison and contrast provides a general framework; artistic products of all types provide further material for discussion. Grading will be based on class participation, individual and group work, two papers, one midterm exam, and a final exam. In English.

190. Freshman Seminar

This freshman seminar will focus on themes in French culture from social history, the arts, and current information media. Cross-cultural comparisons provide a rich basis for discussion.

201. Intermediate French

Every semester. Prerequisites: French 102 or three years of high school French. Emphasis is on developing proficiency in oral and written communication. The course centers around the viewing of a feature film about a young French television journalist investigating her family's hidden past. Students learn and review French in the functional context of the movie.

202. Advanced Conversation

Every semester. Prerequisites: French 202 is open to intermediate-level students who have studied French for at least three semesters or the equivalent. Based on authentic materials including video and Internet, this course will develop comprehension and oral skills by addressing a variety of cultural issues. Does not count towards the major or minor in French.

203. Grammar and Composition

Every semester. Prerequisites: Four years of high school French or French 201. Emphasis on oral and written communication skills. Assignments include a thorough review of the fine points of French grammar, cultural and literary readings, audio cassettes and French movies, and frequent compositions.

205. Practical Conversation

Summer. Development of fluency in the spoken language through discussion of contemporary issues in French culture. Emphasis on increasing vocabulary and ease in the manipulation of grammatical structures.

209. The Culture of Business and Economics in France

Spring. Prerequisites: French 201 or the equivalent. Through case studies and authentic videos, this course focuses on the language of business as it used in French-speaking countries, examining issues of cross-cultural awareness. Students practice listening, speaking, reading and writing as they prepare short presentations, role plays, and discussions. French 209 does not count towards the major.

210. French for Reading Comprehension

Every semester. Intensive basic grammar course, with prose selections to develop only the reading skill. This course is primarily for graduate students and has no connection with the undergraduate French language sequence. No previous knowledge of French necessary. In certain departments this course may be substituted for the GSFLT or a departmental reading exam in French. Consult appropriate departmental representatives for details. Does not count toward the major or minor in French.

310. Writing Skills in French

Every semester. Prerequisites: French 203, or a score of 4 or 5 on the French AP exam. Third-year-level course given in French. Intensive study of written French based on syntactic and lexical analysis of a variety of texts. Work on clear expression and control of the fine points of French grammar. Bi-weekly compositions with extensive revisions and concern for the process of writing in a foreign language.

311. French Phonetics

Fall or spring. Instruction and practice in the correct pronunciation of standard French, including work in transcription using the International Phonetic Alphabet.

312. Histoire de France

Summer. Offered through Emory Summer Program in Paris. The history of France as seen through its art and architecture, with teacher-guided visits to historical sites and monuments.

313. La France Contemporaine

Every semester. Various aspects of contemporary French culture and society are studied through newspapers, film, and cultural documents. Discussions will be encouraged, and written skills perfected through short topical papers. Counts toward the minor only.

314. What is Interpretation?

Every semester. Prerequisite/corequisite: French 310. An introduction to the reading and interpretation of a variety of literary and cultural media including poetry, drama, prose fiction, political writings, publicity, films, painting, and architecture.

331. Studies in the Early Period

Spring. Prerequisite/corequisite: French 314. A survey of literary and artistic creations of the Middle Ages and Renaissance, with special attention to the cultural and historical context in which they were produced.

341. Studies in the Classical Period

Fall. Prerequisite/corequisite: French 314. A survey of literary and artistic creations of the seventeenth and eighteenth centuries, with special attention to the cultural and historical context in which they were produced.

351. Studies in the Modern Period

Fall. Prerequisite/corequisite: French 314. A survey of literary and artistic creations of the nineteenth and twentieth centuries, with special attention to the cultural and historical context in which they were produced.

361. French Topics in Translation

A study of selected topics in French and/or Francophone literature and culture(s) through readings, lectures, and discussion in English.

371F. Study Abroad EDUCO, Paris.

Intermediate-level course in French studies. Taught in French.

385. The Individual and Society

Prerequisite/corequisite: French 314. This course will examine a variety of texts reflecting social myths about the relationship of individual and society in French culture.

391. Francophone Studies

Spring. Prerequisite/corequisite: French 314. A survey of literary and cultural creations from the Francophone world, with a special emphasis on Africa, the Caribbean, and South East Asia.

460. From Novel to Film

See Course Atlas for prerequisites. A study of selected French and/or francophone novels and the films that have been based upon them, with primary focus on the problems of translating a verbal narrative into a visual sign system.

488. Topics in French

See Course Atlas for prerequisites. Courses will include the study of a variety of subjects in French and/or francophone literature and culture. May be repeated for credit.

490. Honors Seminar in French

Fall. An advanced seminar on a topic in French literature or cultural studies, supplemented by relevant critical texts. Selective admission.

495A/B. Honors Tutorial and Research

Two courses, eight credit hours (of which only four count toward the major); both courses are required for college honors. Critical methods in analysis and interpretation of French literature, familiarization with bibliographic materials and methods of independent research; honors thesis. Selective admission.

497. Individual Directed Study

Every semester. Credit, two to four hours. Permission of director of undergraduate studies required. For students concentrating in French. Registration for this course is permitted only in the semester in which the student expects to complete requirements.

Italian Studies Program

Senior Lecturer

Judy Raggi Moore, program director: Italian language pedagogy, cultural studies

Lecturer

Simone Muratore: nineteenth-century Italian literature, Italian children's literature, Italian women writers, language and cultural studies; Christine Ristaino: Italian language pedagogy; Italian women writers; seventeenth-century literature

Requirements for Major

Italian studies is an interdisciplinary major whose focus is the study of Italy from a multifaceted point of view: literary, cultural, historical, artistic, philosophical, and political. It includes courses whose primary objective is to acquaint students with Italy, not only as a vital contributor to world intellectual and cultural history, but also with Italy's role and reality in today's world. The Italian studies major is composed of nine classes. Five of these courses are required in Italian and follow the natural sequence of language to literature. They are 202, 311, 312, and two fourth year classes, usually 300 and 470. Students must also enroll in one Italian studies survey course, either 170 or 171 (number may vary), or the 270R course, taught on location during the Italy Summer Program. Three courses or more may be chosen from the following departments: Italian, art history, classical studies, history, ILA, music, philosophy, political science, and religion. Please bring any course that you feel may satisfy requirements to the attention of the program director. Participation

in the summer or semester programs is highly recommended, and all majors should strongly consider studying abroad for a semester.

Requirements for Minor

Students may minor in Italian language or Italian studies. An Italian language minor requires six Italian language classes (usually ITAL 101/102, ITAL 201/202, and ITAL 311/312). With an Italian studies minor, the sequence typically involves four courses in Italian language (ITAL 101/102 and ITAL 201/202) and two courses in Italian culture to be selected from the following departments: Italian, art history, classical studies, history, ILA, music, philosophy, political science, and religion. Appropriate courses will be determined with the adviser.

Study Abroad

Summer: The six-week summer program, taught by different Italian studies faculty from numerous departments, is an intense immersion into Italian language and culture. Italian history, art, literature, regional characteristics, and traditions are appreciated on site while traveling throughout the whole country. No prior knowledge of Italian is required to participate.

Semester: The Italian Studies Program offers four semester programs in Italy, available in both fall and spring semesters.

The semester program at John Cabot University in Rome is a wonderful opportunity for students to either learn Italian or perfect their Italian fluency while continuing their undergraduate education in a fully recognized, four-year American-style university, at which half of the students and faculty are Italian and international. Italian studies faculty from Emory are also present on a rotational basis.

Also for students who have little or no Italian, Emory offers semester programs, with a wide range of courses, through IES in both Rome (for students interested in studying the social sciences) and Milan (for students who wish to focus on the performing arts (dance and music), business and economics, internship opportunities, (fashion design)). The IES program in Rome is located at the Libera Università Internazionale degli Studi Sociali. The IES program in Milan is located at the campus of the Università Cattolica and offers courses at several Italian institutions of higher education as Università Cattolica, and Bocconi.

For those students who have achieved a minimum of language proficiency, the semester abroad program in Genova offers the possibility of a total immersion experience at the University of Genova. The program is designed for students with intermediate knowledge of and a high interest in Italian studies. This program offers students an authentic experience of Italian university life. Courses available in all disciplines. Internship/volunteer opportunities available.

All work conducted abroad is monitored by the Italian Studies Program of Emory.

Courses

101. Elementary Italian I

Fall semester. Based on the innovative Emory program Italian Virtual Class, this course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian regional culture. It

includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature, and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts.

102. Elementary Italian II

Spring semester. Based on the innovative Emory program, Italian Virtual Class, this course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian regional culture. It includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts. Prerequisite: Italian 101 or permission of program director.

170. Introduction to Italian Studies I

An interdisciplinary survey course, taught in English, aimed at introducing new students to topics in Italian culture. Based on lectures, reading of selected texts, class discussions, films, and visuals, the class attempts to bring to life Italian cultural, social, and historical development from the Etruscans to Humanism.

171. Introduction to Italian Studies II

Alternating fall semesters. An interdisciplinary survey course, taught in English and designed for students unfamiliar with Italian culture. Based on lectures, reading of selected texts, class discussions, films, and visuals, the class attempts to bring to life Italian cultural, social, and historical development from the Renaissance to the present day.

190. Freshman Seminar.

Every semester. Seminar designed to engage freshmen in aspects of inquiry and research into areas of Italian culture through mutual exploration of subject matter. Primary mode of classroom discourse is dialogue and group projects.

201. Intermediate Italian

Fall semester. Based on the innovative Emory program, Italian Virtual Class, this course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian culture from the pre-Roman era to the fall of the Empire. It includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts. Prerequisite: Italian 102 or permission of program director.

202. Grammar and Composition

Spring semester. Based on the innovative Emory program, Italian Virtual Class, this course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian culture from the fall of the Empire to the late Middle Ages. It includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts. Prerequisite: Italian 102 or permission of program director.

205. Practical Conversation

Development of fluency in the spoken language through discussions of contemporary issues in Italian culture. Emphasis on increasing vocabulary and ease in the manipulation of grammatical structure.

210. Italian for Reading Comprehension

Every semester. Designed for students with knowledge of other Romance (or foreign) languages who wish to develop necessary skills for reading Italian for research. No knowledge of Italian required. Recommended for graduate students. In certain departments (please consult advisers) this course may be substituted for the GSLFT or departmental reading exam in Italian.

270. Italy: Culture and Civilization

Summer. Recommended for students interested in Italian. This course begins in Rome and studies the rise and fall of the Roman Empire and then travels to different regions of Italy every year. Italy is explored from a cultural, historical, artistic, and archaeological point of view with both Emory faculty and local experts. No knowledge of Italian necessary.

300. Survey of Italian Literature

One semester per year. Survey of Italian literature and culture from the thirteenth to the twentieth century, with variable concentration on particular periods and authors. In Italian.

311. Italy in the Nineteenth Century

Fall semester. Based on the innovative Emory program, Italian Virtual Class, this course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian culture of the Renaissance and Baroque eras. It includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature, and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts. Weekly online cultural conversations with partner school in Padova, Italy. Prerequisite: Italian 202 or permission of program director.

312. Italy in the Twentieth Century

Spring semester. Last of the six-course sequence based on the innovative Emory program, Italian Virtual Class, course offers a communicative/interactive approach to language learning whereby language is mastered through the systematic study of Italian culture of the seventeenth through twentieth centuries. It includes unique multimedia written and online text, focusing on in-depth studies of art, history, literature and folk traditions and incorporating online live interviews, authentic cultural situations, images, and authentic texts. Weekly online cultural conversations with partner school in Padova, Italy. Prerequisite: Italian 311 or permission of program director.

315. The Romance Languages

Every semester. This course compares and contrasts the Romance languages by investigating the sociocultural and linguistic aspects of their evolution from Latin.

No previous study of linguistics required. Two semesters of Romance languages recommended.

340. Italian Cinema: Literary Adaptation

A survey of Italian cinema, with emphasis on its relationship to literature. Examines how a text is put into film and how cultural references operate with respect to issues of style, technique, and perspective.

350. The Rise of Humanism

Introduction to the lives and times of the three most influential authors of Italian literature during the Middle Ages: Dante, Petrarca, and Boccaccio.

360. Issues in the Italian Renaissance

General introduction to some of the major issues, trends, and writers involved in the development and crisis of Renaissance culture in Italy.

375R. Topics in Italian Literature in Translation

Topics to be announced each semester. No knowledge of Italian required. Readings and discussions in English. May be repeated for credit when topic varies.

376R. Topics in Italian Culture in Translation

Topics to be announced each semester. Course is offered in English (for non-Italian speakers), either in Italy (on the Emory semester abroad programs) or on campus. Course will vary, including topics of literature, history, culture, art history, political thought, current trends, and more. May be repeated for credit when topic varies.

397R. Supervised Reading

Every semester. Credit, variable. Advanced supervised study in the reading of literary texts or other aspects of Italian culture.

470RS. Topics in Italian Literature

Fall or spring. In Italian. Intensive study of a single author, genre, literary movement, or period. Topic to be announced in advance. May be repeated for credit when topic varies. Prerequisite: Italian 312 or permission of program director.

495A/B. Honors

Credit, eight hours. Critical methods in analysis and interpretation of literature and cultural studies, bibliographic materials and methods of independent research; honors thesis demonstrating the application of principles learned.

497R Individual Directed Study

Every semester. Credit, two to six hours. For students majoring in Italian studies. Advanced directed studies in Italian literature and culture.

German Studies

Associate Professors

Maximilian A. E. Aue: twentieth-century German and Austrian literature, German Romanticism, Musil; Peter Höyng, chair: German-Jewish culture, German theater, German in the eighteenth through twentieth centuries; Hiram Maxim: second-language acquisition, curriculum development in foreign languages; Erdmann Waniek: eighteenth- and nineteenth-century German literature, literary theory

Assistant Professor

H. Erik Butler, German literature (medieval to modern), film; Caroline Schaumann: twentieth-century German literature, critical theory, and language pedagogy

Senior Lecturer

Viola G. Westbrook: second-year language coordinator, modern German language pedagogy, modern German culture and literature

Lecturer

Marianne K. Lancaster: first-year language coordinator, language pedagogy, literature, business German

Requirements for Major

- (1) German language competence through the 202 level (*Zertifikat Deutsch als Fremdsprache* is recommended).
- (2) Study abroad: completion of an academic program in a German-speaking country is required, preferably before enrolling in the series of courses under requirement three. Emory offers several study abroad opportunities, and a summer program in Vienna (see below).
- (3) Five additional courses offered by the Department of German Studies, all taught in German:
 - 301: German Studies I: Literature
 - 302: German Studies II: Contemporary Culture
 - A junior-level literature course
 - A senior-level literature course
 - Another senior-level course in literature or culture.
- (4) Four additional courses that focus on German topics, from courses taught by German Studies or from areas such as film studies, history, art history, music, political science, or philosophy. One of these courses must emphasize German or European history before the twentieth century.
- (5) 392: German Conversation

Requirements for Minor

- (1) German language competence through the 202 level.
- (2) Four additional courses:
 - 301: German Studies I: Literature
 - 302: German Studies II: Contemporary Culture
 - Two courses of the student's choice taught in German.

Study Abroad

All undergraduate students at Emory are invited and all students in German are encouraged to participate in the department's summer program in Vienna, Austria (see German 370A/B), which provides cultural immersion as well as preparation for the *Zertifikat Deutsch*. Students majoring in German studies are strongly urged to spend a regular semester or the junior year with an approved program of study in a German-speaking country. Programs are currently available in Freiburg, Berlin, and Vienna; for details contact the Study Abroad Office (CIPA) or the Department of German Studies.

Zertifikat Deutsch als Fremdsprache

The *Zertifikat Deutsch als Fremdsprache* (certification in German as a foreign language), is an internationally recognized certification of basic competence in speaking, reading, writing, and understanding German. The exam is administered by the Goethe Institut, in cooperation with Emory's Department of German Studies. A minimum of two years of German is considered sufficient preparation for the exam, and all students at this level are encouraged to take it.

Prerequisites

German 101, 102, 201, 202 are sequential and must be taken in order, but a student who demonstrates competence in German may enter the sequence at any appropriate level. Two years of German, or the equivalent, are required for 370A/B, and for any course numbered 300 or higher. Three years are required for Directed Study (497) or for Honors (495A/B). German 210 and courses taught in English have no prerequisites.

Courses

101. Elementary German I

Fall. The basics of understanding, reading, speaking, and writing German. Introduction to highlights of German culture.

101. Elementary Yiddish

Reading and writing skills in Yiddish as well as the study of Yiddish culture as it has developed through history.

102. Elementary German II

Spring. Continuation of German 101.

102. Elementary Yiddish II

Spring. Continuation of 101.

110. Intensive Elementary German—Deutsch schnell I

Spring. Credit, eight. Content identical with 101 and 102 but taught in one semester.

190. Freshman Seminar

In-depth treatment of a topic in language, literature, or culture.

192. Beginning Conversation

Fall and spring. Credit, one. Opportunity for beginners to practice German.

201. Intermediate German I

Fall, Summer (Vienna). Continues the practice and development of language skills, with special emphasis on systematic coverage of grammar.

202. Intermediate German II

Spring, Summer (Vienna). Continuation of 201. Completes the basic sequence leading to the *Zertifikat Deutsch als Fremdsprache*.

210. German for Reading Comprehension

Fall. Intended for graduate students and others who wish to concentrate on learning to read German. No previous knowledge of German is required.

230. Introduction to Yiddish Culture

A broad introduction to the history, literature, and film of Ashkenazi Jewish culture in Europe and America. All texts in English translation.

300. Advanced Grammar, Conversation, and Composition

Spring. Advanced study of grammar and stylistics; intensive practice in writing German.

301. German Studies I. Literature

Establishes a historical and methodological framework for awareness, appreciation, and analysis of the literary qualities of texts. Learning and practicing of close reading as a basis for understanding and appreciating German literature.

302. German Studies II. Contemporary Culture

The culture of German-speaking countries since 1945. Interdisciplinary approach. Learning and practicing techniques of reading nonfictional German texts for better comprehension.

320. Business German I

Fall. Development of linguistic and communication skills needed in the transaction of business in and with German-speaking countries, combined with an introduction to the major economic, political, social, and cultural factors affecting such transactions.

321. Business German II

Spring. Continued study of the German business environment to provide adequate preparation for the *Zertifikat Deutsch für den Beruf*—a test of proficiency in business German.

330. German Short Prose

Reading and discussion of selected works of prose fiction, focusing on formal aspects of the genres represented and on increasing reading ease and comprehension.

331. German Drama and Poetry

Thorough analysis of poetic forms in historical perspective. Focus on selected poems and representative dramas from the enlightenment to contemporary experiments and on the act and art of reading.

340. German Film

Taught in English. History of German cinema and close analysis of selected films. Topics include the silent film era, New German Cinema, experiments in narrative, film as propaganda, women's cinema. Course participants are requested to attend out-of-class screenings.

350. Introduction to German Literature

Taught in English. Overview of the main periods of German literature through discussion of specific works.

360. Current German Issues

Taught in English. Interdisciplinary course with focus on current issues in German-speaking countries. Seminar format, with occasional lectures.

370A/B. The Austrian Experience

Offered in Vienna. Intensive study of Austrian culture within a historical framework. Lectures and discussions concern history, art, architecture, music, literature, and everyday life. For full details, see special brochure published annually.

392. German Conversation

Fall, spring. Credit, one. Discussion of current topics. May be repeated for credit. Required for German majors.

450. Internship

Fall. Practical application of language skills in a German-speaking professional setting such as high schools, companies, or governmental agencies of Switzerland, Austria, and Germany.

460. German Studies Seminar

Taught in English. In-depth study of issues central to the understanding of history, culture, and politics in German-speaking countries. A given topic (e.g., the Weimar Republic, 1968, Martin Luther) will provide the focus; the method of inquiry will be interdisciplinary.

461WR. German Literature to 1750

Survey of important literary movements; reading and discussion of representative works from the Middle Ages to the Enlightenment.

462WR. Enlightenment to Romanticism

Selected works by authors such as Lessing, Goethe, Schiller, Kleist, and Novalis. Emphasis on historical context.

463WR. Poetic Realism to Expressionism

Works by authors such as Büchner, Droste-Hülshoff, Keller, Rilke, Brecht, Kafka, Lasker-Schüler. Selections from poetry, drama, and prose narrative.

464. German Literature since Expressionism

Selected works by major writers such as Mann, Musil, Grass, Böll, Handke, Bernhard, and Jelinek.

470. Topics in German Culture and Civilization

An interdisciplinary course intended to provide a comprehensive, historically oriented overview of the formative elements, influences, and movements of German culture and civilization. Taught in German.

475. Topics in German Literature in Translation

Taught in English. Intensive study of an author, genre, or period. Topic to be announced in advance. May be repeated for credit when topic varies. Recent topics include Thomas Mann, the experimental novel, the Grail, Faust, Portraits of the Artist.

480. Topics in German Literature in the Original

Intensive study of an author, genre, or period. Topic to be announced in advance. May be repeated for credit when topic varies. Recent topics: German women writers, literature of the German Democratic Republic, the theater in Vienna, Brecht, the experimental novel.

495A/B. Honors

Fall, spring. Credit, eight. Critical approaches to the analysis and interpretation of German texts. Acquisition of independent scholarly research skills to be applied toward an honors thesis.

497. Directed Study

Variable credit. May be repeated for credit up to a maximum of eight hours.

Global Health, Culture, and Society

Director

Peter J. Brown, PhD

Associated Faculty

Matthew Archibald, Ruth Berkelman, Craig Hadley, Alan Hinman, Melvin Konner, Howard Kushner, Richard Levinson, Carol Worthman, Deborah McFarland, Rick Rheingans, Pamela Scully, Claire Sterk, Kate Winskell

The Global Health, Culture and Society Minor is administered by the Center for Health, Culture and Society (CHCS). In addition to its course offerings, CHCS regularly sponsors lectures, seminars, and films.

Requirements for the Minor

Six courses (twenty-four credit hours) are required for the minor in Global Health, Culture, and Society, including GHCS 102, GHCS 300 and four elective courses from at least two other departments and outside the major area of study. All elective hours must be approved by the director. Elective courses that have a major focus on social, economic, environmental, or other aspects of global health offered by a variety of Emory College departments are identified and approved by the program prior to each semester. Other courses can be considered, by petition, if a substantial

portion of the course content centers on global health issues. All courses for the minor must be taken for a letter grade.

Study Abroad

GHCS 300S on “Infectious Disease in the Context of South Africa” is offered within the CIPA Emory Interdisciplinary Program in South Africa. The program is linked to service-learning programs in Cape Town. See <http://www.cipa.emory.edu/>.

Core Courses

102. Introduction to Global Health

An introduction to the overall field of global health, its history, methods, and key principles, with case studies illustrating the burden of disease in nations with strikingly different political-economic contexts.

300S. Core Issues in Global Health

Topics vary. This capstone seminar uses disease-specific case studies to demonstrate how global health problems are best understood from multiple perspectives. Course meetings are coordinated with ongoing programs in Rollins School of Public Health.

Associated Courses

Elective courses for the minor are chosen each semester from a variety of Emory College departments. Consult the program Web page, www.emory.edu/CHCS, for current semester offerings.

Health, Physical Education, and Dance

Professors

Thomas C. Johnson: weight training and physical fitness

Associate Professors

Daniel D. Adame: health education; Anna Leo: modern dance, ballet, dance history, choreography; Sally Radell, director of dance: modern dance, ballet, choreography, labanotation; Donald P. Schroer: chair, lifetime activities and racquet sports; Lori Teague: modern dance, dance pedagogy, composition, dance literacy, improvisation, movement fundamentals; Jill Welkley: physical fitness, lifetime activities

Lecturers

Gregory Catellier: modern dance and lighting design; Carla Chelko: backpacking, swimming; Scott Murphy: aquatics, camping, physical fitness; Betsy Noell: physical fitness; Andy Peck: martial arts, camping, backpacking; Paula Stauf: scuba diving, aquatics, physical fitness; Patricia Simonds: nutrition, physical fitness; George Staib: modern dance, ballet, choreography, introduction to dance; Deb Ingalls: yoga, physical fitness

Campus Life Lecturers

John Browning: tennis; Mike Phillips: golf; Mike Rubesch: sports officiating/soccer; Penny Siqueiros: softball and racquet sports; Mike Twardowski, racquetball

Teaching Specialists

Patton White (social dance); Darrick Heath (team handball); Sheri Latham (ballet); Gene Gettler (fencing); Ayla Harrison (yoga); Kirsten Magee (physical fitness); Barbara Nardi (yoga); Tara Shepard Myers (modern and jazz dance); Holly Stevenson (Alexander Technique); Kay Stewart (aerobics and physical fitness); Mary Umstead (physical fitness); Tingsen Xu (tai chi)

Basic Instructional Program

Students in Emory College are required to complete four (4) one-credit-hour courses with either the prefix PE or DANC as part of the distribution requirements. Health Education (PE 101) must be taken during the first year, one course from the area of Principles of Physical Fitness, and two additional courses must be taken prior to graduation.

Students may elect to take an exemption proficiency test in health education. The health education exemption test is offered once a year during fall orientation and only incoming first-year students may take it. However, no credit is given for receiving a passing score on this test. A student must still successfully complete four physical education courses, including one in the Principles of Physical Fitness Program.

Students may receive a letter grade or S/U for all courses with the exception of health education (letter grade only). Students should register for classes comparable to their skill level. Beginning and intermediate skill levels are offered in a majority of activities. A course of the same skill level may not be repeated for credit unless the course number is followed with the letter R. However, a student may receive credit for the same course at a higher skill level. No more than four semester hours of credit for courses with the prefix PE or DANC may be used to satisfy area VI of the General Education Requirements of Emory College.

All courses in health and physical education earn one semester hour of credit unless otherwise specified.

Requirements for Dance and Movement Studies Major

Students must complete forty-one hours within a planned program of dance, movement studies, and interdisciplinary courses. All courses must be taken for a letter grade. All one-credit dance technique courses, Dance 127R: Dances and Dance Forms, Dance 150R: Movement Improvisation, Dance 225: Fitness for Dancers, Dance 226: Movement Fundamentals, Dance 227: The Alexander Technique, and Dance 207R: Emory Dance Company may be used to satisfy the four semester health and physical education (HPED) requirement of Emory College. Courses used to satisfy the dance major may simultaneously be used to satisfy the HPED requirement. Dance courses with the letter "R" may be taken up to three times for credit with the exception of Dance 421R and Dance 423R, which may be taken up to nine times for credit, and Dance 207R, which may be taken up to eight times for credit.

Course Requirements—Dance

The four required core courses are Dance 230: History of Western Concert Dance, Dance 240: Dance Literacy, Dance 250: Choreography I, and Dance 329: Contemporary Issues in Dance. Students must complete three courses (twelve hours) of electives in composition, history, theory, and interdisciplinary studies from the Dance Program curriculum. Seven technique courses (seven hours) of dance technique to be selected from the following courses: four modern technique courses, two ballet courses, and an additional elective technique course. Three of the technique courses must be above the 100 level. Dance 127R: Dances and Dance Forms and Dance 207R: Emory Dance Company are required performance courses. An additional two hours of electives from the following performance courses are required, Dance 127R: Dances and Dance Forms, Dance 207R: Emory Dance Company, Dance 307R: Emory Dance on Tour, and Dance 491R: Special Projects: Performance. Dance 150R: Movement Improvisation is a required movement studies course and a prerequisite for Dance 250: Choreography I. An additional movement studies course elective is required, either Dance 225: Fitness for Dancers, Dance 226: Movement Fundamentals, Dance 227: The Alexander Technique, or Dance 190S: All About Yoga.

Requirements for Dance and Movement Studies Minor

Students must complete twenty hours within a planned program of dance and movement studies courses. All courses must be taken for a letter grade. All one-credit dance technique courses, Dance 127R: Dances and Dance Forms, Dance 150R: Movement Improvisation, Dance 225: Fitness for Dancers, Dance 226: Movement Fundamentals, Dance 227: The Alexander Technique; and Dance 207R: Emory Dance Company may be used to satisfy the four-semester HPED requirement of Emory College. Courses used to satisfy the dance minor may be simultaneously used to satisfy the HPED requirement. Dance courses with the letter “R” may be taken up to three times for credit with the exception of Dance 421R and Dance 423R, which may be taken up to nine times for credit, and Dance 207R, which may be taken up to eight times for credit.

Course Requirements—Dance and Movement Studies

The two core courses required are Dance 230: History of Western Concert Dance and Dance 250: Choreography I. Five dance technique courses are required: three modern courses, one ballet course, and an elective technique course. Two technique courses must be above the 100 level. Dance 207R: Emory Dance Company is the one-credit-hour performance course required. Two movement studies courses are required: Dance 150R: Movement Improvisation and one of the following: Dance 225: Fitness for Dancers, Dance 226: Movement Fundamentals, Dance 227: The Alexander Technique, or Dance 190S: All About Yoga. Four elective credit hours of composition, history, and/or theory from the Dance Program curriculum also are required.

Aquatics

150. Beginning Swimming

Fall, spring. For the nonswimmer or extremely weak swimmer. Physical and mental adjustments to the water are emphasized. Floating, self-survival skills, and beginning propulsive movements (kicks, arms, and combined strokes) are taught.

151. Beginning Scuba Diving

Fall, spring. Entry level course in the principles and skills of scuba diving, consisting of classroom and pool training in preparation for certification as a scuba diver. Optional open water certification trips are available to complete certification.

212. Conditioning Swimming

This course is specifically designed for students who wish to continue conditioning and exercise through swimming. This class is suited for moderate to strong swimmers. Through rigorous activity, students will develop technique and workout patterns during class time. Rhythmic breathing (side breathing in freestyle) and back floating are requisite skills to enroll in this class.

250. Intermediate Swimming

Fall, spring. For students with basic skills who lack ability to perform the five basic strokes (freestyle, breaststroke, sidestroke, backstroke, and elementary back). Stroke development and safety techniques are emphasized.

252. Water Polo

Fall. Course will allow students to develop and practice common water polo skills and techniques, subsequently advancing toward team play.

Dance

121R. Ballet I

Fall, spring. Credit, one hour. This course is designed for students with no or minimal experience in ballet technique. Introduces students to the basic skills and terminology of ballet. Includes barre exercises with an emphasis on alignment. Center work will include adagio, basic turns, petite allegro, and grande allegro in simple combinations. The course is designed to develop individual body awareness, strength, flexibility, and an appreciation of the art of ballet.

123R. Modern Dance I

Fall, spring. Credit, one hour. This course introduces modern dance technique and vocabulary. Special emphasis will be placed on dynamic alignment, sensing and activating weight in the body, body awareness, increasing the student's ease and range of motion, balance, coordination, and personal expression. Movement explorations take place on the floor, standing, and in sequences locomoting through space.

124R. Jazz Dance I

Fall, spring. Credit, one hour. An introduction to articulating and expressing rhythms through stylized movement sequences, basic technical skills, and perfor-

mance. Emphasis is on development of greater body awareness, strength, flexibility, coordination, musicality (especially syncopation), and improvisation.

127R. Dances and Dance Forms

Fall, spring. Credit, one hour. In addition to learning an existing dance work or studying a dance form, students will explore the material from a variety of perspectives—historical, cultural, political—or focus on a specific artist's creative environment and process. The topic of study will vary each semester and could embrace Western or non-Western forms or works recorded through Labanotation. This course culminates in a performance or lecture demonstration.

150R. Movement Improvisation

Fall, spring. Credit, one hour. An investigation of your body's potential to move without preconception. Explorations in a variety of improvisational forms emphasize group interplay, problem-solving, and inner listening in order to reveal new movement vocabularies and increase kinesthetic awareness.

190. Freshman Seminar: Creativity and Collaboration

A seminar class that explores the theory and practice of creativity and collaboration in the areas of dance, music, theater, and visual arts. Students will have a primary focus on one of the four disciplines and significant participation with the other three. Course work will include readings, journals, creative projects, and performance work.

207R. Emory Dance Company

Fall, spring. Credit, variable (one to two hours). EDC offers students the opportunity to perform and gain experience in technical concert production. Students participate in student, faculty, and guest artist original works, and staging of existing works in a variety of idioms, including modern, ballet, and jazz. Entrance by audition at the beginning of each semester.

221R. Ballet II

Fall, spring. Credit, one hour. Prerequisite: Dance 121R or previous ballet training. This advanced beginning course builds upon the students' knowledge of the basic skills and terminology of Ballet I. Includes barre exercises with a continued emphasis on alignment. Center work will include adagio, turns, petite allegro, and grande allegro in simple combinations. The course is designed to develop individual body awareness, strength, flexibility, musicality, and an appreciation of the art of ballet.

223R. Modern Dance II

Fall, spring. Credit, one hour. Prerequisite: Dance 123R or previous modern dance training. An expansion of technical skills introduced in Modern I including dynamics, principles of connectivity, breath support, and the balance of strength and flexibility. Emphasis is placed on release work, supported by principles of weight; full articulation of the body in three dimensional space; and phrasing as an extension of technique in order to develop a deeper range of creative expression.

224R. Jazz Dance II

Fall, spring. Credit, one hour. Prerequisite: Dance 124R or previous jazz training. Further development of skills introduced in Jazz Dance I with greater emphasis on style, performance, and technique. More technically challenging movement sequences will be introduced and students will be expected to individualize movement at an intermediate/advanced level.

225. Fitness for Dancers

Credit, one hour. This course concentrates on increasing the student's physical capacities through study and implementation of the principles of physical fitness with the objective of improving dance performance. This course may be used to satisfy the Principles of Physical Fitness physical education requirement.

226. Movement Fundamentals

Credit, one hour. Through various body awareness techniques the body gains maximum efficiency and ease of motion. Movement explorations focus on core support, breath support, range of motion, clear initiation, and sequencing. The holistic study of Bartenieff Fundamentals addresses the interrelationship of mind and body, and can be applied to everyday activities and performance. The specific content of this course may rotate. This course fulfills the principles of physical fitness requirement.

227. The Alexander Technique

Fall, spring. Credit, one hour. The Alexander Technique presents a mind-body approach to addressing one's knowledge and awareness of body alignment. With improved self-awareness this technique can enhance ease and flexibility in all activities. This course is particularly valuable for dancers, athletes, musicians, and actors.

229. Introduction to Dance

Fall, spring. This course is a comprehensive study of dance as an expressive art form, a symbolic language, and an integral aspect of world cultures. Introduction to Dance develops both aesthetic response and critical skills through an analysis of major dance forms, styles, genres, and through exploring the creative process. Fulfills section IV.B. of the General Education Requirements.

230. History of Western Concert Dance

Spring. Prerequisite: must be a declared dance and movement studies major or minor or permission of instructor. This course traces the development of Western concert dance from fifteenth-century European court dance to the present. Emphasis will be placed on the development of American modern dance, postmodern dance, and current dance artists.

240. Dance Literacy

Fall. Dance literacy is the study of Laban Movement Analysis. LMA is a comprehensive system for analyzing, observing, experiencing, and notating movement. Its application for this course will involve the analysis of cultural traits and patterns in choreographic work. We will examine the interrelationship of body (nonverbal commu-

nication) to space (environment), shape (posture) and effort (expression). Extensive readings, movement studies, discussions, and video observation will be the means of gathering data. Fulfills section IV.B. of the General Education Requirements.

250. Choreography I

Fall. Prerequisite: Dance 150R and must be a declared dance and movement studies major or minor or permission of instructor. A dance composition course designed to allow the student to investigate movement affinities and to discover new movement vocabularies through solo compositions. Studies examine the basic elements of dance—the body in time, space, and dynamics as well as the use of music with movement. This course emphasizes personal coaching and critique within a nurturing and experimental environment.

307R. Emory Dance on Tour

Spring. Credit, two hours. This course offers the experience of performing extensively within a touring context. Students will learn diverse repertory choreographed by faculty, guest artists, and students. These works will be presented in a variety of venues or settings. Entrance by audition.

321R. Ballet III

Fall, spring. Credit, one hour. Prerequisite: Danc 221R or permission of instructor. This course continues to reinforce and build upon the skills learned in Ballet II. More emphasis is placed on style and execution of movement at an intermediate level. Movement sequences become more intricate. A more extensive movement vocabulary is introduced.

323R. Modern Dance III

Fall, spring. Credit, one hour. Prerequisite: Dance 223R or permission of instructor. A continuation and expansion of the skills introduced in Modern Dance II. Emphasis is placed on investigating movement concepts while challenging a student's technical and performance range. This course encourages advanced students to become articulate performers by developing their knowledge of musicality, phrasing, three-dimensional space, partnering, and ensemble work. Master classes from local and national professionals are a regular feature of this course.

324R. Jazz III

Fall, spring. Credit, one hour. Prerequisite: DANC 224R or extensive previous jazz training. Further development of skills introduced in Jazz Dance II, with greater emphasis on style, performance, and technique. More technically challenging movement sequences will be introduced and students will be expected to individualize movement at an intermediate/advanced level.

329. Contemporary Issues in Dance

Fall, spring. This course examines the practical, aesthetic, and critical issues of dance as a fine art. It exposes students to elements of various dance professions through studio experiences, project-based assignments, guest speakers, and field trips. Students will obtain practical skills that support their appreciation of and knowledge in the field of dance.

330. Dance Pedagogy

Spring, fall. Prerequisite: permission of instructor recommended. This course develops communicative, leadership, and creative skills while preparing the student for his/her role as a dance educator. It includes a study of dance education and practical teaching experiences in the Atlanta community.

339. Labanotation

Labanotation is a system of movement notation developed by Rudolf Laban in the early twentieth century. It is a tool which is used worldwide for in-depth study, preservation and greater understanding of dance works of this century. In this course students will develop basic skills in the analysis, recording and reading of movement phrases and scores.

340SWR. Special Topics: Arts Writing and Criticism

This course will be conducted as a professional workshop. During the semester students will be required to produce a series of critical articles covering a wide spectrum of fields from music to books, to dance, to theater and the visual arts. Class sessions and assignments will be devoted to nurturing the requisite skills needed to become a successful reviewer or critic. The seminar will include talks by faculty from Journalism, Dance, Music and Theater Studies, as well as visiting professional critics.

350. Choreography II

Spring. Prerequisite: Dance 250. Students use skills acquired in Choreography I. Choreography II emphasizes deeper exploration, incorporation of the elements of space, time, and energy in group works. This course meets twice a week, with an additional evening lab for viewing and critiquing works in progress. Students are involved in all aspects of the production process.

360R. Concert Production Workshop

Spring. Credit, two hours. Prerequisite: Dance 350. This course is designed to provide additional working experience in creating choreographic work. Students are involved in all aspects of the production process.

385. Special Topics: Actors and Dancers: Text and Movement

This course is designed to guide students towards a more in-depth understanding of the creative process of theater and dance. The translation of dramatic text into movement, and movement into dramatic text, will give students the opportunity to investigate both theater technique and dance theory. Students will explore gesture and articulation of the body in space utilizing music/sound and text. Students will also explore emotion, persona, and interior life as a means to enhancing and strengthening the performance experience.

385. Special Topics: Actors and Dancers—Text and Movement

This is an interdisciplinary course in religion, dance, and South Asian studies that will explore the ways in which the body “knows” and participates in ritual and reli-

gious knowledge. The class will involve both lecture and weekly experiences learning Kuchipudi classical dance. No dance experience necessary.

421R. Ballet IV

Fall, spring. Credit, one hour. Prerequisite: Dance 321R or permission of instructor. Continues to reinforce and build upon the skills learned in Ballet III. More emphasis is placed on style and execution. Combinations increase in intricacy and a larger dance movement vocabulary is introduced.

423R. Modern Dance IV

Fall, spring. Credit, one hour. Prerequisite: Dance 323R or permission of instructor. A continuation and expansion of skills introduced in Modern Dance III. Emphasis is placed on increasing technical and performance skills while developing a sophisticated understanding of movement concepts through assignments, class experiences, and discussion. Master classes from local and national professionals are a regular feature of this course.

491R. Special Projects in Dance and Movement Studies: Performance

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed projects, under faculty supervision and evaluation. May be repeated for credit when project varies.

492R. Special Projects in Dance and Movement Studies: Technical Production

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed technical production projects in dance under faculty supervision. May be repeated for credit when project varies.

**493R. Special Projects in Dance and Movement Studies:
Historical/Theoretical Research**

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed historical and/or theoretical research projects under faculty supervision. May be repeated for credit when project varies.

494R. Special Projects in Dance and Movement Studies: Internship

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed internship projects under faculty supervision. May be repeated for credit when project varies.

495 A/B. Special Projects: Honors Thesis

Fall, spring. Prerequisite: consent of department only. Must be taken in addition to the major requirements. Open by permission to candidates for honors in their senior year.

496R. Special Projects in Dance and Movement Studies: Directing

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed directing projects under faculty supervision. May be repeated for credit when project varies.

497R. Special Projects in Dance and Movement Studies: Choreography

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed choreographic projects under faculty supervision. May be repeated for credit when project varies.

499R. Special Projects in Dance and Movement Studies

Fall, spring. Credit, variable. Prerequisite: consent of dance faculty. Provides students with an opportunity to explore individually designed projects under faculty supervision and evaluation. May be repeated for credit when project varies.

Health Education

101. Health Education and Discussion Groups

Fall, spring. Must be taken during the first year. A course in wellness and lifestyle management designed to help students develop a sense of awareness about those issues and factors that determine their level of personal health.

Lifetime Activities/Individual Sports

Fall and Spring

Fencing, golf, introduction to racquet sports, martial arts, racquetball, self-defense for women, stress reduction and flexibility, tennis, and yoga. Beginning skill level: emphasis on development and proper execution of basic skills, fundamental elements of participation/play, and rules. Intermediate and advanced levels: requires successful completion of beginning level or previous experience. Basic skills reviewed. Continued development of more advanced skills, strategies, and competitive play (if applicable).

170. Introduction to Racquet Sports

Fall, spring. This course covers the rules, techniques and skills necessary to play Badminton, Pickleball, Racquetball and Tennis.

171. Beginning Racquetball

Fall. Women only.

172. Introduction to Racquet Sports

Fall, spring. This course and 171 cover the rules and skills essential to playing racquetball. Emphasis in instruction is on the rules for play, serving technique, return of serve technique and all the shots used in competition. All aspects of the game are explored.

173. Beginning Tennis

Fall, spring. This course is an introduction to the rules and skills necessary to play tennis. Emphasis in instruction is on the serve, return of serve, ground strokes and net play. Game management, scoring and competition (singles and doubles) as also covered.

199. Beginning Golf

Fall, spring. This course is an introduction to golf fundamentals. All aspects of the rules and golf swing techniques are covered. Driving range, classroom and course time are part of this class.

272. Intermediate Racquetball

Fall, spring. Students enrolling in this class are expected to have completed 171/172 or have a previous racquetball experience. Emphasis in instruction will be on fundamentals as well as competitive techniques. Tactics and strategies for playing singles and doubles will be covered.

273. Intermediate Tennis

This course is designed for students who have completed 173 or who have a previous tennis experience. Students are expected to know serve and groundstroke technique and understand scoring and game management fundamentals. Emphasis in instruction will be to develop basic techniques and to explore other skills necessary to play competitively. Singles and doubles strategies will be covered in this course.

373. Advanced Tennis

Fall. This permission only course is for those students who have experience in competitive tennis. Permission of the instructor is required.

Outdoor Education/Camping and Backpacking

196. Beginning Backpacking

Fall, spring. Provides basic knowledge and skills necessary for safe recreational excursions. Group cooperation and self-sufficiency emphasized.

Martial Arts

160: Martial Arts

Fall, spring. This course teaches application of selected martial arts techniques that, while being fun and exciting to learn, convey advanced principles of anatomy, physiology, and kinesiology. Other topics covered include martial theory, history, and philosophy as well as conflict resolution.

164: Tai Chi Chuan

Fall, spring. This course teaches the history, philosophy, and physical performance of the ancient Chinese martial art of tai chi chuan. Topics covered include stress management through moving meditation, physical and mental balance, strength building, flexibility, and traditional Chinese medical theory.

264: Tai Chi Chuan

Fall, spring. This course teaches the twenty-four forms of the Young style simplifying tai chi chuan, which was standardized in 1957 in China. This course, a follow-up to PE 164, teaches more circular movement, meditation in motion, and mental and physical balance.

165. Tai Chi with Swords

Fall, spring. This class teaches the basic postures and movements of a traditional Chinese weapon, the Tai chi sword. Class participation will result in increased body awareness and a heightened sense of both timing and balance. Subtleties of application also will be explained.

194. Stress Reduction and Flexibility

Fall, spring. This course is designed to equip the student with both the physical skills and mental strategies necessary to achieve greater flexibility and deeper states of relaxation. Topics covered include effective time management, meditation, coping with academic and peer pressure, depression, anger, and phobias, among others.

195. Personal Self Defense for Women

Fall, spring. This course focuses upon prevention, avoidance, and escape from violent criminal acts perpetrated against women. Topics covered will be the psychology of fear and intimidation, environmental awareness, legal considerations, martial arts techniques, conflict resolution, and trauma recovery.

Principles of Physical Fitness

Principles of physical fitness courses will include physical activity, lectures, and laboratory sessions (pre- and post-fitness evaluations, individual exercise prescription, body composition, and nutritional analysis inventories). Courses in this area include: swim fitness, step aerobics, fitness/jogging, indoor cycling, fitness walking, weight/resistance training, free-weight training, aerobic conditioning, cardio tennis.

110. PPF/Aerobic Conditioning

Fall, spring. Development of specific fitness components utilizing P. E. Center exercise equipment (e.g., bicycle ergometers, stairmasters, rowing ergometers, indoor and outdoor tracks). Use of exercise equipment in all classes is dependent upon availability and instructor preference.

112. PPF/Swimming

Fall, spring. Development of specific fitness components utilizing lap swimming techniques. Activities will include swimming, stretching, and exercising (dry land).

113. PPF/Fitness Walking

Fitness Walking will promote aerobic and muscular endurance with the use of safe and mechanically effective walking techniques. This course will incorporate motivational techniques, pacing, and prevention of injuries.

114. PPF/Jogging

Fall, spring. Development of specific fitness components, utilizing routing participation in jogging and/or running on WPEC indoor and outdoor tracks. Local street and/or Lullwater Park jogging routes will be encouraged, dependent upon instructor preference and weather conditions.

116. PPF/Indoor Cycling

This course will incorporate indoor cycling for both the novice and the experience cyclist. This class will encompass the fundamentals of proper biomechanics and cycling techniques as well as safety associated with indoor cycling classes. This course incorporates the Principles of Physical Fitness lecture component which includes various topics of fitness and wellness and has two written exams. Pre and post physical fitness assessment along with other laboratory assignments will be administered. This class fulfills the Principles of Physical Fitness requirement.

124. PPF/Step Aerobics

Fall, spring. Emphasis on developing and maintaining cardiovascular and muscular endurance using a form of aerobics that incorporates stepping up and down on a four- to ten-inch bench.

126. PPF Cardio Tennis

Fall, spring. Emphasis on developing and maintaining cardiovascular and muscular fitness using tennis. Appropriate for the beginning and advanced player.

132. PPF/Free Weights Training

Fall, spring. Proper techniques of weight training are taught and emphasized. Individual strength programs will be designed using free weights systems.

133. Introduction to Olympic Weight Lifting

Designed to instruct the fundamental skills and concepts involved in the sport of Olympic Weight Lifting. Students will learn the proper execution of competitive and related weight lifting exercises.

134. PPF/Weight/Resistance Training

Fall, spring. Cybex machines and freestanding exercise stations used for muscle strength, muscle fitness, and muscle endurance training.

DANCE 226. Movement Fundamentals

Credit, one hour. Through various body awareness techniques the body gains maximum efficiency and ease of motion. Movement explorations focus on core support, breath support, range of motion, clear initiation, and sequencing. This holistic approach to movement, addressing the interrelationship of mind and body, can be applied to everyday activities and performance

Weight Training

133. Introduction to Olympic Weight Lifting

Designed to instruct the fundamental skills and concepts involved in the sport of Olympic Weight Lifting. Students will learn the proper execution of competitive and related weight lifting exercises.

198. Weights (all levels)

Fall, spring. Course is open to students with little or no experience as well as to

students with experience in training with free weights and/or machines. Free weights Cybex systems machines and free-standing equipment are used for the development of muscle strength, muscle fitness, and/or muscle endurance.

218. Conditioning Triathlon Training

Prerequisite: PPF class. This course is for students who wish to continue conditioning and exercise through swimming, indoor cycling, and running. This class is designed for the novice triathlete or for the seasoned runner, cyclist, or swimmer continuing to train in multisport events. Students will be required to keep a detailed journal of in-class and out-of-class exercise and assignments, and are encouraged to participate in at least one race event during the semester. Each student will be instructed at his/her level. This class does not fulfill PPF requirement.

230. Conditioning/Aerobic/Resistance Training

Prerequisite: PPF class. This course is for students who have completed a Principles of Physical Fitness (PPF) class and who can demonstrate an understanding of the content covered in these classes. The objectives are: (1) to enhance the student's routine participation in physical exercises that are recognized to increase cardiovascular fitness as well as muscular endurance and strength; (2) to encourage critical discussions of other health behaviors (e.g., nutrition, body composition and fitness assessment procedures) and outcomes which may be directly or indirectly influenced by increased fitness. Under the direction of their instructor, students should expect to participate in daily jogging and/or walking activities on the indoor and outdoor track in combination with facility equipment. Resistive/strength training modalities may be introduced at discretion of instructor. This course does **not** fulfill the PPF requirement.

232. Aerobic Conditioning/Indoor Cycling

Prerequisite: PPF class. Aerobic conditioning/indoor cycling will explore the innovative program of utilizing a modified stationary bicycle to simulate outdoor cycling. This course will incorporate both experienced and novice cycling enthusiasts. The class involves a general cardiovascular workout focused and defined on the biomechanics of indoor cycling. This class does not fulfill PPF requirement.

235. Fitness Yoga

Prerequisite: PPF class. This course integrates various styles of yoga including hatha and ashtanga, along with the progressive concepts of physical fitness. Most similar to "power" yoga, this practice is designed to promote strength, flexibility, balance and relaxation while enhancing the mind-body connection. This class does not fulfill PPF requirement.

298. Intermediate Weight Training

Fall, spring. Course open to students with experience in weight training. Free weights as well as Cybex systems are used for the development of muscle strength, muscle fitness, and/or muscle endurance.

Team Sports

Team sports are taught at intermediate and advanced levels with the exception of team handball. Prerequisite: sound basic skills and ability to perform efficiently and successfully. Game strategy, offensive and defensive techniques, and the importance of team play are stressed. Emphasis on competitive play in class situation. Fall: softball and volleyball.

Team Handball

186. Team Handball

Fall, spring. If you like water polo, basketball, or hockey, you'll enjoy team handball. The game combines the skills of running, jumping, and throwing to create a fast-moving exciting sport.

Varsity Athletics

Fall and Spring

Credit, one hour in physical education for participation in each varsity sport, for a maximum of two credit hours. Prerequisite: Member of varsity team. Teams: baseball (men), softball (women), basketball (men and women), cross-country (men and women), golf (men), soccer (men and women), swimming and diving (men and women), tennis (men and women), track and field (men and women), and volleyball (women).

Hebrew

See "Middle Eastern and South Asian Studies."

History

Professors

Walter L. Adamson, Samuel Candler Dobbs Professor of Intellectual History: modern European intellectual and cultural history; Patrick Allitt: twentieth-century American political and intellectual history, history of American religion; Thomas S. Burns, Samuel Candler Dobbs Professor of Ancient and Early Medieval History: late ancient and early medieval history; Clifton Crais: African history, comparative and cross cultural history, history and theory; David Eltis, Robert W. Woodruff Professor of History: early modern Atlantic World, slavery, and migration; Fraser J. Harbutt: history of U.S. foreign relations; Jeffrey Lesser: modern Latin American history, ethnicity, immigration, and race, especially in Brazil; Earl Lewis, Asa Griggs Candler Professor of History and African American Studies: African American history; Kristin Mann: African history; James V. H. Melton: early modern central European history; Gyanendra Pandey, Arts and Sciences Distinguished Professor of History: colonial and postcolonial history, subaltern studies, South Asia; Cynthia Patterson: ancient Greek history, women in antiquity; James L. Roark, Samuel Candler Dobbs Professor of American History: Southern history, nineteenth-century American history; Susan M. Socolow, Samuel Candler Dobbs Professor of Latin American History: Latin American history; Kenneth W. Stein, William E. Schatten Professor of Middle Eastern History and Israeli Studies, director of Middle East Research Program, director of the Institute for the Study of Modern Israel: mod-

ern Near Eastern history; Stephen D. White, Asa Griggs Candler Professor of Medieval History: medieval French history, medieval and early modern British history

Associate Professors

Kathryn E. Amdur: modern French history, modern European social and political history; Leroy Davis: African American and American history; Eric L. Goldstein: American Jewish history and culture, modern Jewish history, American social and cultural history; Leslie Harris: African American history, American labor, social history; John T. Juricek: American colonial history, the American Indian; Judith Miller: era of the French Revolution; Mary E. Odem: history of women, gender, and family in the United States, history of immigration and ethnicity; Matthew Payne: modern Russian and Soviet history; Jonathan D. Prude: American social and labor history; Mark Ravina: Japanese history; Sharon Strocchia: social and cultural history of Renaissance Italy

Assistant Professors

Tonio Andrade: Chinese history; Marcus Collins: modern British history; Joseph Crespino: modern U.S. South; Robert E. Desrochers: Revolutionary-era United States; Astrid M. Eckert: modern German history; Bianca Premo: colonial Latin American history; Philippe Rosenberg: late medieval and early modern British and Irish history; Marina Rustow: medieval Jewish history

Associated Faculty

Edna G. Bay (African studies, women in Africa, African art); Harold J. Berman, George W. Woodruff Professor of Law (comparative legal history); Leonard A. Carlson (economic history of the United States); Elizabeth Goodstein (culture of modernity in France, Germany, and Austria); E. Brooks Holifield, Charles Howard Candler Professor of Church History (American church history); Harvey Klehr, Andrew W. Mellon Professor of Politics (political theory, American radicalism); Howard I. Kushner, Nat C. Robertson Professor of Science and Society (history of medicine and diseases); Ruby Lal (south Asian history); Deborah Lipstadt, Dorot Professor of Modern Jewish History and Holocaust Studies: the Holocaust; Gordon D. Newby (Middle Eastern studies); Polly J. Price, Professor of Law (American legal history, legal methods, torts); Pamela Scully (African history); Jonathan Strom (early modern religious history, Reformation and Pietism); Allen E. Tullos (United States popular culture)

Adjunct Faculty

Marion Creekmore, Distinguished Visiting Professor of History and Political Science; Steven H. Hochman (Age of Jefferson); Philip Lyndon Reynolds (medieval theology, history of marriage); Virginia Shadron (Southern history, recent American history); Philip Wainwright (modern British history)

At Emory, history is seen as a discipline belonging to both the humanities and the social sciences. On the undergraduate level, its study is aimed not so much at training future historians as at training students to think historically. This involves the mastery of a certain amount of factual information, but never as an end in itself.

Thinking historically means learning how to deal critically with evidence and to recognize relationships in order to understand that our own times are what they are because of the past.

The history department offers a large number of individual courses in American and European history plus coverage of Latin America, Africa, East Asia (China and Japan), and the Near East (including Israel).

Requirements for Major

A student majoring in history must complete not less than thirty-six hours (nine courses) of history, at least twenty-four hours (six courses) of which must be above the 200 level. Two of the nine courses required for the history major must be colloquia (HIST 487, 488, or 489). Normally, one colloquium will be taken in the junior year, the other in the senior year. Graduate seminar courses (500 level) may be used to fulfill the major colloquia requirement but do not meet Emory College postfreshmen writing requirements, as colloquia normally do.

Two research papers are required of all history majors. These papers are written in the junior and senior colloquia courses and are normally sixteen to twenty-four pages in length. History majors who have a compelling reason for writing their junior or senior research paper in another course should petition the director of undergraduate studies for permission to do so prior to taking the course.

The completion of the major requires a minimum of a C average in history courses counted towards the major. The S/U option may not be exercised in any course counted for the major.

History majors may use a maximum of eight hours of Advanced Placement (AP) history credit towards a history major. AP European history credit corresponds to History 202 but not to History 201. AP U.S. history credit corresponds to History 232 but not to History 231.

Each student must choose a concentration within the major. A concentration consists of at least four (or, in the case of General Studies, five) courses grouped in a particular thematic, geographical, or chronological configuration (see “concentrations” below). A concentration must be declared by October of the junior year (or upon enrolling as a major if that is done at a later date), following a mandatory advising session with an adviser within the chosen concentration. Of the four classes within the concentration, all must be above the 300 level and one must be a colloquium (487, 488, or 489).

One of the major’s two research papers must be done within the concentration. Exceptions to this rule can only be obtained through petitioning the director of undergraduate studies.

Except for students in General Studies, history majors are required to take at least two history courses outside their concentration and in separate concentrations. The two courses outside the concentration may be at any level.

General Studies in History Concentration must include one course each (for a total of five) in:

- (1) U.S. History before 1860: 330, 332, 334, 336, 338, 340, 341, 342, 343, 344, 346, 347, 348, 354, 355, 356

- (2) U.S. History after 1860: 331, 333, 335, 336, 337, 339, 343, 344, 345, 348, 349, 350, 354, 355, 356, 358, 359
- (3) European History before 1750: 301, 302, 303, 304, 305, 306, 307, 312, 313, 314, 315, 321, 323, 324, 326, 351, 353
- (4) European History after 1750: 308, 309, 310, 311, 316, 318, 319, 320, 351, 352, 359, 376, 377, 378, 379, 380
- (5) Latin America and Non-Western World History: 351, 360, 361, 362, 364, 366, 367, 368, 369, 370, 371, 372, 373, 375

Courses offered as History 385: Special Topics, as well as history colloquia (487, 488, 489) may also be used to fulfill the five distribution areas above when and where appropriate. (Determinations may be obtained from the history department.) At least four of the five specified courses must be above the 200 level.

United States History Concentration must include:

- (1) Two courses in American history before 1860: 330, 332, 334, 336, 338, 340, 341, 342, 343, 344, 346, 347, 348, 354, 355, 356, or the appropriate 488 and/or 385.
- (2) Two courses in American history after 1860: 331, 333, 335, 336, 337, 339, 343, 344, 345, 348, 349, 350, 354, 355, 356, 358, 359, or the appropriate 488 and/or 385.

All four concentration courses must be above the 200 level.

European History Concentration must include:

- (1) Two courses in European history before 1750: 301, 302, 303, 304, 305, 306, 307, 312, 313, 314, 315, 321, 322, 323, 324, 326, 351, 353, or the appropriate 487 and/or 385.
- (2) Two courses in European history after 1750: 308, 309, 310, 311, 313, 316, 318, 319, 320, 325, 327, 352, 353, 359, 376, 377, 378, 379, 380, or the appropriate 487 and/or 385.

All four concentration courses must be above the 200 level.

Latin America and Non-Western World History Concentration must include:

- (1) Four courses in Latin America and Non-Western World history: 351, 360, 361, 362, 364, 366, 367, 368, 369, 370, 371, 372, 373, 375, or the appropriate 489 and/or 385.

All four concentration courses must be above the 200 level.

Requirements for Minor

Students choosing history as their minor field must complete twenty hours (five courses) of history, including a junior/senior colloquium (History 487, 488, or 489). At least sixteen of the twenty hours must be at the advanced level (300 or above).

Honors Program, Honorary Society, and Awards

See "Honors Program," page 33, and consult department for details.

Phi Alpha Theta is the international history honorary society. Local membership is determined by grade average and course hour requirements as set forth by the international council. The James Z. Rabun Prize, established in 1981, is awarded annually to the Emory College senior who in the department's judgment has been the most outstanding student in the field of American history. The George P. Cuttino Prize, established in 1984, is awarded annually to that senior who has been the most outstanding student in European history. The George P. Cuttino Scholarship, established in 1984, is awarded to a junior for travel and research in Europe during the summer before the senior year. The George P. Cuttino Summer Study Fellowships are awarded to juniors for study outside the United States in a summer study program. The Theodore H. Jack Award is given to the graduating senior who pursues graduate study in American history. The Matthew A. Carter Citizen-Scholar Award, established in September 2000 in memory of a former student, will be given annually to the graduating senior who distinguishes himself or herself in the manner of Matt Carter.

BA/MA Program

History majors with superior academic records may enter the four-year BA/MA program during their fourth year of undergraduate study. Requirements for the BA and MA degrees in history are fulfilled concurrently in the senior year. Students considering majoring in history and continuing work in the field to the doctorate should bear in mind that a reading knowledge of two foreign languages, usually French and German, is a doctoral requirement in most graduate schools.

Joint Majors

Special programs have been developed for students who would like to take joint majors in history and art history (for full description, see "Art History"), in history and classics (for full description, see "Classics"), in history and English (for full description, see "English"), in history and economics (for full description, see "Economics"), and history and religion (for full description, see "Religion"). The student must have two faculty advisers, one from history and one from the other department.

Prerequisites

There are no prerequisites for any history courses except History 302D, 308D, 318D, 321D, 352D, 355, 356, and 361D. For most students, however, it is advisable to have had at least one semester of History 201, 202, or 203 before enrolling in an advanced European history course; and no first-year student may enroll in any course above the 200 level without the instructor's permission. Some of the courses listed below are given in alternate years.

Primarily for First- and Second-Year Students

169. The Arab-Israeli Conflict

(Same as Political Science 169 and Jewish Studies 169.) Progression of the conflict from the nineteenth century to the present is reviewed in a multidisciplinary manner. Topics include political history, communal disparities, and the various wars and their diplomatic outcomes.

170. Modern Jewish History

(Same as Jewish Studies 170.) Jewish history in the last two centuries. Emphasizes Jewish development, emancipation, assimilation, identity, and changing status in Europe, America, the Islamic world, and Palestine/Israel.

189. Freshman Colloquium

Entry-level course to introduce first-year students to historical matter and methods by intensive inquiry into a special theme. May be repeated for credit when topic varies.

190. Freshman Seminar

Introduces first-year students to the discipline of history, particularly historical sources and methods; aims to improve critical reading, analytical, and writing skills in small group discussion.

201. The Formation of European Society: From Late Antiquity through the Early Modern Era

Examines the early forms of those societies that came to dominate the European continent and explores their early expansion and influence.

202. The Making of Modern Europe: Old Regime to the Present

Examines major themes in European history during the modern era, roughly mid-seventeenth century to the present; special attention to conflicts in economic, political, social, and intellectual life.

203. The West in World Context

Examines the interaction of European cultures with other world cultures, and considers that interaction's impact both on the "West" and on those regions it sought to dominate.

211. The Making of Modern Latin America

Explores the long history of contact between European colonizers, indigenous peoples, and those of African origin who joined them; considers the interconnections of this history with the formation of modern nation-states.

221. The Making of Modern Africa

Traces the gradual incorporation of Africa into an expanding world economy and examines the impact of this incorporation on the development of African societies and modern nation states.

231. The Foundations of American Society: Beginnings to 1877

Considers the development of American society from tentative beginnings to Reconstruction. Special emphasis is given to certain critical periods including colonialism, the American Revolution, and the Civil War.

232. The Making of Modern America: United States History since 1877

The course introduces the social, political, economic, and diplomatic forces that have shaped modern America. Special emphasis on how diverse components of the American population have interacted in American society.

241. History and Text

The course demonstrates how literary, artistic, and/or cinematic texts, when understood in relation to the context of their production, can be used to study selected historical themes.

242. American Jewish History

(Same as Jewish Studies 242.) Survey of American Jewish history from colonial period to present, Jewish immigration to the United States, patterns of religious and cultural adjustment, social relations and antisemitism, Jewish politics, the construction of Jewish identities.

270. Survey of Jewish History

(Same as Jewish Studies 100.) This course offers a general overview of the history of Jews and Judaism, beginning with the Biblical period and ending with modern times.

285. Topics in Historical Analysis

An introductory course on the nature and methods of history. May be repeated for credit when topic varies.

Primarily for Sophomores, Juniors, and Seniors

301WR. History of Greece

Illuminates through art, literature, and archaeology the unfolding of the first European civilization, which gave rise to many enduring aspects of our world, including philosophy, natural science, urban planning, and the art of government.

302. History of Rome

History of Rome and its civilization from earliest times to the accession of Constantine. Traces Rome's evolution from small town to world empire and the development of the arts and manners of the Greco-Roman world.

303. History of the Byzantine Empire

History of the Byzantine Empire from Justinian to the fall of Constantinople in 1453. Explores artistic, religious, and political achievements of one of the most magnificent and little-known civilizations in the Western tradition.

304. The New Europe, 300–1000 A.D.

Analyzes transition from Greco-Roman civilization to the medieval vision of a religious society in a barbarous world. Emphasis on the barbarian invasions and the emergence of Christianity as vehicles of the transformation.

305. The High Middle Ages, 1000–1350

Analyzes social, cultural, and political developments in medieval western Europe from circa 1000 to circa 1350, mainly through discussion of primary sources, including poems, biographies, histories, letters, and legal documents.

306C. The Italian Renaissance

History 201 recommended as background. Examines developments in politics, society, and the economy that created a new cultural style in Italy between 1350 and 1530. Students have the option of some readings in Italian.

307. Europe from the Reformation to the Enlightenment

History 201 recommended as background. Breakup of Renaissance civilization amid wars of religion, economic crises, constitutional struggles, and growing skepticism. Terminates with origins of the Enlightenment, based on new scientific and philosophical systems, and development of strong constitutional or absolutist states.

308. Revolutionary France, 1750–1815

Causes, events, and consequences of the Revolution in France, and spread of the revolutionary movement through the Western world. The personality, statecraft, military triumphs and defeats, and significance of Napoleon.

309. Europe in the Age of Empire, 1850–1918

Examines the growth of cities, the intensification of consumer culture among the middle classes, the revolutionary and “mass” politics of (and directed at) the working classes, anti-Semitism, imperialism, and fin-de-siècle cultural crisis.

310. Europe in the Era of Total War, 1900–1945

Emphasizes social and cultural repercussions of the two world wars; origins of communism and fascism; and emergence of contemporary problems in European politics and society.

311. Europe in the Nuclear Age, 1945 to Present

Postwar renaissance in European politics and culture; evolution of communism and social democracy; and internal and international forces for stability and change in Europe today.

312. Medieval and Renaissance England

Analysis of socioeconomic, political, and religious developments from 1272 to 1603. Topics include bastard feudalism, the Black Death, parliamentary government, the Reformation, Puritanism, and the Tudor state. Readings emphasize primary sources.

313. The Making of Modern Britain, 1550–1750

A survey of key social, economic, and ideological shifts between the Elizabethan era and the British Enlightenment. Topics include religious dissent, the origins and effects of civil war, English hegemony in Scotland and Ireland, science, law, and the growth of an imperial outlook.

314. Celtic Fringes: Ireland, Scotland, Wales

Examines the fate of the different Celtic communities of the British Isles in response to growing English influence between the Middle Ages and the turn of the nineteenth century. Topics include clanship, the encounter with Protestantism, the cooptation of elites, emigration, and changing evaluations of Celtic culture.

315. France, Age of Kings, 1300–1760

Traces the development of France from the Hundred Years War to the eve of the French Revolution, with emphasis on the interaction of government, society, and culture.

316. Modern France, History in Film

French history since the Revolution portrayed through feature film, with emphasis on the tensions between tradition and change in French politics and culture.

318. Modern Germany

Political, intellectual, and social history of Germany since the eighteenth century. Particular emphasis on German unification, the Weimar Republic, and Nazi Germany.

319. Imperial Russia

Russian history from Peter the Great to the Revolution, with emphasis distributed among political, socioeconomic, intellectual, and cultural aspects, as well as external relations.

320. The Soviet Union

Elements of continuity and change in twentieth-century Russia. Focuses on twilight of the Old Regime; the 1917 revolution and civil war; Lenin's dictatorship and Stalin's transformation; the impact of World War II; and post-Stalin conservatism.

321. The Holy Roman Empire, 1500–1806

The Holy Roman Empire from Martin Luther to Napoleon. Topics include the Reformation, the Thirty Years' War, the rise of Prussia and Austria, and the German Enlightenment.

323. Reformation Europe

Examines the breakup of Christianity in sixteenth-century Europe. Analyzes political, social, and economic causes and consequences of religious change, as well as different theological viewpoints.

324. Witchcraft, Magic, and Alchemy in Western Civilization

History of occult beliefs and practices and their role in Western civilization. Special attention given to the witch craze of the sixteenth and seventeenth centuries; the tradition of learned magic, including the Faust legend; and alchemical doctrines and operations.

326. Medieval and Muscovite Russia

Russian history from its beginning to Peter the Great: first appearance of Eastern Slavs, Kievan Russia, Mongol conquest, rise of Moscow, and Muscovy in the sixteenth and seventeenth centuries.

330. Society and Thought of Early America

Social patterns and culture broadly interpreted, from 1607 through the Civil War. Focuses on the family, religion, and changing means of community and work in early American history.

331. Society and Thought of Modern America

Focuses on groups (farmers, middle class, women, ethnic, etc.) since the 1870s. Emphasizes ideas that have guided these groups in defining or redefining their place in American society.

332. Early American Intellectual History

Foundations of American social and political theory, 1600–1865. Special emphasis on puritanism, the Enlightenment, and romanticism.

333. Modern American Intellectual History

American social and political theory since the Civil War. Emphasis on impact of Darwinism, pragmatism, and the rise of modern liberalism.

334. Diplomatic History of the United States to 1914

American diplomacy from revolution through continental expansion, Civil and Spanish wars, to world power under Wilson. Emphasizes the influence of commercial growth, political pressures, imperial ideologies, and rising national consciousness.

335. Diplomatic History of the United States since 1914

Traces confrontations between the United States and Wilhelmine Germany, imperial preference Britain, Japan, the Soviet Union, and revolutionary new societies. Interacting domestic and international forces are emphasized.

336. Multicultural History of Women in the United States

Examines the lives of diverse groups of women in the United States in the nineteenth and twentieth centuries, focusing on race, class, ethnic, and regional differences among women.

337. Industrialization in America, 1789–1917

Explores the origins, process, and consequences of industrialization in nineteenth-century America. Emphasizes social and cultural developments of economic change, including shifts in the meanings of class in the nature of work and leisure.

338. History of African Americans to 1865

(Same as African American Studies 338.) Examines the experiences of African Americans from the emergence of the trans-Atlantic slave trade to the end of the Civil War. Emphasizes social and cultural history and interpretation of race, class, and gender.

339. History of African Americans since 1865

(Same as African American Studies 339.) Examines African American history from 1865 to the present. Emphasizes regional, gender, and class distinctions within black communities, and the ways in which industrial transformations shaped black life, thought, and resistance.

340. American Colonial History, 1607–1783

History of the English colonies in North America from first settlement to final independence, with emphasis on social and political development.

341. Era of the American Revolution

Examines the intellectual and social context of the American Revolution. Issues covered include the causes and development of revolutionary sentiment, the military conflict, diplomacy, economics, and American constitutional government.

342. The Old South

Examines the South from its colonial origins to the Civil War, with emphasis on the social, political, and economic development of a slave society.

343. U.S. Civil War and Reconstruction, 1850–1877

Emphasizes the causes of secession, military and social history of the war itself, and postwar attempts to reconstruct Southern society.

344. American Environmental History

(Same as Environmental Studies 344.) History of the relationship between the American people, land, weather, and natural resources, with special attention to the environmental movement since 1960.

345. The United States since 1945

An examination of modern America as a legacy of the New Deal and World War II. Attention given to political, diplomatic, economic, and sociocultural aspects, with emphasis on reform traditions, national security concerns, and presidential leadership.

346. The Indian in American History

History of North American Indians from pre-Columbian times to the present, with emphasis on the interaction between Indian and Anglo-American cultures from the seventeenth century to the nineteenth.

347. The West in American History

The westward movement and its significance in American history. Topics include theories of frontier expansion, Indian-white relations, land acquisition and speculation, western communities, and the special situation of the semi-arid regions.

348. The Ethnic Experience in America

(Same as American Studies 348.) African Americans, Indians, Irish, and Jews in recent American history. Explores patterns of immigration and the limits of assimilation. Also treats anti-ethnic reactions such as racism and anti-Semitism.

349. The New South

The agrarian South and the growth of an industrial ideal, segregation, dilemmas of political reform, race and politics, assaults upon segregation and its defenders, and modernization and change.

350. The Vietnam War

This course examines America's longest war: its involvement in the nearly century-long struggle of the Vietnamese people for independence.

351. Topics: Non-U.S. Economic History

(Same as Economics 351.) Topics related to economic change outside the United States or in which the U.S. is only one area of comparison. Slave trade, global economies, economic thought, colonialism, or comparative economic systems.

352. European Economic History II

(Same as Economics 352.) Economic development in the nineteenth century and the spread of a world economy; economic consequences of the world wars; economic aspects of socialism and fascism; and economic nationalism and internationalism in the twentieth century.

353. Society of Early Modern Europe, 1350–1700

Analyzes the distinctive nature of early modern European society, focusing on social groups (e.g., nobles, merchants, artisans, peasants, outsiders) and on topics such as popular culture, criminality, protest, festive life, women, and family.

354. United States Legal and Constitutional History

Examines the place and significance of law and lawyers in American history and the evolution of the Constitution from Marshall to Burger.

355WR. Political Economy of the American South

(Same as Economics 355.) Prerequisites: Economics 200 and 210. Economic history of the American South from the colonial era to the present. Topics include development of the antebellum economy, Reconstruction, and the twentieth-century resurgence of the Southern economy.

356. Development of the Modern U.S. Economy

(Same as Economics 356.) Prerequisites: Economics 200 and 210. Examines the post-1800 development of industrial America. Topics include the rise of manufacturing, banking, the labor movement, agriculture, and foreign trade. Special attention paid to the role of the government sector in the economy.

358. History of Popular Culture in America

Examines film, television, music, and style since World War II. Themes include the cultural dimensions of domination, the rise of countercultures, and the role of mass media in shaping American perceptions of class, gender, sex, and race.

359. The United States and the Soviet Union

An intensive comparative examination of the United States–Soviet relationship, with emphasis on the Cold War. Competing political structures, ideologies, alliances, and military-nuclear policies are studied historically.

360. Colonial Latin American History

The New World empires of Spain and Portugal, 1500–1800. Emphasizes the Indian past, discovery and conquest, plantation and mining societies, black slavery, race relations, and city life.

361. Latin America since Independence

Latin America since 1800. Focuses primarily on Mexico, Brazil, and Argentina; emphasizes elitist politics, the church and anticlericalism, economic dependency, social change, urbanization and industrialization, and revolutionary aspirations.

362. History of the Caribbean

Development of the major islands of Cuba, Hispaniola, Jamaica, and Puerto Rico, from colonial times to the present. Emphasizes evolution of plantation societies, slavery and race relations, international rivalries, economic dependence, political independence, and social revolutions.

364WR. African Civilizations to the Era of the Transatlantic Slave Trade

(Same as African Studies 364.) Political, social, economic, and cultural history of sub-Saharan African civilizations, from the rise of the Sudanic empires through the impact of the trans-Atlantic slave trade.

367. The Making of South Africa

(Same as African Studies 367.) Evolution of South Africa from a society based on the principle of systematic racial segregation to a multiracial democracy. Origins of racial segregation and apartheid, nationalist struggles, challenges of post-apartheid development.

368. The Near East, 570–1914

The rise of Islam, life of Muhammad, medieval Arab dynasties, the Crusades, rise and decline of the Ottoman Empire, other European-Near Eastern contacts, and the origins of modern Arab nationalism.

369. History of the Near East, 1914 to Present

Topics include the fall of the Ottoman Empire; British presence and departure from Egypt; World War I diplomacy; the rise and development of Arab nationalism; the emergence of the Arab states of Turkey, Iran, Israel, and the Arabian peninsula countries; Islamic resurgence; inter-Arab political history; oil; and the Arab-Israeli conflict.

370. History of Modern Israel

(Same as Jewish Studies 370.) Evolution and growth of Israel. Equal emphasis on Ottoman Palestine and on the mandatory and Israeli statehood periods. Topics include Zionism, Arab-Jewish relations, the British colonial presence, Israeli domestic issues, and foreign policy.

371. Medieval and Early Modern Japan

An introductory survey of medieval and early modern Japan (1100–1850), covering the Kamakura and Muromachi shogunates, the warring states era, and the Tokugawa periods.

372. History of Modern Japan

An introductory survey of modern Japan (1850–1950), covering the late Tokugawa shogunate, the creation of the Meiji state, and the rise and fall of the Japanese empire.

373. History of Modern China

China since the Opium War. Nineteenth-century dynastic decline, Western impact, and modernization efforts; Republican, Nationalist, and Communist revolutions of the twentieth century; and the development of the People's Republic of China since 1949.

375. The Pacific War, 1941–1945

Land, sea, and air campaigns of the Japanese-American conflict. Attention also given to home front factors, representative personalities, and roles of China and the British Commonwealth.

376. European Intellectual History, 1789–1880

A close reading of primary texts. Topics include reactions to the French Revolution, German idealism, romanticism, English liberalism, Marxism, and the “unofficial opposition” of Flaubert, Dostoyevsky, and Nietzsche.

377WR. European Intellectual History since 1880

A close reading of primary texts. Topics include reactions to positivism, avant-garde culture, flirtations with communism, existentialism, structuralism, feminism, and postmodernism.

378. Modern Italy

Italian history since the Napoleonic occupation, with emphasis on Italy’s search for national identity, its great regional differences, and its efforts to overcome corruption and to institutionalize a legitimate political system.

379. Britain Ascendant, 1776–1901

The history of how Britain pioneered modern industrialization, globalization, and parliamentary politics and how it coped with the forces that they unleashed.

380. Britain since 1900

The history of Britain’s pivotal role in shaping and experiencing the defining issues and events of the twentieth century: decolonization, permissive, immigration, feminism, terrorism, mass consumption, and two world wars.

385. Special Topics in History

Selected topics in history for advanced students. May be repeated for credit when topic varies.

487SWR. Junior/Senior History Colloquium: Europe

All history majors except those who complete the Honors Program must take two colloquia (History 487, 488, or 489). Each colloquium treats a special theme by reading, discussion, and writing of papers. Enrollment in each is limited to twelve; nonmajors are welcome within space limitations. Recent colloquia in European history include: the Americanization of Germany, Alexander the Great, Sex and the Victorians, and People and States of Former Soviet Central Asia.

488SWR. Junior/Senior History Colloquium: United States

(Similar in nature and format to History 487.) Recent colloquia in American history include: free blacks in antebellum U.S., Jews and other “others” in American history, American Conservatism since 1945.

489SWR. Junior/Senior History Colloquium:**Latin America and the Non-Western World**

(Similar in nature and format to History 487 and 488.) Recent colloquia in the area include: Mandatory Palestine, comparative colonialism and gender in Latin American history.

494. Internship in History

Prerequisite: prior approval of instructor. Supervised learning experience in a history-related job in a state, federal, or local historical agency.

495. Introduction to Historical Interpretation

For honors students in history. Addresses historiographical and methodological issues, and offers practical guidance in thesis design and research, with details and emphases at discretion of instructor.

495WR. Introduction to Historical Interpretation

For honors students in history. Research and writing of honors thesis.

497WR. Directed Research

For upper-level history majors with prior approval of instructor. Intensive research that results in the writing of a research paper of 8,000–10,000 words (30–40 pages) or scholarly equivalent.

498R. Supervised Reading

Variable credit (two to four hours). For senior history majors who have permission of instructor. May be repeated for credit.

Interdisciplinary Studies in Culture and Society (IDS)

Professors

Rudolph Byrd: African American literature, documentary photography, philosophy, and literature; Kevin Corrigan: classics and classical studies, philosophy, history of ideas, Platonic and neo-Platonic thought, literature, religion, mysticism, medieval studies; Sander Gilman: history of medicine, history of psychiatry, Jewish cultural studies, visual studies, European comparative literary studies, cultural history; Ivan Karp: social anthropology, systems of thought, ethnography of museums and public culture, African culture; Howard Kushner: history of medicine, history of disease, history of neurology and psychiatry, social history; Michael Moon: late-nineteenth and early-twentieth-century American literature, culture, and film, especially relating to sexuality and mass culture; Laura Otis: science and literature; Robert A. Paul: anthropology, psychoanalysis, comparative religion, myth and ritual, Buddhism; Walter Reed, director: Romanticism, the novel, Bible as literature; Dana F. White: urban studies, American urban history, history of Atlanta, urban film and television documentary

Associate Professors

Angelika Bammer: literature and cultural history, nineteenth- and twentieth-century Europe, sites of memory; Edna G. Bay: African history and culture, women's studies; Elizabeth Goodstein: literature and culture of modernity in France, Germany, and Austria, theories of subjectivity, history, and temporality; Anna Grimshaw: visual culture, documentary and ethnographic film; Cristine Levenduski: American studies, early American literature and culture, autobiography, popular culture; Catherine Nickerson: late nineteenth and twentieth century American literature, popular fiction, Asian American studies, violence studies; Allen Tullos: music, Southern studies,

documentary forms; Kimberly Wallace-Sanders: race, gender, and representation, nineteenth-century popular culture, African-American women and culture, body theory and feminism, racial stereotypes and artifacts

Assistant Professors

Regine Jackson: racial and ethnic identity, American immigration, urban ethnography, Haitian diaspora, black subjectivity, migration narratives

Senior Lecturer

Peter W. Wakefield: ancient Greek philosophy, the philosophy of teaching, critical pedagogy

Adjunct Faculty

Andy Ambrose, Saralyn Chestnut, Priscilla Echols, William Fox, Susan Frost, Sarah Hill, Kimberly Loudermilk, Gerald Lowrey, Rosemary Magee, Darlene Roth

The major in interdisciplinary studies in culture and society (IDS) is particularly suited for the intellectually adventuresome, responsible, and independent student whose interests cut across a variety of disciplines. Students majoring in IDS normally combine a framework of discussion-intensive IDS courses with more specialized courses that provide substantial disciplinary competence taken from the ILA and other departments. While the major is designed in part to ensure both disciplinary and cultural breadth, each student is also expected to develop, in consultation with an adviser, a coherent program of courses exploring in some depth an individualized area of focus. The IDS major culminates in a substantial interdisciplinary research project, carried out in the senior year.

Requirements for the Major

The IDS concentration involves a total of twelve courses (48 hours), all of which must be taken for a letter grade. Students are required to take:

- (1) *A series of five frame courses that shape the major's experience:*
IDS 213WR: The Politics of Identity, or IDS 214WR: Making History, or
AMST 212 WR: American Identities
IDS 210: Culture of the University or IDS 216WR: Visual Culture
Any Interdisciplinary Studies 300-level course (other than 390)
IDS 390: Interdisciplinary Studies Senior Project Tutorial
IDS 499R: Senior Research or IDS 495R, Honors Research
- (2) Seven concentration courses in a designated area of concentration designed by the student in consultation with an adviser and the director of undergraduate studies. Courses may be drawn from IDS offerings and (respectful of course prerequisites) from any combination of departments appropriate to the concentration area
- (3) Language requirement: Competence or courses in a nonnative foreign language equivalent to one semester beyond the 102 level.

Honors Program

Consult the program director for details.

Courses

190. Freshmen Seminar in Interdisciplinary Studies

Fall, spring. Variable topics using interdisciplinary approaches from the humanities and social sciences. Topics represent current interests of the instructor.

210. The Culture of the University

Introduces a wide range of approaches to cultural inquiry and an array of research techniques through the close examination of the university as an intellectual, political, historical, economic, educational, and social institution.

216. Visual Culture

Fall, spring. History of the use of visual images in Western culture. Study of tools necessary to read images, including still and moving images, performance, and display.

213. The Politics of Identity

Fall, spring. Uses a variety of written and visual texts from many cultures to explore concepts of identity formation, maturation, relationships, and community.

214. Making History

Critical survey of the various roles “history,” both as a discipline and a body of perceived knowledge, plays in the modern world.

261. Studies in the East Asian Tradition

Introduction to the development of East Asian culture. Special attention to the themes of nature and human nature in literature, philosophy, art, religion, and science.

263. Studies in the African Tradition

Introduction to the African humanities through an in-depth study of three African ethnic groups. This course will explore themes of African gods and the origins of humankind, freedom and slavery, and relationships between men and women and between kin and strangers.

306. Theories of Justice

An introduction to classical and contemporary political theories of justice, with application to several specific contemporary questions of public policy.

315. Society, Culture, and Sexuality

Introduction to the study of sex, gender, and sexuality across cultures and through time. Draws on contemporary work in and the perspectives of anthropology, sociology, history, and the humanities.

350. Freud and Dreams

A seminar centered on detailed study of Freud’s major writings on dreams, with goals of illuminating Freud’s theory of the mind and understanding the nature of dreams, including our own.

361. Culture and Power in East Asia

Focuses on issues of capitalism, exchange, and historical consciousness in Japan, Taiwan, China, and Korea.

380. Studies in European Modernity

Focuses on the work of artists, philosophers, sociologists, and writers who attempted to make comprehensible the upheavals of modernization, including urbanization, industrialization, and emerging mass culture; may be repeated for credit when topics vary.

385. Special Topics in Interdisciplinary Studies

Fall, spring. Highly focused courses, drawing on multiple disciplines of the humanities and social sciences; may be repeated for credit when topics vary.

390. Interdisciplinary Studies Tutorial

Spring. Reading in interdisciplinary scholarship and preparation for the senior project. Prerequisite: consent of the instructor and director of undergraduate studies for IDS.

485R. Internship in Interdisciplinary Studies in Culture and Society

Prerequisite: prior approval of director of undergraduate studies for IDS.

495R. Honors Research

Independent research and writing for students in the Honors Program.

490R. Supervised Reading and Study

Prerequisite: consent of instructor and director of undergraduate studies for IDS.

499R. Senior Research

Independent research and writing on topic associated with concentrations of majors. Limited to majors.

Italian

See "French and Italian Studies."

Irish Studies

Director

Geraldine Higgins (English)

Associated Faculty

William Chace (English), Marcus Collins (history), James Flannery (performing arts), Lois Overbeck (theater), Philippe Rosenberg (history), Ronald Schuchard (English).

The Irish Studies program offers an interdisciplinary minor administered through ICIS. The goal of the program is a logical and focused curriculum to facilitate the interdisciplinary study of the literary, historical, social, political, religious, artistic, and cultural

dimensions of Ireland. The Irish Studies Program draws upon courses offered in various departments that devote significant attention to the study of Ireland. Also see the Irish studies website at www.irishstudies.emory.edu.

Requirements for the Minor

A minor in Irish studies may complement a major in any other department:

- (1) Five courses (twenty credits) at the 200 level or above, selected under the supervision of an advisor. All courses must be taken for a letter grade.
- (2) One of these courses must be ENG 258: Introduction to Irish Studies.
- (3) At least one course must be taken outside the English department.
- (4) A maximum of two courses may be “double-counted,” i.e. count towards the Irish studies minor and a major in another department.

Study Abroad Opportunities in Ireland

A semester or year abroad study program is strongly recommended for all students in the Irish Studies Program. Study abroad on an Emory program may count for two of the required five courses for the minor. Currently there are Emory programs at the following universities:

- Trinity College, Dublin
- University College, Dublin
- University College, Galway
- Queen’s University, Belfast

Before leaving for study abroad, students should seek approval of courses to be taken and counted towards the Irish studies minor. For more information, contact Harriette Martin at the Center for International Programs Abroad (CIPA) at 404.727.2711 or harriette.martin@emory.edu. Please visit the CIPA website for more information on study abroad programs in Ireland <http://www.cipa.emory.edu/index.html>.

Course Descriptions

See English, History, Theater and Music for other relevant listings under Special Topics such as: English 389, James Joyce; English 389, Imagining Ireland; English 480R, Senior Seminar in Irish Poetry; History 314, Celtic Fringes: Ireland, Scotland, and Wales; History 385, Modern Ireland; Music 270, Traditional Irish Music; Theater 317, Beckett and Brecht.

ENG 258. Introduction to Irish Studies

An introduction to the themes, texts, and methodologies of Irish studies. Required for the Irish studies minor but open to all students.

ENG 342. Modern Irish Literature

Selected works from various twentieth-century Irish writers. Writers, genres, and themes will vary.

For more information, contact Geraldine Higgins at 404.727 2232 or ghiggin@emory.edu or Graduate Assistant Michelle Miles at mmiles@emory.edu.

Japanese

See “Russian and East Asian Languages and Cultures.”

Rabbi Donald A. Tam Institute for Jewish Studies

Directors

Deborah E. Lipstadt, director

Core Faculty

Michael S. Berger (religion); David R. Blumenthal (religion); Oded Borowski (Middle Eastern and South Asian studies); Michael J. Broyde (Emory University School of Law); William K. Gilders (religion); Sander Gilman (ILA); Eric L. Goldstein (history); Benjamin Hary (Middle Eastern and South Asian studies); Jeffrey Lesser (history); Deborah E. Lipstadt (religion); Gordon D. Newby (Middle Eastern and South Asian studies); Marina Rustow (history); Don Seeman (religion); Kenneth W. Stein (history and political science); Ofra Yeglin (Middle Eastern and South Asian studies)

Associated Faculty

Maximilian Aue (German studies); Angelika Bammer (Institute of Liberal Arts); Matthew Bernstein (film studies); Martin Buss (religion); Cathy Caruth (comparative literature, English); Astrid Eckert (history); Mikhail Epstein (Russian and East Asian languages and cultures); Shoshana Felman (comparative literature); Sander Gilman (ILA); John Hayes (Candler School of Theology); Peter Höyng (German studies); Harvey Klehr (political science); Melvin Konner (anthropology); Rina Kreitman (Middle Eastern and South Asian studies); Carol Newsom (Candler School of Theology); Edward Queen (Ethics Center); Jonathan Prude (history); Jill Robbins (comparative literature, religion); Caroline Schaumann (German studies); Joseph Skibell (creative writing)

The Jewish studies program (website: www.js.emory.edu) examines Jews and Judaism from the perspective of different disciplines in the humanities and social sciences, such as history, religious studies, language and linguistics, literature, theology, political science, and anthropology.

This interdisciplinary approach has two objectives: first, to train students in understanding various aspects of Jews and Judaism; and second, to expose students to the serious investigation of topics with different disciplines and methodologies. The program offers a unique opportunity to pursue a high-quality liberal arts education while providing an excellent foundation for students who would like to pursue Jewish studies in graduate school, enroll in a rabbinical program, or work in Jewish organizations and communities. Students who major in Jewish studies will take ten courses and also will gain advanced language proficiency in Hebrew or another Judaic language.

Languages

Hebrew language courses are offered through the Department of Middle Eastern and South Asian Studies (MESAS). Yiddish language courses are offered through the Department of German Studies. Work in Judaeo-Arabic is offered with the permission of the instructor. All these languages are an integral part of the Jewish Studies program.

Prerequisite for the Major

One year of Hebrew (Hebrew 101 and Hebrew 102; or the equivalent). Students who demonstrate competence in Hebrew can be exempted from this prerequisite.

Major Requirements

Students majoring in Jewish studies are required to complete ten courses (forty credit hours), all of which must be taken for a letter grade, divided in the following manner: twelve credit hours from the core requirement courses, which include Jewish Studies 100, Jewish Studies 300, and Jewish Studies 490 (or a comparable 400-level seminar taken in another unit, which must be approved by the adviser and in which the research project must focus on a Jewish studies topic); twelve credit hours from electives (eight of which must be above the 100 level); eight credit hours in Hebrew language; and the final eight credit hours from one of two optional tracks: language or culture, chosen by the student. Students have the option of taking one related course not cross-listed with Jewish studies, with their adviser's approval.

Minor Requirements

Students minoring in Jewish studies are required to complete five courses (twenty credit hours) divided in the following manner: Jewish Studies 100 and sixteen additional credit hours (four courses) from electives. All of the sixteen elective hours must be above the 100 level. Hebrew 101/102 does not count for the minor. All elective hours must be approved by the adviser and all courses for the minor must be taken for a letter grade. Courses that are designated as satisfying one of the areas of the General Education Requirements may also be counted toward the minor.

Honors Thesis

Students may write an Honors Thesis in accordance with the requirements of the college. In this case they may also be required to take one graduate course, which will replace one of the elective courses.

Institute for the Study of Modern Israel (ISMI)

Established in the spring of 1998, the Institute for the Study of Modern Israel's basic objective is to increase learning about all aspects of modern Israel and its place in the Middle East. Courses, programming, and activities are directed at Emory students, faculty, and staff, and to non-Emory-affiliated individuals through educational outreach. ISMI supports annual visiting scholars in all disciplines of the social sciences and humanities, holds seminars, and sponsors workshops. Its educational outreach includes the conduct of precollegiate workshops on teaching modern Israel and col-

laborative undertakings with local, national, and international organizations and academic centers. For more information, please see www.ismi.emory.edu or contact Institute Director Kenneth W. Stein, William E. Schatten Professor of Contemporary Middle Eastern History and Israeli Studies at 404.727.2798.

Study Abroad

As part of its undergraduate program, the Institute for Jewish Studies participates in five study abroad programs. Programs are offered annually when and where local conditions permit.

The Emory Summer Study Abroad Program in Israel is sponsored by the Department of Middle Eastern and South Asian Studies (MESAS) and cosponsored by the Institute for Jewish Studies and the Department of Religion. An extensive six-week study tour of the country, it exposes students to the land and its history, religions, culture, and people. Topics covered will include archaeology and antiquities, political and social life, the economy, army life, language and literature, folklore, the arts, nature, and religious issues. Students will live in guest houses, field schools, and small hotels in several different locations, which will be used as bases for travel and study. No knowledge of Hebrew is required. Students can earn eight to twelve credit hours through this program.

The Archaeology in Israel Summer Study Program is a six-week course during which students work on an archaeological dig in Israel. Students gain valuable experience and training in excavation techniques, are introduced to field laboratory processing, attend lectures on archaeological methods and history, and have two weekend field trips. No previous archaeological experience is necessary. Students can earn up to eight credit hours through this program.

The Emory Summer Experience in Europe, sponsored by the Institute for Jewish Studies, offers a five-week intensive study tour focusing on Sephardi Jewish culture. Following the footsteps of the Jews who were expelled from Spain in 1492, the course is held on location in Spain, and in France, Italy, Greece, and Turkey, where Jews established thriving communities after the expulsion. In each location, students visit cultural and historic sites, interact with members of local communities, and attend lectures and discussions. Participating students earn eight credit hours for the course.

The Emory Semester in Israel program allows students to spend a semester abroad at either Tel Aviv University or The Hebrew University. This program enables students to have a high-quality educational experience in Israel, plus the opportunity for an immersion experience in Israeli culture and society. During the semester each student will participate in an intensive four-week Hebrew language session, enroll in one course offered by an Emory faculty member, take three Tel Aviv University courses, and join in a series of special events organized for Emory students. No previous knowledge of Hebrew nor any previous exposure to Jewish or Israeli/Middle Eastern Studies is required.

In addition to these Emory-sponsored opportunities, the University will in some cases also accept transfer credit from other study abroad programs in Jewish studies, with prior approval of the undergraduate director.

The Jewish Studies in Prague program is an Emory-approved semester program offered at Charles University in the Czech Republic. This program enables students to study Jewish history and culture in a Central European context through courses

taught in English, mainly by Charles University faculty. Students live in host institution residence halls and participate in regular excursions to lectures, films, and museums as well as historical sites in Poland, Hungary, and the Czech Republic. Students normally enroll in five courses per term, one of which must be a Czech language course, for a total of 16 Emory credits.

David R. Blumenthal Award

This award is given annually for the best student papers and/or projects, completed for academic coursework or independently, that link Jewish studies with larger human concerns.

The LaBelle Birnbaum Tenenbaum Internship

The LaBelle Birnbaum Tenenbaum Fund is used to support student internships in all the aspects of Jewish studies as well as in Jewish community service in Israel, in the United States, or elsewhere.

General Courses

190. Freshman Seminar

Designed to engage first-year students in aspects of inquiry and research into areas of Jewish religion, culture, history, or language. Topics will vary.

300. Methods in Jewish Studies

Core requirement. A data field and not a discipline, Jewish studies is an area in many disciplines. This course explores methods for studying the data of Jewish studies: historical, exegetical, theological, feminist, legal, plus many others.

490. Senior Seminar

Core requirement. Topics will vary.

495R. Honors Thesis

497R. Directed Study in Jewish Studies

Prerequisite: consent of instructor.

History and Archaeology

100. Survey of Jewish History

Core requirement. This course offers a general overview of the history of Jews and Judaism, beginning with the Biblical period and ending with modern times.

169. The Arab-Israeli Conflict

(Same as History 169.) Progression of the conflict from the nineteenth century to the present is reviewed in a multidisciplinary manner. Topics include political history, communal disparities, and the various wars and their diplomatic outcomes.

170. Modern Jewish History

(Same as History 170.) Jewish history in the last two centuries. Emphasizes Jewish development, emancipation, assimilation, identity, and changing status in Europe, America, the Islamic world, and Palestine/Israel.

242. American Jewish History

(Same as History 242.) Survey of the American Jewish experience, focusing on immigration, social and religious adaptation, relations with other groups, and the challenges arising from Jews' dual impulses for integration and distinctiveness.

250. Introduction to Biblical Archaeology

(Same as Middle Eastern Studies 250/Religion 260.) An introductory course to the field of Biblical archaeology, with a careful examination of theory, methodology, famous discoveries, important sites, and historical questions.

251WR. Daily Life in Ancient Israel

(Same as Middle Eastern Studies 251/Religion 251.) Everyday life in ancient Israel (1200–586 BCE), including the economy, religion and culture, city planning, the Israelite kitchen, burials, status of women, and more.

252WR. The Archaeology of Jerusalem

(Same as Middle Eastern Studies 252.) A survey of the history of Jerusalem from its earliest times to the Crusader period, through examination of archaeological remains and other ancient sources.

259R. Field Work in Biblical Archaeology

(Same as Middle Eastern Studies 259R/Religion 261R) Summer. No prerequisites.

324. The Holocaust

(Same as Religion 324.) An analysis of the history and sociopolitical background of the Holocaust followed by popular, theological, and literary responses.

360. History of Modern Israel

(Same as History 370.) Evolution and growth of Israel. Equal emphasis on Ottoman Palestine and on the mandatory and Israeli statehood periods. Topics include Zionism, Arab-Jewish relations, the British colonial presence, Israeli domestic issues, and foreign policy.

371R. Topics in Jewish History

This course will focus on a specific period or dimension of Jewish history with an emphasis on the use of documents and other primary sources. Topics will vary.

475R. Special Topics in Biblical Archaeology

(Same as Middle Eastern Studies 475R.) Among the topics studied are the patriarchs and the patriarchal period, exodus, the settlement of Canaan, and the Israelite monarchy.

Religion

205. Biblical Literature

(Same as Religion 205.) The Hebrew scriptures (“Old Testament”), in translation, examined in their historical setting, and in their roles as sacred texts in Judaism and Christianity.

210RS. Classic Religious Texts

(Same as REL 210RS.) This course will explore classic religious texts in depth, developing skills to interpret sacred, philosophical, and ethical works. Social, cultural, and/or philosophical contexts at work will provide an interpretive framework.

308. Judaism

(Same as Religion 308.) Explores the rituals and practices of Judaism, placing them in their historical context and examining the theological concepts that underpin them.

309. Modernization of Judaism

(Same as Religion 309.) Modern Jewish history, society, and thought, with emphasis on religious and secular reformulation of Jewish self-identity.

327. Religion in the Holy Land on Location

(Same as Middle Eastern Studies 327 and Religion 327.) Summer. This course explores Judaism, Christianity, and Islam, as well as other religious groups in the Holy Land in Israel. In English; no knowledge of Hebrew required.

340. Rabbinic Judaism

(Same as Religion 340.) Background and emergence of Rabbinic Judaism from 100–500 CE, its institutions and beliefs including study, law, chosenness, messianic doctrine of God, revelation, and prayer.

341. Medieval Jewish Thought

(Same as Religion 341.) Intensive study of a major work on an important theme in medieval Jewish thought such as Maimonides’ *Guide for the Perplexed*, Saadia’s *Beliefs and Opinions*, and medieval Jewish exegesis of the Bible.

343. Modern Jewish Thought

(Same as Religion 343.) Intensive study of a major work, author, or movement, or of an important theme in modern Jewish thought, such as Heschel, Buber, Reform, or religious anthropology.

352. Women in Judaism

(Same as Religion 352.) An exploration of the roles, image, and status of women in Jewish life from the biblical period through the present, using historical and religious documents, fiction, and film.

353. The Jewish Mystical Tradition

(Same as Religion 353.) Jewish mystical texts and themes, such as Zohar, Hasidism, and selected classical texts.

354WR. The Ethics of Judaism

(Same as Religion 354WR.) Analysis of methods and/or texts pertaining to ethical decision making in one or more periods of Judaism.

370R. Topics in Jewish Religion and Culture

This course will focus on particular aspects of or themes in Judaism or Jewish culture and how it is practiced. Topics will vary.

397. Directed Study in Israel/Holy Land

(Same as Middle Eastern Studies 397.) Summer. Prerequisite: consent of instructor. Individual research on a chosen topic in Israeli or Holy Land studies.

Language, Literature, and Culture

For Hebrew language courses, please see the Department of Middle Eastern and South Asian Studies. For Yiddish language courses, please see the Department of German Studies.

120. Israeli Culture and Society

(Same as Middle Eastern Studies 120.) Introduction to the institutions and folklore of the ethnic communities in modern Israeli society and culture. In English; no knowledge of Hebrew required.

125. Introduction to Jewish Literature

(Same as Middle Eastern Studies 125.) Readings in English of major works from Biblical narrative to modern Hebrew, Yiddish, and other Jewish fiction.

220. Modern Jewish Literature

(Same as Middle Eastern Studies 220/Religion 272.) Readings in translation of Eastern European and Israeli authors, focusing on short fiction by Nachman of Bratslav, Abramovitsh, Peretz, Sholem Aleichem, Agnon, Appelfeld, Amichai, and Yehoshua.

230. Introduction to Yiddish Culture

(Same as German Studies 230.) A broad introduction to the history, literature, and film of Ashkenazi Jewish culture in Europe and America. All texts in English translation.

258. Anthropology of the Jews

(Same as Anthropology 150, World Area Course: Anthropology of the Jews.) Introduction to Jewish populations and cultures within the framework of four fields of general anthropology: biological, archaeological, cultural, and linguistic.

320. Jewish Culture and Society in the Middle East

(Same as Middle Eastern Studies 320.) This course investigates Jewish culture and society in the Middle East, with special emphasis on the modern period. The approach is interdisciplinary (history, ethnography, religious study, and linguistics).

325. Israeli Land and Culture on Location

(Same as Middle Eastern Studies 325.) Summer. This course explores the nature of Israeli society, culture, and land, on location. In Israel; in English; no knowledge of Hebrew required.

326. History of Judaic Languages

(Same as Middle Eastern Studies 326/Linguistics 326.) A course dealing with the history and structure of Judaic languages such as Hebrew, Yiddish, Judeo-Arabic, and Ladino.

330R. Supervised Reading in Yiddish Literature

(Same as Yiddish 397R.)

372R. Topics in Jewish Languages

This course will explore specific themes in the development of Hebrew or other Jewish languages. Sample literature will be studied in the original language. Topics will vary.

375R. Topics in Jewish Literature

(Same as Middle Eastern Studies 375.) Seminar on special issues in Jewish writing. May be repeated for credit when topics vary.

381. Jews in Russian Culture

(Same as Russian 381.) Explores Russian-Jewish intellectual dialogue in the nineteenth and twentieth centuries through the most representative examples of cross-cultural sources (such as writing, both fiction and nonfiction, theater and film).

420R: Readings in Judeo-Arabic Texts

(Same as MESAS 420R.) Introduction to Judeo-Arabic through study of Judeo-Arabic texts.

Journalism

Faculty

Sheila Tefft, director; Sissel McCarthy; Isabel Wilkerson; Kristopher Wilson

The Journalism co-major or minor requires five core courses and internship experience. The multimedia curriculum is designed to complement the student's undergraduate major, whether political science or physics, business or biology. The five courses emphasize researching, reporting, and writing. They also stress new media and history, ethics, law, the Internet and multimedia skills. In addition to the core courses, students will participate in the equivalent of a ten-week internship during which they will report and write for a newspaper, magazine, broadcast outlet, or online news site. All students also participate in the equivalent of a ten-week internship at a newspaper, magazine, broadcast outlet or online news site. Every course engages students in following and analyzing news coverage in *The Atlanta Journal-Constitution*, *The New York Times* and other news media.

Requirements for Minor and Co-Major

The minor in journalism consists of five courses (twenty semester hours) and an internship (four semester hours). The co-major in journalism consists of the five required courses (twenty semester hours), an internship (four semester hours), and an additional eight semester hours of elective journalism courses. All courses must be taken for a letter grade. Enrollment requires permission of the Journalism Program. For all courses above 201WR, students must apply and be accepted to participate in the program.

201. WR News Reporting and Writing

This is a writing workshop designed to teach specific skills—reporting, interviewing, editing, hard news, and feature writing. The instructor will critique, edit, and evaluate students' work intensively.

301. WR Advanced News Reporting and Writing

This course introduces students to the skills of reporting and writing stories for multiple media. The goal is to advance the students' abilities as journalists—research, reporting, analysis of official documents and budgets, interviewing techniques, beat reporting, and feature writing. Students also learn broadcast scriptwriting and audio production and produce stories for print and podcasts.

305. Communication Law

This course provides a basic constitutional law background for journalism students. In addition to a study of fundamental free speech issues, the course covers defamation, privacy, fair trial/free press, reporter's privilege, commercial speech, and pornography. Students are expected to read and to analyze major Supreme Court decisions.

311. Electronic Media

The Internet has changed journalism radically, both from the perspective of the news-gatherer and the news consumer. This class examines ways in which technology is changing the journalism landscape, from the twenty-four-hour news cycle to ethics, to digital content acquisition and distribution. Students produce web content with an eye toward the impact of convergence on the business of journalism.

430. WR Journalism Ethics and History

This course helps students learn how to make ethical decisions about accuracy and fairness, conflict of interest, deception, source/reporter relationships, privacy, and other journalistic issues. These problems are studied in the context of journalism history and the development of the modern press.

488. Topics in Journalism

Fall, spring. Prerequisite: permission of instructor. Various issues of importance to journalism practitioners including such topics as journalism law, science journalism, or new media.

495A/B. Honors

Fall, spring. Credit, eight hours. Students may focus on an honors thesis involving independent scholarly research or a print, broadcast, or online news project.

496. Internship in Journalism

Students report and write for a newspaper, magazine, broadcast outlet or online news site for the equivalent of ten weeks (for credit of four semester hours). The requirement may be met by several shorter internships totaling ten weeks.

Latin American and Caribbean Studies (LACS)**Director**

Jeffrey Lesser (history)

Director of Undergraduate Studies

Ricardo Gutiérrez-Mount (Spanish/Portuguese)

Associated Faculty

Peggy F. Barlett (anthropology); Edna G. Bay (liberal arts); C. Monica Capra (economics); María Mercedes Carrión (Spanish/Portuguese); Juan del Aguila (political science); Ann DiGirolamo (public health); David Eltis (history); Hernán Feldman (Spanish/Portuguese); Rafael Flores (public health); Carla S. Freeman (anthropology and women's studies); Ricardo Gutiérrez-Mouat (Spanish/Portuguese); Vialla Hartfield-Méndez (Spanish/Portuguese); Jeffrey Lesser, Winship Distinguished Research Professor of History; Valérie Loichot (French/Italian); David Nugent (anthropology); Mary E. Odem (history and women's studies); José Quiroga (Spanish/Portuguese); Dierdra Reber (Spanish/Portuguese); Jeffrey Rosensweig (business); Ana Santos-Olmsted (Spanish/Portuguese); Valerie Singer (anthropology, Oxford College); Susan Socolow (history); Karen Stolley (Spanish/Portuguese); Rebecca R. Stone (art history); Kristin Wendland (music)

The Program in Latin American and Caribbean Studies promotes a multidisciplinary understanding of culture, history, and contemporary issues in the region. Students take courses that examine the region from a wide array of disciplinary perspectives, while simultaneously deepening their knowledge of Latin America and the Caribbean within a disciplinary concentration. A student who completes this program receives a degree in Latin American and Caribbean Studies with a concentration in a single discipline. Students are encouraged to pursue part of their education studying abroad in Latin America or the Caribbean. A maximum of sixteen credit hours of foreign study can be applied towards the major, with the approval of the program's Director of Undergraduate Studies. In addition to its course offerings, the Program in Latin American and Caribbean Studies regularly sponsors lectures, seminars, exhibitions, and films. It also hosts visiting scholars and encourages student internships.

Requirements for the Major

Twelve semester-long courses are required:

- a. Seven courses (core and elective) must focus primarily on Latin America and/or the Caribbean. Of the seven courses, four must be “core courses” and three must be electives. Core courses include LAS 101; History 360; History 361; Spanish 300; and an advanced language course relevant to the region. Of the electives, a minimum of four credit hours (one course) must be taken in an LAS course; and a minimum of four credit hours (one course) must be taken in a social science discipline.
- b. Five courses will fulfill the “disciplinary concentration” requirement and must be chosen from the offerings in a single departmental discipline (e.g. art history, anthropology, political science, history, Spanish, economics, religion, etc.). These five courses must be chosen from among those that count towards the major in that discipline, and need not be Latin American or Caribbean in content.

Requirements for the Minor

A total of five semester-long courses are required. Three of these must be “core courses,” which include LAS 101; History 360; History 361; and Spanish 300. Eight credit hours (two courses) of electives must be taken in courses that focus primarily on Latin America and/or the Caribbean.

Courses

Students are reminded that this list does not reflect all courses that may count toward the major or minor in Latin American and Caribbean Studies. Consult the program web page for semester offerings.

101. Introduction to Latin America

An interdisciplinary introduction to Latin America and the Caribbean and to the LACS Program at Emory. The course provides historical background and familiarizes students with contemporary political, social, economic, and cultural issues.

190. Freshman Seminar

Introduces first-year students to Latin America and/or the Caribbean, and to different disciplinary approaches. Topics and regions covered vary.

270. Latin American Issues

Topics vary.

385. Special Topics in Latin American and Caribbean Studies

Topics vary.

490. Advanced Seminar in Latin American and Caribbean Studies

Topics vary. Each colloquium treats a different theme in depth, often combining reading and seminar discussion with research and writing. If listed as WR, fulfills the post-freshman writing requirement.

495A/B. Honors Thesis

Fall, Spring. For LAS honors students only. Credit for undertaking supervised research and writing of the honors thesis, over the course of two semesters.

497. Independent Study

Variable credit. Prerequisite: prior approval of instructor or LAS director of undergraduate studies. Supervised study of the region for students pursuing directed reading under the guidance of a faculty member. Credit may also be granted for courses taken abroad and/or for internships, with prior approval of the LACS Director of Undergraduate Studies. Students who wish to receive credit for academic projects conducted outside of a degree-granting institution, including internships and independent research undertaken abroad, must arrange for an Emory faculty member to serve as project director. In addition, students will produce a scholarly paper to be reviewed and approved by the project director and LACS director of undergraduate studies.

Associated Courses

Students should take note that this is not an exhaustive list of elective courses in Latin American and Caribbean Studies. Consult the Program web page for semester offerings.

Anthropology 150-J. Cultures of Latin America**Art History 225. Ancient Mesoamerican Art/Architecture****Art History 226. Introduction to Ancient Central and South American Art****Art History 280. The Arts of the Black Atlantic World****Art History 285. Contemporary Caribbean/Latin American Art****Art History 335. Special Studies in Ancient American Art History****Art History 383. Art and Environment in Costa Rica****Art History 376. Pre-Columbian Art/Architecture****Art History 485. Seminar (Latin American and Caribbean topics)****Business 303. International Perspectives (Latin American and Caribbean topics)****Economics 364. Latin American Economies****Economics 390. Junior Seminar (Latin American and Caribbean topics)****History 211. The Making of Modern Latin America****History 241 History and Text (Latin American and Caribbean topics)****History 360. Colonial Latin American History****History 361. Latin America since Independence****History 489. History Colloquium (Latin American and Caribbean topics)****Political Science 318. U.S. Policy Toward Latin America****Political Science 331. Latin American Politics****Political Science 332. Latin American Revolutions****Political Science 490S. Advanced Seminar (Latin American and Caribbean topics)****Spanish 300. Reading in Spanish. Text and Contexts (in Spanish)****Spanish 301. Early Spanish and Spanish American Culture (in Spanish)****Spanish 302. Modern Spanish and Spanish American Culture (in Spanish)****Spanish 440. Topics in Colonial Studies (in Spanish)****Spanish 460. Modern Latin American Studies (in Spanish)****Portuguese 300. Luso-Brazilian Worlds: Texts and Contexts (in Portuguese)****Women's Studies 100S. Introductory Seminar (Latin American and Caribbean topics)**

Linguistics

Director

Donald Tuten (Spanish, Portuguese)

Core Faculty

Roberto Franzosi (sociology); Benjamin Hary (Middle Eastern and South Asian studies); James Morey (English); Laura Namy (psychology); Lynne Nygaard (psychology); Bradd Shore (anthropology); Debra Spitulnik (anthropology); Susan Tamasi (linguistics); Donald Tuten (Spanish/Portuguese); Philip Wolff (psychology)

Affiliated Faculty

Lawrence Barsalou (psychology); Grace Canseco (English as a Second Language Program); Carol Herron (French); Cathryn Johnson (sociology); Corrine Kratz (African studies, anthropology); Rina Kreitman (Middle Eastern and South Asian Studies); Hong Li (REALC); Robert McCauley (philosophy); Debra Mills (psychology); Lee Pederson (English); Rakesh Ranjan (Asian studies); Mark Risjord (philosophy); Tracy Rone (anthropology); Hossein Samei (Middle Eastern and South Asian Studies); Grace Song (English as a Second Language Program); Devin Stewart (Middle Eastern and South Asian studies)

Linguistics, the systematic scientific study of human language and communication, is a broad field that investigates a range of questions regarding the remarkable fact that humans produce and use language. At Emory University we take an interdisciplinary approach, looking at language in relation to cognition, culture, social identity, history, philosophy, and aesthetics. Our questions include: What enables humans to produce and understand sentences that they have never heard before? What are the basic building blocks of human languages? How do children learn language? How do people use language in multilingual contexts? How are patterns of thinking shaped by language? Why do languages change over time? How do meanings get attached to words?

The Program in Linguistics faculty are based in numerous departments across the college, representing the contemporary field of linguistics, as it is situated at the intersection of the social sciences and the humanities. The program directs a minor in linguistics, a major in linguistics, and a joint major in psychology and linguistics and coordinates a Linguistics Study Abroad Program in Amsterdam. The program also facilitates academic discussion on language and linguistics on campus, sponsors events connected to linguistics, and supports students' research in linguistics by offering small travel and research grants. The program also sponsors an annual Linguistics Student Research Symposium. Students are encouraged to check the program webpage at www.linguistics.emory.edu for updates on programs of study (majors and minor), courses, and events.

Requirements for the Major

This major is designed to introduce students to fundamental aspects of the study of human language, emphasizing how an interdisciplinary approach to language better

informs a global understanding of language use, structure, acquisition, variation, and change. Specifically the program aims to show how structural, cognitive, and socio-cultural approaches to the study of language compare, contrast, and complement. The major is designed so that students first acquire a solid introductory base in the study of linguistics. They then must take a series of courses to ensure more intense study in (a) language and cognition, (b) language structure and meaning, and (c) language, society, and culture. Following this exposure to different fields and approaches, students will take elective courses to deepen their understanding of one or more of the approaches to the study of language. Majors are also normally required to demonstrate competence at the intermediate level or above in a language other than English, but may petition to satisfy the Linguistics language requirement through other combinations. Completion of the major requires a minimum of a C average in the major. The S/U option may be exercised only in the elective component of the major, for a maximum of four credit hours. A maximum combined total of four hours of courses at the 490–499 level (Directed Study, Directed Research, Honors) may be applied toward the major. Courses completed in approved Linguistics study abroad programs may also be used to fulfill major requirements (with approval of the program director or designated faculty adviser).

Course Requirements

Students are required to take **three basic courses** in the study of linguistics: 101, History of the American Languages; 201, Foundations of Linguistics; 301, Language, Mind and Society.

(1) Students will also take **three breadth courses** on key approaches to the study of linguistics:

One course in Structural Approaches to Human Language, including but not limited to:

Linguistics 210, Sounds of Human Language (Phonetics and Phonology);

Linguistics 212, Structure of Human Language (Morphology and Syntax);

Linguistics 214, Meaning in Human Language (Semantics and Pragmatics);

Linguistics 230, Description and Analysis of Chinese Languages;

Linguistics 242, Languages of the World (linguistic typology);

Linguistics 360, The English Language;

Linguistics 363, Old English Language and Literature;

Linguistics 385R or Linguistics 385RS, Special Topics Courses (e.g., The Romance Languages, The Sounds of Spanish, The Great Decipherments)

(2) One course in Cognitive Approaches to Human Language, including but not limited to:

Linguistics 309, Brain and Language;

Linguistics 316, Language Acquisition;

Linguistics 385S, Words and the World—How Words Capture Human Experience;

Linguistics 385R or Linguistics 385RS, Special Topics Courses (e.g., Second Language Acquisition, Language and Human Nature)

(3) One course in Sociocultural Approaches to Human Language, including but not limited to:

- Linguistics 330, Language and Culture;
- Linguistics 333S, Language, Gender, and Sexuality;
- Linguistics 326WR, History of the Judaic Languages;
- Linguistics 340RS, Topics in Sociolinguistics (e.g., Bilingualism, Discourse Analysis, Language and Social Interaction, Ethnography of Communication; Intercultural Communication);
- Linguistics 361WR, American English;
- Linguistics 335, South Asia: Language Politics and Identity;
- Linguistics 385R or Linguistics 385S Special Topics Courses (e.g., Speech Genres; Language and Symbols of Mass Media; Sociolinguistics of the Spanish-speaking World)

(4) Students must take three electives, including any breadth course or courses such as:

- Linguistics 505, Problems in Foreign Language Teaching;
- (Linguistics 495A and Linguistics 495B Honors: to be requested in fall 2007);
- Linguistics 497R, Directed Reading—comprehensive theoretical reading;
- Linguistics 499R, Directed Research—research and analysis based on original data collection or analysis (NOTE: Students may receive a maximum of four credits (one course) toward the major for courses at the 495-499 levels.)

(5) Students must take two foreign language courses, at the 200 level or above. (NOTE: Students participating in the Amsterdam Study Abroad Program may use introductory Dutch to satisfy one semester of this requirement.)

Requirements for the Minor

Six courses (twenty-four semester hours) are required for the minor in linguistics: Linguistics 201, Linguistics 301, two elective courses in linguistics and related courses from other departments, and two elective foreign language courses.

Requirements for Joint Major with Psychology

(Also see “Department of Psychology” section.) Students are required to take four basic courses in the study of psychology: Psychology 110, 111, 200, and 230. Students also take two core courses in the study of linguistics: Linguistics 201 and 301. Students must take four additional elective courses including: Psychology 215 or 310, Psychology/Linguistics 314 or Psychology/Linguistics 316, one elective in psychology, and one elective in linguistics. Students complete the major by engaging in a directed study research project with a faculty supervisor, Linguistics 497 or Psychology 499.

Courses

101. History of the American Languages

Fall, spring. An examination of the historical use of various languages and dialects in American society. Examines in detail the historical debate of the “English-only” controversy. The course satisfies GER V.A. (U.S. History)

190. Freshman Seminar

The freshman seminar in linguistics introduces students to basic aspects in linguistics by focusing on specific themes and topics which vary according to the instructor. The course satisfies GER I.C.1 (Freshman Seminar)

201. Foundations of Linguistics

(Same as Anthropology 203). Fall. An introduction to the systematic study of human language, surveying the fields of phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, child language acquisition, and historical linguistics.

210. Sounds of Human Language: Phonetics and Phonology

This course focuses on the related areas of phonetics (the study of physical properties, both articulatory and acoustic, of the sounds of human language) and phonology (the study of the sound patterns of human languages and the nature of the knowledge that speakers have about the sound patterns of particular languages).

214. Meaning in Human Language: Semantics and Pragmatics

The course focuses on the study of meaning in language, particularly from the perspectives of semantics (the study of how meaning is related to words and sentences) and pragmatics (the study of how meaning is realized during communication in specific contexts of use).

230. Description and Analysis of the Chinese Language

(Same as Chinese 230.) Prerequisite: Chinese 102 or consent of instructor. This is a survey course introducing important elements of the Chinese language. Topics include its historical development, linguistics structures, dialects, writing system, calligraphy, and language use in society.

234. Introduction to Japanese Linguistics

(Same as Japanese 234.) This course examines aspects of Japanese language from a linguistic perspective. It will introduce basic concepts in linguistics such as phonetics, phonology, morphology, syntax, and semantics, using examples from Japanese language.

240. Language and Culture

(Same as Anthropology 240.) The study of language in context, focusing on relations between language and culture, thought, social identity, and political process. Topics include: ethnography of communication, multilingualism, dialects, national languages, and ritual language.

242. Languages of the World

(Same as Anthropology 242.) Explores language diversity around the world; language families and historical relationships; linguistic typology and language universals; sound and structural features of languages; writing systems; and how linguistics illuminates human history.

301. Language, Mind, and Society

Spring. This course compares and contrasts the primary perspectives that are often taken when researchers try to answer fundamental linguistic questions. One focuses

on language and meaning as products of how the mind works. The other stresses language as a product of social interaction. A series of questions are considered in order to better understand these two views: what the sources of linguistic structure might be; whether (or how much of) language is innate in humans; how language reflects categories, and helps us form categories; how our use of language is informed by shared schemas.

309. Brain and Language

(Same as Psychology 309.) Spring. This course examines the relationship between brain mechanisms and language behavior.

316. Language Acquisition

(Same as Psychology 316.) Fall. This course focuses on the question of how children acquire language at such a young age and at such a rapid rate, and how children identify speech sounds, determine word meaning, and learn rules of syntax.

326. History of Judaic Languages

(Same as Middle Eastern And South Asian Studies 326.) This course deals with the history and structure of Judaic languages such as Hebrew, Yiddish, Judeo-Arabic, and Judeo-Spanish (Ladino). The course satisfies GER V.C.2 (Nonwestern Cultures or Comparative and International Studies).

333. Language, Gender, and Sexuality

(Same as Anthropology 325 and Women's Studies 333.) Cross-cultural examination of how language reflects, maintains, and constructs gender identities. Topics include: differences in male and female speech, the grammatical encoding of gender, and childhood language socialization.

335. South Asia: Language, Politics, and Identity

(Same as Middle Eastern and South Asian Studies 335.) This course focuses on the emergence of modern languages in South Asia, the development of the multilingualism, and the use of different languages in different social and cultural settings. It also discusses the relationship between language-dialect, issues related to political decisions and their effects on the status of a language and the identity of a speaker in the multilayered, multilingual mobile environment.

341. Communication, Technology, and Culture

(Same as Anthropology 341.) This course examines the social, cultural, and linguistic features of modern media technologies, and explores their implications for far-reaching transformations in the ways that we talk, think, and interact.

340R. Topics in Sociolinguistics

(Same as Anthropology 340R.) This course studies relations between language and society, relations between language and sociocultural context. Topics may include: language variation; multilingualism; verbal interaction; discourse analysis; ethnography of communication; sociolinguistics of Spanish.

360. The English Language

(Same as English 360.) Structure and history of the English language.

361. American English

(Same as English 361.) American English from the colonial period to the present; the sources of its vocabulary, the characteristics of its dialects, and the linguistic distinctiveness of its literature.

362. Beowulf

(Same as English 301.) Prerequisite: English 300. The earliest English epic, read in the original language.

363. Old English Language and Literature

(Same as English 300.) Introduction to the Old English language and readings of representative prose and poetry.

385R. Special Topics in Linguistics

Investigation of a particular issue or topic in the study of language, linguistics, and communication. May be repeated when topic varies. Topics may include: the Romance languages; languages of the world; intercultural communication; words and the world; language and human nature.

497R. Directed Study

Credit, two to eight hours. Readings on selected topics in linguistics as arranged between individual undergraduate student(s) and a specific member of the Linguistics faculty who supervises and guides.

499R. Directed Research

Credit, one to four hours. This course allows undergraduate students to conduct independent research under the direction of a faculty member.

505. Problems in Foreign Language Teaching

(Same as French 505.) This course is designed to provide foreign language teachers with an understanding of theories of second language acquisition and with practice in implementing these ideas in the classroom. Emphasis is placed on teaching foreign languages in the communicative classroom setting, and topics include the major skill areas of listening, speaking, reading, writing, grammar, and culture.

585R. Special Topics in Linguistics

Investigation of a particular issue or topic in the study of language, linguistics, and communication. May be repeated when topic varies.

797R. Directed Readings

Credit, two to eight hours. Readings on selected topics in linguistics as arranged between individual graduate student(s) and a specific member of the Linguistics faculty who supervises and guides.

798R. Directed Research

Credit, one to four hours. This course allows graduate student(s) to conduct independent research under the direction of a faculty member.

Mathematics and Computer Science

Professors

Michele Benzi: numerical linear algebra, sparse matrix computations, iterative methods for systems of linear equations; Dwight Duffus, Goodrich C. White Professor of Mathematics: combinatorics, lattice theory, ordered sets; Ronald J. Gould, Goodrich C. White Professor of Mathematics: graph theory, combinatorics, computer science; William S. Mahavier: general topology; James G. Nagy, director of graduate studies: numerical linear algebra, image and signal processing; Vladimir I. Olikier: partial differential equations, differential geometry, applied mathematics; R. Parimala, Asa Griggs Candler Professor of Mathematics: quadratic forms, Galois cohomology and algebraic groups; Victoria Powers: real algebraic geometry, computational algebra and symbolic computation; Vojtech Rodl, Samuel Candler Dobbs Professor of Mathematics: combinatorics, topology; V. S. Sunderam, Samuel Candler Dobbs Professor of Computer Science and chair: parallel processing, distributed systems, collaborative computing

Associate Professors

Chang Mo Bang: abelian groups, combinatorics, computer science; Steven L. Batterson: dynamical systems, numerical analysis; David Borthwick: global and functional analysis, analysis on manifolds, quantum theory; Eric Brussel: division algebras; Shun Yan Cheung: distributed data bases, high-speed networks (ATM), multicasting; Michelangelo Grigni: theory of computing, approximation algorithms, computational geometry; Emily Hamilton, director of undergraduate studies: low dimensional topology, hyperbolic geometry, Kleinian groups; James Lu: computer science, automated reasoning, logic programming, databases; Kenneth I. Mandelberg, director of computer science program: operating systems, computer networking, graphics; Robert L. Roth Jr.: combinatorics; Shanshuang Yang: complex analysis, quasiconformal mappings, discrete groups

Assistant Professors

Aaron Abrams: topology and its applications, probability and combinatorics; Skip Garibaldi: linear algebraic groups over arbitrary fields, cohomology, homogenous varieties, exceptional groups; Eldad Haber: computational aspects of inverse problems, computational methods for PDEs, computational electromagnetics, numerical optimization; Gideon Maschler: complex differential geometry; Ojas Parekh: approximate algorithms, discrete optimization, polyhedral combinatorics, scientific computing; Shirley Xiong: databases, distributed computing

Senior Lecturers

Phillip W. Hutto: distributed systems; programming languages; operating systems, security, social implications of computing; Ray Lamb: mathematics education

Mathematics and computer science are disciplines central to both the liberal arts curriculum and to research endeavors in the natural and social sciences. The combined department at Emory offers educational programs and supports research activities that exploit the interrelations among mathematics, computer science, and the physical and life sciences, and that advance traditional areas of scholarship within each discipline. The department offers a BA and a BS in both mathematics and computer

science, a BS in applied mathematics as well as joint programs in mathematics/computer science, mathematics/economics, and mathematics/political science.

The department is housed in the new Mathematics and Science Center with facilities including an open Unix computing lab, instructional teaching lab, computing library, research computing labs and data center. All classrooms are equipped with state-of-the-art AV and computing tools.

Requirements for Majors

BA in Mathematics

Designed to provide a broad introduction to the subject. The requirements feature flexible choices, while providing an opportunity to explore one or more areas in greater depth. Requirements:

1. Math 211, 221, and 250
2. CS 170
3. 20 additional hours of mathematics courses at the 200 level or above

BA in Computer Science

The BA is designed for students who want a broad introduction to the subject and for those who would like to combine computer science with another major or minor. Requirements:

1. Math 221
2. CS 170–171, 224, 253, 255, and 351
3. One of CS 451, 455, 456, 457, 470
4. Any CS course numbered 300 or higher, or one of Math 315, 346, or 361

BA in Economics/Mathematics

A student may complete a joint major in economics and mathematics by fulfilling the following requirements:

1. Econ 101, 112, 201, 212, 220, and either 420 or 422
2. Math 211, 221, 250, and CS 170
3. Either of the cross-listed Econ 425 or Math 425
4. One four-hour economics course at the 300 level or above or one four-hour mathematics course at the 200 level or above.

BA in Political Science/Mathematics

A student may complete a joint major in political science and mathematics by fulfilling the following requirements:

1. Pols 100 and either 110 or 120
2. Math 111, 112, 211, 212, 221, 361, and 362
3. One course from the following: Pols 308, 309, 310
4. Three electives in political science at the 300 level or above that employ the methods of Pols 308, 309, or 310. These must be chosen from American politics, international relations, or comparative politics; a student choosing electives must be preapproved by the student's adviser.
5. One preapproved seminar in political science at the 400 level or above.

BS in Mathematics

Designed to prepare students for graduate study in mathematics. They include year-long sequences in the fundamental areas of algebra and analysis. Students pursuing the BS should complete Mathematics 250 by the end of their sophomore year.

Requirements:

1. Math 211, 250, 318, 321, 323-324, and 411-412
2. CS 170
3. 4 additional hours of mathematics courses at the 300 level or above

BS in Applied Mathematics

Designed to prepare students for graduate study in applied mathematics or for those who want a BS degree with an emphasis on the applied aspects of mathematics.

Requirements:

1. Math 211, 212, 221 (or 321), 250, 315, 318, 351
2. Two additional courses from the following: Math 345, 346, 361, 362, 411, 412
3. One course from the following: Physics 152, 253, 361, 365, Chem 331
4. CS 170

BS in Computer Science

The BS provides a more structured set of courses and prepares a student for graduate work in computer science. Requirements:

1. Math 221
2. CS 170-171, 224, 253, 255, 351, and 424
3. Three courses chosen from the following: CS courses numbered 300 or higher and Math 315, 346, and 361
4. Physics 141-142 or 151-152, and 234

BS in Mathematics/Computer Science

This program is designed for students who wish to combine the study of mathematics and computer science. It can also accommodate students in the physical sciences who want a substantial concentration in mathematics and computation. Requirements:

1. Math 221, 250, and 315
2. CS 170-171, 224, 253, 255, 351, and 424
3. Two courses chosen from the following: CS courses numbered 300 or higher, Math 346, 361
4. Physics 141-142 or 151-152, and 234

Requirements for Minors

- Minor in Mathematics: Sixteen hours of mathematics courses at the 200 level or above
- Minor in Applied Mathematics: Mathematics 211, 212, 221, and one of Mathematics 315, 345, 346, or 351
- Minor in Computer Science: CS 170-171 and 255, and any two CS courses numbered 200 or higher
- Minor in Computer Informatics: CS 153 or CS 155, CS 170-171, and two of either CS 370, CS 377, or CS 378

Honors Program

See “Honors Program,” page 33. Students interested in being considered for honors in mathematics are strongly urged to begin the Math 323–324 or Math 411–412 sequence in the fall of their junior year. Computer science students should schedule CS 351 in the fall of their junior year. Each year the department selects its outstanding major for the Trevor Evans award.

BS/MS Program

Students with superior records may be considered for a program that leads to both the BS and the MS degrees in four years. The course requirements are challenging and require careful planning. Students interested in being considered for this program should consult early with their departmental adviser. Mathematics majors should complete both the Math 323–324 and Math 411–412 sequences during their junior year. Mathematics/computer science majors should schedule CS 551 in the fall of their junior year.

BA/MSPH Program in Mathematics/Biostatistics

This is a joint program with the Department of Biostatistics of the Rollins School of Public Health in which the student obtains both an undergraduate and a graduate degree in five years. Additional details are available from the department and the School of Public Health.

Mathematics Courses

There are no prerequisites for Mathematics 107, 109, 111, 115, or 119. Freshmen with a 4 or 5 on the Calculus AB Advanced Placement Exam should skip 111 and begin in 112Z. Incoming freshmen with a 4 or 5 on the Calculus BC Advanced Placement Exam should begin with Math 211 or another 200-level course.

107. Introduction to Probability and Statistics

Fall, spring. Sample spaces, probability, Bayes theorem, independence, random variables, binomial distributions, normal distribution, sampling distributions, confidence intervals.

109. Game Theory, Graphs, and Mathematical Models

Convex sets, linear inequalities, linear programming, two-person games, finite graphs. Applications in management, economics, and behavioral sciences.

111. Calculus I

Fall, spring. Limits, derivatives, antiderivatives, the definite integral.

112. Calculus II

Fall, spring. Prerequisite: Math 11, 115, or placement. Techniques of integration, exponential and logarithm functions, sequences and series, polar coordinates.

112Z. Calculus II

Fall. For first-year students who have received a score of 4 or 5 on Calculus AB advanced placement exam.

115. Life Sciences Calculus I

Fall. First semester calculus with an emphasis on applications to the life sciences. This course is recommended by the biology department and the NBB program for its majors.

116. Life Sciences Calculus II

Spring. Prerequisite: Mathematics 111 or 115. Integration, differential equations, multivariable calculus, and discrete probability and statistics, with an emphasis on applications to biology.

119. Calculus with Business Applications

Fall, spring. Derivatives, logarithmic and exponential functions, integrals. Applications and techniques emphasized. (Note: This course is designed primarily for students who plan to enter the Goizueta Business School at Emory. It should not be taken by students who have either taken or plan to take Mathematics 111 or 112.)

190. Freshman Seminar

Topics will be announced each year.

207. Probability and Statistics with Applications

Prerequisite: Math 112, 112Z, or 119. Development and use of mathematical models from probability and statistics with applications.

211. Advanced Calculus (Multivariable Calculus)

Fall, spring. Prerequisite: Mathematics 112. Vectors; multivariable functions; partial derivatives; multiple integrals; vector and scalar fields; Green's and Stokes' theorems; divergence theorem.

212. Differential Equations

Fall, spring. Prerequisite: Mathematics 112. Ordinary differential equations with applications.

221. Linear Algebra

Fall, spring. Prerequisite: Mathematics 112. Systems of linear equations and matrices, determinants, linear transformations, eigenvalues, and eigenvectors.

250. Foundations of Mathematics

Fall, spring. Prerequisite: Mathematics 112. An introduction to theoretical mathematics. Logic and proofs, operations on sets, induction, relations, functions.

270. History and Philosophy of Mathematics

(Same as Philosophy 270.) Prerequisites: Math 112, 112Z, 112S or permission of the

instructor. Topics in the history of mathematics and their philosophical background. Genesis and evolution of ideas in analysis, algebra, geometry, mechanics, foundations. Historical and philosophical aspects of concepts of infinity, mathematical rigor, probability, etc. The emergence of mathematical schools.

315. Numerical Analysis

Fall. Prerequisites: Mathematics 221 or 321 and Computer Science 170. Solution of linear and nonlinear systems of equations, interpolation, least-squares approximation, numerical integration, and differentiation.

318. Complex Variables

Fall. Prerequisites: Mathematics 211 and 250, or consent of instructor. Analytic functions, elementary functions, integrals, power series, residues, and conformal mapping.

321. Abstract Vector Spaces

Spring. Prerequisite: Mathematics 250. Axiomatic treatment of vector spaces, inner product spaces, minimal polynomials, Cayley-Hamilton theorem, Jordan form, and bilinear forms.

323. Abstract Algebra

Fall. Prerequisites: Mathematics 221 or 321, and 250. Groups (definition and examples), cosets, Lagrange's theorem, symmetric and alternating groups, Cayley's theorem, isomorphisms, Cauchy's theorem, quotient groups and homomorphisms, and the action of a group on a set. Additional topics may include the Sylow theorems, and the theory of rotation groups.

324. Abstract Algebra II

Spring. Prerequisite: Mathematics 323. Rings (definition and examples), quotient rings and homomorphisms, Euclidean rings, polynomial rings, fields (definition), roots of polynomials, and elements of Galois theory. Additional topics may include construction by straightedge and compass, and solvability of a polynomial by radicals.

330. Introduction to Combinatorics

Alternate years. Prerequisites: Mathematics 221 or 321, and 224 or 250. Combinations and permutations, counting techniques, recurrence relations, and generating functions. Block designs, finite planes, and coding theory. Introduction to graph theory.

344. Differential Geometry

Prerequisites: Mathematics 211, 221 or 321, and 250. Curves and surfaces in 3-space. The geometry of the Gauss map. Special surfaces. The intrinsic geometry of surfaces. Surfaces and computer graphics.

345. Mathematical Modeling

Prerequisites: Mathematics 212 and Computer Science 170. Principles of mathematical modeling; case studies using nonlinear ordinary differential equations, difference equations, and partial differential equations.

346. Introduction to Optimization Theory

Spring. Prerequisites: Mathematics 221 or 321 and Computer Science 170. Theory of linear programming, duality, optimal flows in networks, and mathematical programming.

351. Partial Differential Equations

Prerequisites: Mathematics 221 or 321 and 211. PDEs and their origin, classification of PDEs, analytical methods for the solution of PDEs, qualitative properties of the solutions, eigenvalue problems and introduction to numerical methods.

361. Probability and Statistics I

Fall. Prerequisite: Mathematics 211. Discrete and continuous probability, random variables, special distributions.

362. Probability and Statistics II

Spring. Prerequisite: Mathematics 361. Estimation, hypothesis testing, goodness-of-fit tests, linear regression.

411. Real Analysis I

Fall. Prerequisites: Mathematics 211, 221, or 321 and 250. Analysis of sets and functions in n -space. Basic topological properties, continuity, and differentiation.

412. Real Analysis II

Spring. Prerequisite: Mathematics 411. Integration in n -space: theorems of Stokes and Fubini. Uniform convergence: theorems of Taylor and Stone-Weierstrass. Sard's theorem.

424. Theory of Computing

Spring. (Same as CS 424.) Prerequisites: Computer Science 224 and 253. This course gives mathematical methods to classify the complexity of computational problems. Topics include regular languages, grammars, decidability, and NP-completeness. Models of computing such as automata, circuits, and Turing machines are related.

425. Mathematical Economics

Spring. (Same as Economics 425.) Prerequisites: Economics 201, 212 and Mathematics 211, or permission of the instructors. Introduction to the use of calculus in economic analysis; comparative static problem and optimization theory; consideration of the mathematical techniques used in game theory.

486. Topics in Topology

Prerequisite: Mathematics 250. May be repeated for credit when topic varies.

487. Topics in Combinatorics

Prerequisites: Mathematics 221 or 321 and 250. May be repeated for credit when topic varies.

488. Topics in Algebra

Prerequisites: Mathematics 221 or 321, and 250. May be repeated for credit when topic varies.

489. Topics in Analysis

Prerequisite: Mathematics 250. May be repeated for credit when topic varies.

495. Honors

Credit, one to four hours. May be repeated, provided total credit does not exceed four hours.

497. Directed Study

Credit, one to four hours, as arranged with the department.

Computer Science Courses

There are no prerequisites for Computer Science 110 or 170. Students with a 4 or 5 on either AP Computer Science exam can start in CS 171.

110. Computer Science Fundamentals

Fall, spring. A general introduction to computer science including an overview of hardware systems, programming essentials, algorithm design, data handling, and networking. Not intended for students needing a programming background for further work in computer science.

153. Computing for Bioinformatics

Spring. An introduction to tools of computer science that are relevant to bioinformatics, with a focus on fundamental problems with sequence data. Practical topics will include Perl programming, data management, and web services. Computational concepts are emphasized with only a sketch of the underlying biology.

155. Computer Science with Business Applications

Fall. An introduction to tools and concepts of computer science that are most relevant to business (enterprise) computing and e-commerce. Students will be introduced to basic programming principles, page layout and visual interface design, client/server computing, simple techniques for accessing databases, and their algorithmic and mathematical foundations.

170. Introduction to Computer Science I

Fall, spring. An introduction to computer science for the student who expects to make serious use of the computer in course work or research. Topics include: fundamental computing concepts, general programming principles, the Unix Operating System, the X-window system, and the Java programming language. Emphasis will be on algorithm development with examples highlighting topics in data structures.

171. Introduction to Computer Science II

Fall, spring. Prerequisite: CS 170. A continuation of CS170. Emphasis is on the use and implementation of data structures, introductory algorithm analysis, and object oriented design and programming with Java. The course will also introduce the basics of procedural programming with C.

190. Freshman Seminar

Topics will be announced each year.

224. Mathematical Foundation of Computer Science

Fall. Prerequisite: Mathematics 112. Corequisite: Computer Science 170. This course introduces elementary mathematics necessary for the computer science curriculum. Topics include proof-writing, sets, functions, logic, quantifiers, graphs, automata, languages, and asymptotic notation.

255. Computer Organization and Architecture I

Fall. Prerequisite: Computer Science 171. Binary and hexadecimal number systems, logic gates, combinational and sequential circuits, ALU and control unit organization, instruction formats, addressing modes, and assembly language programming.

323. Data Structures and Algorithms

Spring. Prerequisites: Computer Science 171 and 224. Analysis, design, and implementation of data structures and algorithms. Algorithms include divide-and-conquer, dynamic programming, greedy methods, tree and graph traversal, with analysis emphasizing lower bounds, worst-case, and expected time complexity.

325. Artificial Intelligence

Alternate years. Prerequisites: Computer Science 171. Foundations and problems of machine intelligence, application areas, representation of knowledge, control paradigms, the LISP programming language, expert systems, design of an intelligent system.

355. Computer Architecture

Spring. Prerequisites: Computer Science 171 and 255. Digital circuits, efficient algorithms for computer arithmetic, floating point accelerators, micro-programming, memory technology and hierarchies, I/O subsystems, interrupt processing and DMA strategies, communications interfaces, and advanced architectures, including RISC and cache organization.

356. Programming Languages

Alternate years. Prerequisite: Computer Science 171. Introduction to syntax and semantics of computer programming languages. An overview of various language paradigms with case studies in declarative languages, object-oriented languages, and logic programming as contrasted with imperative languages. An overview of translation issues and methods.

370. Software Engineering with Practicum

Spring. Prerequisites: any two computer science courses at the 200 level or higher. This course introduces basic concepts and techniques of software engineering, and applies these in the context of a semester-long group programming project.

375. Independent Software Development

Prerequisite: permission of instructor. Credit, variable. An independent study course devoted to the development of software projects.

377. Database Systems

Prerequisite: Computer Science 171. Introduction to storage hierarchies, database models, consistency, reliability, and security issues. Query languages and their implementations, efficiency considerations, and compression and encoding techniques.

378. Data Mining

Alternate years. Prerequisite: CS 171; CS 377, or some database experience is recommended. Introduction to data mining techniques including data preprocessing, data warehousing and management, association analysis, clustering, and text mining.

424. Theory of Computing

Spring. Prerequisites: Computer Science 224 and 323. This course gives mathematical methods to classify the complexity of computational problems. Topics include regular languages, grammars, decidability, and NP-completeness. Models of computing such as automata, circuits, and Turing machines are related.

450. Systems Programming

Fall. Prerequisites: Computer Science 171 and 255. System programming topics are illustrated by use of the UNIX operating system. Topics include: file i/o, the TTY driver, window systems, processes, shared memory, message passing, semaphores, signals, and interrupt handlers.

452. Operating Systems

Spring. Prerequisite: Computer Science 450. The structure and organization of computer operating systems. Process, memory, and I/O management; device drivers, exception handling, and interprocess communication. Students write an operating system as a course-long project.

455. Introduction to Computer Networks

Prerequisite: CS 450. An introduction to computer networks based on internal structure using the OSI layer model. Topics include: physical layer (encoding and protection), data link layer (point-to-point and broadcast networks, transparent bridging, and spanning tree), the network layer (routing algorithms, the IP protocol, tunneling), and transport layer (UDP and TCP protocols, NS2 network simulation). Network programming will be done using the Berkeley socket and pthreads APIs.

456. Compiler Construction

Fall. Prerequisites: Computer Science 255, 323, and 424. Languages and their grammars, lexical analysis and parsing, code generation, and optimization.

459. X Window System Programming

Alternate years. Prerequisites: Computer Science 171. Corequisite: Computer Science 450. Introduction to bitmap graphics using the X Window System. Topics include: client/server paradigm, event-driven programming, two-dimensional graphics, graphical user interfaces, toolkits, and object-oriented programming.

485. Topics in Computer Science

May be repeated for credit when topic varies.

495. Honors

Enrollment limited to departmental majors invited to participate in the Honors Program.

497. Directed Study

Credit, one to four hours, as arranged with the department.

Medieval Studies

Director, Graduate and Undergraduate Programs

Kevin Corrigan, Graduate Institute of the Liberal Arts (ILA)

Core and Associate Faculty

Henry Bayerle (Latin at Oxford); William Beik (history); Lynn Wood Bertrand (music); David F. Bright (classics and comparative literature); John Bugge (English); Thomas S. Burns (history); C. Jean Campbell (art history); Maria Carrión (Spanish and Portuguese); Kevin Corrigan (ILA); Pamela M. Hall (philosophy); Ann Hartle (philosophy); Mark D. Jordan (religion and ILA); Roxani Margariti (Middle Eastern studies); James Morey (English); Gordon D. Newby (MESAS); Claire Nouvet (French and Italian and comparative literature); Elizabeth Pastan (art history); Philip Lyndon Reynolds (Candler School of Theology); Harry Rusche (English); Marina Rustow (history); Sharon T. Strocchia (history); Garth Tissol (classics); Eric R. Varner (art history and classics); Stephen D. White (history and medieval studies); Jack Zupko (philosophy)

Medieval studies offers both an undergraduate major and a graduate certificate that provide at both levels broad, interdisciplinary programs of study focusing on the formative period in the history of Western institutions and culture. Many departments and divisions offer relevant courses (see the list of faculty above). In addition, courses offered by the Institute of the Liberal Arts' graduate program in medieval studies may also be pertinent. Students wishing to concentrate should apply to the program director, who will assist them in designing a coherent and academically sound program of study suited to their interests.

Requirements for the Undergraduate Major

A total of forty hours (ten courses), of which at least 32 hours (eight courses) must be at the 200 level or higher. These must be distributed as follows:

- (1) At least four courses (16 hours) in one of five approved areas of medieval studies (art history, history, literature, music, and philosophy and religion).
- (2) At least three courses (12 hours) in a second of these areas.
- (3) At least one course (4 hours) with significant emphasis on a medieval language.
- (4) Eight additional hours:

Either a colloquium or senior project in medieval studies, plus an additional course in medieval studies; **or**

For majors who are admitted to the College Honors Program, a senior thesis.
For a specific list of courses and other information about the program, consult the director.

Pertinent courses in participating departments include:

Art History 231. Early Medieval Art, 200–900
Art History 232. Monastery and Cathedral, 900–1300
Art History 243. Early Renaissance Art/Architecture
Art History 339. Special Studies in Medieval Art History
Art History 340. Gothic Art and Architecture
Art History 345. The Formation of Islamic Art
Comparative Literature 201. Major Texts: Ancient to Medieval
English 300. Old English Language and Literature
English 301. Beowulf
English 303. Middle English Language and Literature
English 304. Chaucer
English 308. Arthurian Literature
English 310. Medieval and Renaissance Drama
French 331. Studies in the Early Period
German 461. German Literature to 1750
History 201. The Formation of European Society: From Late Antiquity Through the Early Modern Era.
History 303. History of the Byzantine Empire
History 304. The New Europe, 300–1000 C.E.
History 305. The High Middle Ages, 1000–1350
History 312. Medieval and Renaissance England
History 326. Medieval and Muscovite Russia
Jewish Studies/Religion 239. Early and Medieval Judaism
Latin 320. Medieval Latin
Middle Eastern Studies 315. The Quran
Music 201. Survey of Western Music to 1750
Music 422. Medieval and Renaissance Music
Philosophy 250. History of Western Philosophy I
Philosophy 300. Medieval Philosophy
Religion 311. Early and Medieval Christianity
Religion 316. Early and Medieval Judaism
Religion 341. Medieval Jewish Thought
Spanish 420. Topics in Medieval Studies

Middle Eastern and South Asian Studies

Professors

Gordon D. Newby, chair: Islamic, Judaic, and Middle Eastern studies; Oded Borowski: modern Hebrew; biblical archaeology; ancient Near Eastern studies; Vincent Cornell, Candler Professor of Middle East and Islamic Studies; Shalom Goldman: Hebrew literature, Jewish studies, Middle Eastern languages

Associate Professors

Benjamin Hary: Hebrew and Arabic languages and linguistics; Devin Stewart: Arabic and Islamic studies

Assistant Professors

Roxani Margariti: Middle Eastern history and culture; Indian Ocean history; urban studies; Ruby Lal: South Asian studies; Ofra Yeglin: modern Hebrew poetry, Israeli culture and society, Hebrew language

Senior Lecturers

Rkia Cornell: Arabic language and literature; Rakesh Ranjan: Hindi language and linguistics; Hossein Samei: Persian language and linguistics

Lecturers

Rina Kreitman: Hebrew language and linguistics; Rima Semaan: Arabic language and literature

The Department of Middle Eastern and South Asian Studies offers a wide range of courses on the languages, literatures, cultures, history, and archaeology of the region. A major in Middle Eastern and South Asian studies combines the study of one or more of the languages of the region with the cultural, literary, historical, archaeological, and religious aspects of the area. This major prepares students for careers in government service, international affairs, and graduate studies. Majors in Middle Eastern and South Asian studies may elect to concentrate in specific subareas of the Middle East, such as Judaic studies, Islamic studies, South Asian studies, or archaeology. The Department of Middle Eastern and South Asian Studies also offers minors in Arabic, Hebrew, Hindi, Persian, and Mediterranean archaeology.

Requirements for the Major in Middle Eastern and South Asian Studies

(Please consult the MESAS website at www.mesas.emory.edu for up-to-date academic requirements.) A major in Middle Eastern studies requires a prerequisite of one of the following: Arabic 101–102, Hebrew 101–102, Hindi 101–102, Persian 101–102, or the equivalent, and:

- (1) Four language courses beyond the prerequisite as follows: either four additional courses (normally 201–202, 301–302) of the prerequisite language, or two additional courses of the prerequisite language (normally 201–202) plus two sequential courses (normally 101–102) in a second language taught by the department.
- (2) Two core courses: Middle Eastern Studies 100 and Middle Eastern Studies 200WR.
- (3) Middle Eastern Studies 490SWR, a senior seminar for Middle Eastern and South Asian Studies majors.
- (4) Three additional courses that focus primarily on the Middle East and South Asia (to be chosen in consultation with the director of undergraduate studies in the Department of Middle Eastern and South Asian Studies).
- (5) Courses for the major must be taken for a letter grade.
- (6) Students must meet with the director of undergraduate studies at least once each semester for advising before registering for classes.

Requirements for the Minor in Arabic

Students may obtain a minor in Arabic by taking Arabic 101, 102, 201, 202, 301, and either 302 or Middle Eastern Studies 211.

Students with previous knowledge of Arabic above the intermediate level may obtain a minor in Arabic by taking three additional courses above their present level in addition to Middle Eastern Studies 211.

Requirements for the Minor in Hebrew

Students may obtain a minor in Hebrew by taking Hebrew 101, 102, 201, 202, 301, and either 302 or an approved course in Hebrew literature.

Students with previous knowledge of Hebrew above the intermediate level may obtain a minor in Hebrew by taking three additional courses above their present level in addition to an approved course in Hebrew literature.

Requirements for the Minor in Hindi

Students may obtain a minor in Hindi by taking Hindi 101, 102, 201, 202, 301 and 302, or an approved course in Hindi literature.

Students with previous knowledge of Hindi above the intermediate level may obtain a minor in Hindi by taking three additional courses above their present level in addition to an approved course in Hindi literature.

Requirements for the Minor in Persian

Students may obtain a minor in Persian by taking Persian 101, 102, 201, 202, 301, and 302 or an approved course in Persian literature.

Students with previous knowledge of Persian above the intermediate level may obtain a minor in Persian by taking three additional courses above their present level in addition to an approved course in Persian literature.

Requirements for the Minor in Mediterranean Archaeology

Students may obtain a minor in Mediterranean archaeology by taking five courses with at least one course in each of the three areas represented in the program: Biblical archaeology, classical world, Egyptology. One of these courses should be devoted to methodology or should have a methodological component. This requirement can be fulfilled also by participation in an on-site field school program. One of the five courses can be from the list of related courses. All courses must be approved by the student's archaeology adviser.

Honors Program in Middle Eastern and South Asian Studies

See "Honors Program," page 33, and consult the department for further details. To receive honors in Middle Eastern and South Asian Studies, eligible students select an adviser from among the faculty of the department. The adviser should be chosen on the basis of his or her expertise in the topic to be examined in the thesis.

During the senior year, honors students enroll in Middle Eastern Studies 495RWR in the fall and spring semesters. Honors students must complete an honors thesis and

defend it in an oral hearing. In addition to the adviser, the committee of examiners will include one other faculty member of the department and one faculty member from outside the department.

Summer/Study Abroad

The Middle Eastern and South Asian Studies Department sponsors two summer study abroad programs: Emory Experience in Israel and Archaeology. In addition, the department sponsors two Junior Semester Abroad Programs: one at the American University in Cairo and one at Tel Aviv University. These two programs are administered by CIPA (Center for International Programs Abroad at Emory). For further information on these programs contact the Middle Eastern and South Asian Studies Department or CIPA. Majors in Middle Eastern Studies have also studied abroad at other CIPA approved programs, including the University of London's School of Oriental and African Studies.

Arabic

101. Elementary Arabic I

Fall. First in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

102. Elementary Arabic II

Spring. Prerequisites: Arabic 101 or permission of instructor. Second in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

201. Intermediate Arabic I

Fall. Prerequisites: Arabic 102 or permission of instructor. Third in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

202. Intermediate Arabic II

Spring. Prerequisites: Arabic 201 or permission of instructor. Fourth in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

301. Advanced Arabic I

Fall. Prerequisites: Arabic 202 or permission of instructor. Fifth in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

302WR. Advanced Arabic II

Spring. Prerequisites: Arabic 301 or permission of instructor. Sixth in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

410R. Advanced Language and Culture

Study and discussion of written and audio-visual texts dealing with various aspects of Arab culture and society. Texts vary according to interests of students; may be repeated for credit.

497R. Supervised Reading in Arabic

Prerequisite: Arabic 302 or equivalent and approval of MESAS curriculum committee. For advanced students who wish to pursue independent study and research of Arabic texts.

Hebrew

101. Elementary Modern Hebrew I

Fall. First in a series of courses designed to teach speaking, writing, reading, and comprehension of modern Hebrew. No previous knowledge of Hebrew required.

102. Elementary Modern Hebrew II

Spring. Prerequisites: Hebrew 101 or permission of instructor. Second in a series of courses designed to teach speaking, writing, reading, and comprehension of modern Hebrew.

201. Intermediate Advanced Modern Hebrew I

Fall. Prerequisites: Hebrew 102 or permission of instructor. Third in a series of courses designed to teach modern Hebrew, with emphasis on grammatical structure and expansion of vocabulary; includes short stories, newspaper articles, and conversation.

202. Intermediate Advanced Modern Hebrew II

Spring. Prerequisite: Hebrew 201 or permission of instructor. Fourth in a series of courses designed to teach modern Hebrew with emphasis on grammatical structure and expansion of vocabulary; includes short stories, newspaper articles, and conversation.

301. Advanced Modern Hebrew I

Fall. Prerequisites: Hebrew 202 or permission of instructor. Fifth in a series of courses designed to teach modern Hebrew, advanced study of grammar, vocabulary, and stylistics; intensive practice speaking and writing Hebrew.

302. Advanced Modern Hebrew II

Spring. Prerequisites: Hebrew 301 or permission of instructor. Sixth in a series of courses designed to teach modern Hebrew, advanced study of grammar, vocabulary, and stylistics; intensive practice speaking and writing Hebrew.

370R. Topics in Hebrew Literature

Close analysis of selected poetry or prose in Hebrew.

415R. Reading Modern Hebrew

Prerequisite: Hebrew 302 or equivalent. Designed especially to enable students with background in Biblical Hebrew to read modern publications in the field of Biblical studies.

430R. Modern Hebrew Literature

Prerequisite: Hebrew 301 or equivalent. Readings in modern Hebrew prose, poetry, and drama in the original, with emphasis on literary and social issues.

435R. Hebrew of the Israeli Media

Prerequisite: Hebrew 301 or equivalent. Advanced study of the language used in the Israeli media; includes selections from newspapers, radio, and television broadcasts.

440. History of the Hebrew Language

Prerequisites: Hebrew 302 or equivalent. This course examines the development of the Hebrew language in different periods and in the framework of other Semitic languages using methodologies of historical linguistics and sociolinguistics.

497R. Supervised Reading in Hebrew

Prerequisite: Hebrew 302 or equivalent and approval of MESAS curriculum committee. Can be used for directed study of Hebrew literature in the original or for other interdisciplinary research in Hebrew.

Hindi

101. Elementary Hindi I

Fall. Enables those with no previous knowledge of Hindi to read, write, and converse in Hindi on a range of topics.

102. Elementary Hindi II

Spring. Prerequisites: Hindi 101 or permission of instructor. Second in a series of courses that seek to develop listening, reading, speaking, writing, and cultural skills in Hindi.

103. Accelerated Hindi

This is a fast-paced course for students who already possess limited speaking and listening skills, but who may not have sufficient skills in reading and writing. It is an abridgement of the yearlong elementary Hindi course for students with some language and cultural background.

201. Intermediate Hindi I

Fall. Prerequisites: Hindi 102 or permission of instructor. Third in a series of courses that seek to develop listening, reading, speaking, writing, and cultural skills in Hindi.

202. Intermediate Hindi II

Spring. Prerequisites: Hindi 201 or permission of instructor. Fourth in a series of courses that seek to develop listening, reading, speaking, and writing skills in Hindi.

301. Advanced Hindi

Fall. Prerequisites: Hindi 202 or permission of instructor. Fifth in a series of courses that seek to develop listening, reading, speaking, and writing skills in Hindi.

302. Advanced Hindi II

Spring. Prerequisites: Hindi 301 or permission of instructor. Sixth in a series of courses that seek to develop listening, reading, speaking, and writing skills in Hindi.

497R. Supervised Reading in Hindi

Prerequisite: Hindi 302 or equivalent and approval of MESAS curriculum committee. Can be used for directed study of Hindi literature in the original or for other interdisciplinary research in Hindi.

Middle Eastern and South Asian Studies

100. Introduction to the Middle East

Fall, spring. Introduction to the history, geography, and religions of the Middle East from ancient to modern times, focusing on how this history helped shape the Middle East of today. Satisfies GER V.C.2. Required of all Middle East studies majors.

102. Introduction to South Asian Civilizations

(Same as Asian Studies 102.) This course is a multidisciplinary introduction to the civilizations of South Asia, including an overview of the history and historiography of the region from its prehistory to the present.

120. Israel: Culture and Society

(Same as Jewish Studies 120.) This course is an introduction to the institutions and folklore of the ethnic communities in modern Israeli society and culture. In English; no knowledge of Hebrew required.

125. Introduction to Jewish Literature

(Same as Jewish Studies 125.) Readings (in English) of major works from Biblical narrative to modern Hebrew, Yiddish, and Jewish fiction. Class discussions deal with topics such as Jewish identity, exile, humor, and satire. Satisfies GER IV.A.

130. Harem Tales

(Same as Asian Studies 130.) This course traces the place of women, men, and children in Islamic societies and examines gender perspectives in the writing of Islamic history via the site of the harem.

150. Discovering Ancient Egypt

This course examines the culture of Ancient Egypt and the process by which European societies “discovered” and uncovered that culture. Topics include the history, religion, and artistic traditions of Ancient Egypt, as well as the hieroglyphic writing system.

152. Ancient Iraq

This course sets the story of the cultures and religions of ancient Iraq, including the Sumerians, Babylonians, and Assyrians, within the cultural and historical matrices in which they developed.

160. Introduction to Sacred Texts

(Same as Religion 150.) Comparative study of sacred texts in two or more religious tra-

ditions; textual authority, canons, primary and secondary texts, types of texts, and the function of sacred texts in religious communities. Satisfies GER IV.A. and V.C.2.

190. Freshman Seminar

Exclusively for first-year students. Seminar provides introduction to various historical, religious, cultural, and linguistic aspects of the Middle East. Topics vary.

200WR. Interpreting the Middle East

Exploration of themes such as identity, community, religion, and politics in the Middle East from ancient to modern times. Readings include historical and literary texts by various Middle Eastern authors. Required of all Middle East studies majors.

201WR. Reading the Middle East

Middle Eastern literature in translation. An introduction to the literary traditions of the Middle East in English translation, exploring common theories, comparative approaches, and more. A discussion based course that fulfills the writing requirements.

202. Viewing the Middle East and India

This course takes an interdisciplinary and comparative approach to the national cinemas of Turkey, Egypt, India, Israel and Iran. It investigates how the various national film industries represent and encode questions of national identity, politics, and society.

210. The Arab World: Culture and Society

This course introduces students to the main elements of Arab Culture and to the various aspects of social life in the modern Arab World. In English; no knowledge of Arabic required.

211WR. Arabic Literature

An introduction to the main trends and works of Arabic literature in the twentieth century. No knowledge of Arabic required.

222. Modern Jewish Literature

(Same as Religion 272/Jewish Studies 220.) Fall. Readings in translation of Eastern European and Israeli authors, focusing on short fiction by Nachman of Bratslav, Abramovitsh, Peretz, Sholem Aleichem, Agnon, Appelfeld, Amichai, and Yehoshua. In English.

250. Archaeology and the Bible

(Same as Religion 260/Jewish Studies 250.) Fall. A careful examination of theory and methodology related to this branch of archaeology with special emphasis on famous discoveries, important sites, and the archaeological/historical background of Biblical events. Satisfies GER V.C.1.

251WR. Daily life in Ancient Israel

(Same as Religion 251WR/Jewish Studies 251WR.) Spring. Everyday life in ancient Israel (1200–586 BCE), including the economy, religion and cult, city planning, the Israelite kitchen, burials, status of women, and more.

252WR. The Archaeology of Jerusalem

(Same as Jewish Studies 252WR.) Spring. A survey of the history of Jerusalem from its earliest times to the Crusader period through examination of archaeological remains and other ancient sources.

259R. Field Work in Biblical Archaeology

(Same as Religion 261R/Jewish Studies 259R.) Summer. Excavations in the Middle East, especially with the Summer Abroad Program affiliated with the Lahav Research Project at Tell Halif.

260. Peoples and Cultures of the Middle East

This course introduces students to anthropological perspectives on the peoples and cultures of the Middle East (including North Africa). The purpose is to familiarize students with the cultural richness and diversity of this region.

310. Voices of Arab Women

Explores various issues concerning Arab women through analysis of literary, documentary, critical, and film texts representing a wide range of social strata, genres, and points of view.

311. The Sufi Way

(Same as Religion 361.) This course is an historical survey of Sufism.

315WR. The Quran

(Same as Religion 315WR.) The Quran in translation, from historical and literary perspectives, looking at its use in Islam, its language, stylistics, modes of narrative, and its relationship to Jewish, Christian, and Arabian traditions.

316. Early and Medieval Islam

(Same as Religion 316.) This course is a survey of the major issues in the history, religion, culture, and civilization of the Islamic world, from its beginnings to the present.

317. Modern Islam

(Same as Religion 317.) This class analyzes Islam in modern history and focuses on religious responses to major events. Issues may include secularism and post-Enlightenment modernism, reform movements, and Islamic liberalism.

318WR. Islamic Law

(Same as Religion 318WR.) This introduction to Islamic law draws on primary texts in translation from both the medieval and modern periods. Examines controversial issues including jihad, blasphemy, drugs (coffee, tobacco, hashish, opium), the status of women, and the status of religious minorities, both Muslim and non-Muslim.

320. Jewish Culture and Society in the Middle East

(Same as Jewish Studies 320.) This course investigates Jewish culture and society in the Middle East, with special emphasis on the modern period. The approach is interdisciplinary (history, ethnography, religious study, and linguistics).

325. Israeli Land and Culture, on Location

(Same as Jewish Studies 325.) Summer. This course explores the nature of Israeli society, culture, and land, on location. Summer only; in Israel. In English. No knowledge of Hebrew required.

326WR. History of Judaic Languages

(Same as Jewish Studies 326/Linguistics 326.) A course dealing with the history and structure of Judaic languages such as Hebrew, Yiddish, Judeo-Arabic, and Ladino.

335WR. South Asia: Language, Politics, Identity

(Same as Linguistics 325.) This course examines the emergence of modern languages in South Asia, the development of multilingualism, and the use of different languages in different social and cultural settings in this multilayered, multilingual, mobile environment.

350WR. Art and Archaeology of Ancient Turkey

This course explores the cultures of Anatolia through the art, architecture, and material remains uncovered over the past century of archaeological exploration. Topics include archaeological field method, early contacts with and influences on Greek civilization, the Anatolian mother goddess, and burial practices.

351WR. Magic and Witchcraft in the Ancient Mediterranean World

This course examines the role and practice of magic in the ancient Mediterranean world from the earliest civilizations through the Roman period. Topics include practitioners, magical techniques, possession, necromancy, human sacrifice, spells, rituals, curses, and miracles.

355. The Great Decipherments

This course is an introduction to Ancient Near Eastern writing systems, including cuneiform, hieroglyphics, and the alphabet, their decipherment, and their influence on later writing systems.

360. Material Culture of the Middle East

This course surveys major categories of artifacts from the pre-modern Middle East and explores the ways in which these are used in historical interpretations of the societies that produced them. Architecture, ceramics, textiles, coins, and the arts of the book will be examined to reveal their economic, social, cultural, and ideological context and content.

362S. Trade and Travel in the Middle East and South Asia

This seminar explores the mechanisms and ramifications of overseas trade and travel in the Middle East and South Asia from antiquity to the seventeenth-century C.E.

365. Orientalism: Self and Other

Using Edward W. Said's *Orientalism* as a point of departure, this course examines the politics and aesthetics of representation in South Asian and Middle Eastern literatures.

370R. Special Topics in Middle Eastern Studies

May be repeated when content varies.

375. Topics in Jewish Literature

(Same as Jewish Studies 375.) Seminar on special issues in Jewish writing. May be repeated for credit when topics varies.

397. Directed Study in Israeli/Holy Land Studies

(Same as Jewish Studies 397.) Summer. Individual research on a chosen topic in Israeli or Holy Land studies.

414. Shiite Islam

(Same as Religion 414.) This course is an introduction to Shiite Islam, including a historical survey with particular attention to the Twelver and Isma'ili traditions, showing how Shiism has shaped Islamic history in general.

420R. Readings in Judeo-Arabic Texts

(Same as Jewish Studies 420R.) This course introduces students to Judeo-Arabic, the language of the Jews in Arab lands, through the study of Judeo-Arabic texts from various periods and places.

430S. Gender, Sexuality, Islam

(Same as Asian Studies 430S.) This course uses feminist theoretical reading strategies to ask what we can learn about notions of gender and sexuality in Islamic cultures, thereby surveying changes in these concepts historically.

415WR. Great Books of the Islamic World

(Same as Religion 415WR.) This course focuses on intellectual history between 800 and 1000, primarily in the city of Baghdad, then the intellectual capital of the Islamic world. Through close reading, comparison of texts, and expository writing, students explore translation, genre, patronage, and their relation to the organization, transmission, and advancement of knowledge.

451SWR. Exodus and Settlement of Canaan

This seminar examines these two themes in the books of Exodus, Joshua, and Judges and then compares the biblical accounts with the archaeological record and extra-biblical materials from surrounding cultures.

453WR. Ancient Israel's Neighbors

This course examines the neighbors of ancient Israel and their influence on Israel's history, culture and economy, using biblical, extrabiblical, and archaeological sources.

475R. Special Topics in Biblical Archaeology

(Same as Jewish Studies 475R.) Among the topics studied are the patriarchs and the patriarchal period, the exodus and the settlement of Canaan, and the Israelite monarchy.

490SWR. Seminar in Middle Eastern Studies

Examines various methodological approaches and issues arising from the study of the Middle East. Students complete a variety of individual and group research projects, as well as weekly response papers to the readings. Required of all Middle Eastern studies majors; fulfills the senior seminar requirement.

491R. Internship in Middle Eastern Studies

On demand. Applied learning in supervised work experience, utilizing skills related to Middle Eastern studies. Students are required to write a major research paper or the equivalent.

495RWR. Honors Thesis

Prerequisite: approval of Middle Eastern studies program adviser. Open to candidates for honors in their senior year. May be repeated for a maximum of eight hours of credit.

497R. Supervised Reading in Middle Eastern and South Asian Studies

Prerequisite: approval of MESAS curriculum committee. Studies of various topics in Middle Eastern studies.

Persian

101. Elementary Persian I

Fall. First in a series of courses that develop speaking, writing, reading, and comprehension of modern Persian as it is used in Iran.

102. Elementary Persian II

Spring. Prerequisites: Persian 101 or permission of instructor. Continuation of Persian 101.

201. Intermediate Persian I

Fall. Prerequisites: Persian 102 or permission of instructor. Continued development of skills acquired in first year, with emphasis on expansion of vocabulary and work on reading, writing, and speaking skills.

202. Intermediate Persian II

Spring. Prerequisites: Persian 201 or permission of instructor. Continuation of Persian 201, with focus on reading and interpretations of a variety of literary and popular texts.

301. Advanced Persian I

Fall. Prerequisites: Persian 202 or permission of instructor. Readings of selected literary texts and newspapers/media with attention to expansion of vocabulary, further development of listening, writing, and speaking skills, reading strategies, and cultural competence.

302WR. Advanced Persian II

Spring. Prerequisites: Persian 301 or permission of instructor. Continuation of Persian 301.

497R. Supervised Reading in Persian

Prerequisite: Persian 302WR or equivalent and approval of MESAS curriculum committee. Advanced students will read a selection of Persian poetry and prose texts to be determined in consultation with the instructor.

Sanskrit

101. Introduction to Sanskrit

Fall. Introduces students to the script, pronunciation, grammar, and syntax of the Sanskrit language.

102. Introductory Sanskrit II

Spring. Prerequisites: Sanskrit 101 or permission of instructor. Continues the study of the basic grammar of classical Sanskrit, developing reading, writing and pronunciation skills. Readings from the Ramayana will be introduced toward the end of the semester as well as elementary conversation skills.

201. Intermediate Sanskrit I

Fall. Prerequisites: Sanskrit 102 or permission of instructor. Students sharpen their understanding of Sanskrit grammar through the reading of selections from vedic, epic, and classical stages of the language. Conversational skills are also developed.

202. Intermediate Sanskrit II

Spring. Prerequisites: Sanskrit 201 or permission of instructor. Continuation of Sanskrit 201.

301. Advanced Sanskrit I

Prerequisites: Sanskrit 202 or permission of instructor. An advanced introduction to “literary” Sanskrit. Students read from a variety of Sanskrit literary genres and learn to read and use traditional Sanskrit commentaries.

302. Advanced Sanskrit II

Prerequisites: Sanskrit 301 or permission of instructor. Continuation of Sanskrit 301.

497R. Supervised Reading in Sanskrit

Prerequisites: Sanskrit 302 or equivalent and approval of MESAS curriculum committee. For advanced students who wish to pursue independent study and reading of Sanskrit texts.

Music

Professors

Timothy Albrecht, university organist: organ, organ improvisation, organ literature; John Anthony Lennon: composition, theory; William Ransom, Mary Emerson Professor of Piano; Steven Everett: composition, computer music

Associate Professors

Dwight Andrews: theory, African American music, jazz studies; Lynn Wood Bertrand, director of graduate studies: music history and literature; Stephen Crist, chair: music history; Eric Nelson, director of choral studies; Yayoi Everett: theory; Tong Soon Lee: ethnomusicology

Assistant Professor

Kevin Karnes: music history

Professor Emeritus

Charles Schisler: music history

Senior Lecturers

Teresa Hopkin, director of vocal studies; Richard Prior: director of orchestral studies, chamber music; Scott Stewart, director of wind studies, conducting; Deborah Thoreson, director of undergraduate studies: piano, music history and literature; Kristin Wendland: theory

Lecturers

Tamara Albrecht: music history; Melissa Cox: theory; Gary Motley, director of jazz studies

Artists in Residence

The Vega String Quartet: Jessica Shuang Wu, Weiwei Le, Yinzi Kong, Guang Wang

Artist Affiliates

Brice Andrus (horn); Laura Ardan (clarinet); Jan Berry Baker (saxophone); Kakali Bandyopadhyay (North Indian instrumental music); Mark Bernat (string bass); John Bigham (voice); Martha Bishop (viola da gamba); Michael Cebulski (percussion); Jay Christy (violin); Peter Ciaschini (strings); Patricia Dinkins-Matthews (piano accompanist); Russ De Luna (oboe); Georgia Ekonomou (strings); David Frackenhohl (jazz guitar); Karen Freer (cello); Adam Frey (euphonium); Laura Gordy (piano); Ted Gurch (clarinet); Carl Hall (flute); Christina Howell (voice); E. J. Hughes (saxophone); Elisabeth Remy Johnson (harp); Mary Kenney (cello); John LaForge (voice); Lisa Leong (piano accompanist); Jun-Ching Lin (violin); Brian Luckett (classical guitar); Jody Miller (early music); Michael Moore (tuba); Paul Murphy (viola); Ed Nicholson (trombone); Carl Nitchie (bassoon); Shawn Pagliarini (violin); Ramon Pooser (string bass); Todd Qualls (piano); Keiko Ransom (piano); Mike Tiscione (trumpet); Amy Trotz (horn); Ruth Shelly Unger (bassoon); Justin Varnes (percus-

sion); Susan Welty (horn); Janice Wong (piano); Lisa Yancich (violin); Mark Yancich (percussion); James Zellers (flute)

The Department of Music at Emory University offers a wide range of musical experiences in the classroom, performance hall, and studio. Students can receive individualized instruction from Atlanta's finest professional artists and performers, including members of the Atlanta Symphony Orchestra, and take courses in music theory, music history and literature, world music and culture, composition, and performance practices. Ensembles for chorus, symphonic winds, orchestra, jazz, and chamber music are a regular part of the music program and are open to music majors and to students pursuing other fields of primary study.

Students who major in music work toward a bachelor of arts degree, which provides development as a performer through private instruction and ensemble participation, a solid grounding in theory and musicianship, and a comprehensive background in the history and literature of music. Accredited by the National Association of Schools of Music, Emory offers private lessons in piano, organ, harpsichord, voice, strings, winds, guitar, and percussion to all students who pass an audition. Students have the opportunity to perform in recitals that are open to the public.

The department sponsors a variety of ensembles, including the University Chorus, Emory Symphony Orchestra, Concert Choir, Wind Ensemble, Jazz Ensemble, Javanese Gamelan Ensemble, and Chamber Ensembles. All students are encouraged to participate; auditions for ensembles are held at the beginning of each semester.

Emory presents a full calendar of musical events throughout the school year. The Music at Emory Series and the Flora Glenn Candler Artists Series bring musicians of national and international stature to campus. The Emory Chamber Music Society of Atlanta and Thamyris, in residence at Emory, present the finest in chamber literature, and their members teach and coach Emory students on a regular basis. In addition, the metropolitan Atlanta area offers a wide array of music opportunities to Emory students.

Requirements for Major

(1) Theory and Analysis 121, 122, 221, and 222 with required labs. It is recommended that students take Music 121 as soon as possible because it initiates the set of courses that must be taken in sequence, each being a prerequisite to the others.

(2) Music History and Literature Survey 201 and 202

(3) Performance: Majors must enroll in Music 320 (Applied Music) and one of the department's primary ensembles (Music 300G, 300J, 300K, or 300M) each semester. An audition is required prior to enrollment. Music 320 requires that students schedule a private lesson with their teacher once a week and attend Perspectives on Performance class on Thursdays 2:30–4:00 p.m. Students must have a minimum of four semesters of applied music and primary ensemble. No more than sixteen hours of applied music and ensembles may be counted toward the 128 academic hours required for graduation.

(4) Electives: eight hours chosen from any of the department's course offerings. Majors may not apply more than one introductory course (Music 101–116, 190)

to the major requirements without permission from the director of undergraduate studies.

Students expecting to pursue graduate work in music are also urged to acquire competency in a foreign language (the most useful for music are German, French, and Italian).

Requirements for Minor

Students choosing music as their minor field must complete twenty semester hours of music courses. Students may select courses from any of the department's offerings with at least twelve hours at the 200-level or higher. Under the guidance of the minors adviser, students may design the minor toward a specific area, or they may take a broad selection of courses. Up to four hours of performance studies (Music 300 and Music 310) will be accepted toward the minor. All courses for the minor must be taken for a letter grade. AP Music Theory will not count toward the minor.

Honors Program

See "Honors Program," page 33, and consult the department for details.

Western Music History and Literature

101. Introduction to Music

Fall, spring. An introduction to perceptive listening. Students are trained to listen analytically and are acquainted with a wide variety of music literature.

113. Introduction to Opera

Spring. An introduction to opera and musical theater through the study of selected works from the Baroque era to the present. Visual and aural presentation.

190. Freshman Seminar

Fall, spring. Credit, four hours. Fulfills the freshman seminar requirement of the General Education Requirements. A variety of courses covering a wide range of topics in music. Refer to the Music Department website for a listing of courses currently offered.

201. Survey of Western Music I

Fall. Development of musical styles from the early Middle Ages through the Renaissance and during the 20th century. Emphasis on repertory of significant and representative musical works. Both major and nonmajor sections offered.

202. Survey of Western Music II

Spring. Development of musical styles from the Baroque period through the nineteenth century. Emphasis on repertory of significant and representative musical works. Music 201 is not a prerequisite. Both major and nonmajor sections offered.

207S. J. S. Bach: Life, Music, Influence

Fall. A survey of the life, music, and influence of Johann Sebastian Bach (1685-1750), one of the most significant figures in the history of European art music.

262. A Survey of Wind Literature

This course concentrates on music written for the wind band, a general description for any musical ensemble consisting of wind (often with percussion) instruments, beginning with the Austro-Germanic tradition of wind bands in Medieval times and conclude with forays into the repertoire of the twenty-first century.

263S. Piano Literature

This seminar provides an overview of the vast amount of music composed for solo piano since 1700, including works by J. S. Bach, Mozart, Beethoven, Chopin, Liszt, Robert and Clara Schumann, Brahms, and Debussy.

264. Orchestral Literature

Spring. A listening-intensive exploration of orchestral literature with detailed reference to the sociopolitical and cultural contexts of the composers and their music.

364WR. Romanticism in Music

Explains the intersections of musical creativity and Romantic aesthetics in the nineteenth century. Topics considered include the nature of musical expressiveness, relationship between art and religion, and theories of musical narrative.

365. Wagner and Wagnerism

This course examines the music of Wagner, Mahler, Strauss, Schoenberg, and contemporaries in light of trends in literature, the visual arts, politics, and philosophy, ca. 1870–1914.

404. From Source to Performance II: Music of the Fifteenth and Sixteenth Centuries

Spring. A basic course in performance practice of the music of the fifteenth and sixteenth centuries. Focus will be primarily on the music of the courts, including the popular dances of the day. Examples from facsimile manuscripts will be examined, discussed within the context of performance practice of the era, transcribed into modern notation, compared with modern editions, and performed.

422S. Medieval and Renaissance Music

A study of musical styles as they evolved, circa 400 to 1600. Representative works from the genres of the Middle Ages and the Renaissance will be studied.

423S. Music of the Baroque

History of music from 1600 to 1750. Characteristic works by Monteverdi, Schütz, Corelli, Vivaldi, and others. The synthesis of baroque styles in the works of J. S. Bach and Handel.

424S. Music of the Classic Period

Principal styles and genres of the classic period, from the music of C. P. E. Bach and D. Scarlatti through the major works of Haydn, Mozart, and the early Beethoven.

425S. Nineteenth-Century Music

Fall. Principal styles and genres of the romantic period, from the later works of Beethoven through the major works of Verdi, Wagner, Strauss, and Mahler.

426S. Music of the Twentieth Century

Spring. Breakdown of traditional systems (Debussy); neoclassicism (Stravinsky and Bartok); atonality and twelve-tone music (Schoenberg, Berg, and Webern); and electronic music and the avant-garde.

Music and Culture**115. Jazz: Its Evolution and Essence**

(Same as African American Studies 115.) Fall. Critical and analytic study of jazz idioms from the turn of the century to the present, including the blues, ragtime, Dixieland, swing, bop, and modern jazz. Emphasis on such figures as Armstrong, Ellington, Parker, Monk, and Coleman.

204. Music Cultures of the World

Fall. This course introduces students to the diverse musical styles of the world. The focus is to examine different musical genres and understand the specific social contexts in which they emerge.

206WR. Musical Transformation of Asia

Fall, spring. This course will examine the development of musical traditions in the Asian cultures of India, China, Japan, Korea, and Southeast Asia. The influence of philosophy and aesthetics from India, China, and the West on the development of music, theater, and dance in Asia will be examined as well.

366S. Beyond Orientalism: Hybrid Sounds and Social Identities

This seminar examines the main tenets of Orientalism and exoticism in exploring the hybridization of cultural practices in musical, theatrical, and cinematographic genres from the eighteenth century to the present.

270. Music of the Harlem Renaissance

This study focuses on the diverse and sometimes contradictory sensibilities expressed in African American music during the Harlem Renaissance (1919-1930).

366S. Beyond Orientalism: Hybrid Sounds and Social Identities

This seminar examines the main tenets of Orientalism and exoticism in exploring the hybridization of cultural practices in musical, theatrical and cinematographic genres from the 18th century to the present.

270S. Traditional Irish Music

This course will focus on the historical roots of the phenomenon of the rise of interest in Irish music in recent years as performed in a wide variety of contexts and forms.

371SWR. East Asian Musical Cultures

This course explores how music creates differences between countries in East Asia and, at the same time, ties them together to create a distinct East Asian identity.

372SWR. Chinese Music and Culture

Fall. Open to all students regardless of Chinese language ability—basic language skills will be taught. This course examines the historical, social, and individual aspects of Chinese musical cultures through the use of English and Chinese sources.

433. Music of India

Fall. This course surveys the principal performance genres, instruments, compositional and improvisational forms, and theoretical structures of art, folk music, and dance from both south and north India. Emphasis is placed on developing the ability to listen sensitively and critically to recorded and live performances. The social and religious context of the music and dance will be examined.

438. Hybrid Vigor in Music

An examination of compositional strategies used by twentieth- and twenty-first-century composers who use cross-cultural and cross-disciplinary traditions in the creation of new “art” music.

461WR. Discipline of Ethnomusicology

This course examines the theories and methodologies in the field of ethnomusicology, with a focus on how it intersects with other disciplines and the broader social content.

462SWR. The Sound of Society

How does sound organize the space we inhabit? This course examines different types of music to understand how sounds are incorporated into different facets of human expression.

470. Black Music: Culture, Commerce, and the Racial Imagination

Fall. This course explores the relationship between two broadly held concepts—black music and race. Using principal texts, representative musical examples, and intense discussion, the student will discover the dynamics of our racial imagination.

470. Music and Cultural Revolution Since the 1960s

This course considers the music of the period, the relationship between musical forms, and the shifting relationships between the communities associated with them.

Music Theory, Composition

114. Introduction to Theory and Composition

Fall, spring. Basic harmonic practice and its practical application to selected media; fundamental concepts and terminology; and introduction to and essays in original composition.

121. Theory and Analysis I, with Laboratory

Fall. Diatonic harmony through the dominant seventh chord. Includes partwriting and analysis, and an introduction to compositional skills. Laboratory focuses on sight-singing, melodic and harmonic dictation, and keyboard theory. Enrollment in laboratory is required.

122. Theory and Analysis II, with Laboratory

Spring. Prerequisite: Music 121. Continuation of Theory and Analysis I. Partwriting, diatonic seventh chords, secondary function chords, modulation, and binary and ternary forms. Laboratory focuses on sightsinging, melodic and harmonic dictation, harmonization of melodies, and keyboard improvisation. Enrollment in laboratory is required.

221. Theory and Analysis III, with Laboratory

Fall. Prerequisite: Music 122. Continuation of Theory and Analysis II. Eighteenth century counterpoint, eighteenth- and nineteenth-century musical forms, and chromatic harmony. Laboratory focuses on advanced sightsinging and melodic and harmonic dictation, as well as continued development of keyboard theory and improvisational techniques. Enrollment in laboratory is required.

222. Theory and Analysis IV

Spring. Prerequisite: Music 221. Continuation of Theory and Analysis III. Analysis of twentieth-century compositions and techniques. Exercises include short original compositions.

347. Electronic Music / MIDI Technology

Fall. Techniques and principles of electronic music and computer applications in music.

348R. Composition I

Fall. Work in original composition, focusing on the application and analysis of smaller musical forms.

349R. Composition II

Spring. Prerequisite: Music 348 or permission of instructor. Work in original composition, focusing on the application and analysis of larger musical forms.

367. Computer Music Composition

Spring. Composition and performance in the digital studio; projects involve synthesis, sampling, sequencing, MIDI and digital recording and editing, and algorithmic composition. Focuses on the use and design of computer-based synthetic instruments and compositional software.

444. Counterpoint

Analysis and writing in both the Renaissance-modal and eighteenth-century tonal styles. A composition project demonstrating contrapuntal skills will be required for each of the two style periods.

445. Orchestration

Prerequisite: Music 122 or permission of instructor. Addresses the styles of orchestration in the Baroque, Classic, Romantic, and modern eras. In addition to readings and brief written assignments, an orchestral reduction project and a piano orchestration project will be required in the style of each era. Other media, such as vocal or wind ensembles and jazz bands, will be discussed.

Performance Studies

The performance of music involves the application of a student's understanding of music theory, composition, history, and literature. Students may receive Emory college credit by enrolling in Applied Music (Music 310 and 320) or a Music Department Ensemble (Music 300). Permission to enroll is by qualification and determined through audition. Students must arrange an audition prior to registration by contacting the Department of Music at 404.727.6445. For further information, please refer to the department website at www.music.emory.edu

310. Applied Music, nonmajors

Fall, spring. Credit, one hour. Prerequisite: permission of instructor. The study of applied music involves the understanding of music literature through performance on a specific instrument. One-hour private instruction weekly; students perform a final jury exam. Contact the Department of Music at 404.727.6445 to arrange an audition. Piano; voice; organ; strings; woodwinds; brass; percussion. Lesson fees apply; refer to the departmental website (www.music.emory.edu) for current information.

320. Applied Music, music majors

Fall, spring. Credit, two hours. Prerequisite: permission of instructor. The study of applied music involves the understanding of music literature through performance on a specific instrument. One-hour private instruction weekly, attendance and performance at Perspectives on Performance class required; students perform a final jury exam. Contact the Department of Music at 404.727.6445 to arrange an audition. Piano; voice; organ; strings; woodwinds; brass; and percussion.

300. Ensemble

Fall, spring. Credit, one hour. Group instruction in instrumental and/or vocal music and the performance of selected repertoire. Enrollment in the ensembles is open to all students by audition only. May be repeated for credit; a maximum of eight hours may be applied toward graduation. The four principal ensembles that fulfill the requirement for the music major are: University Chorus; Emory Symphony Orchestra; Emory Wind Ensemble; Piano Accompanying. (Students majoring in music with a piano emphasis are required to enroll in MUS 300M their junior and senior years and may choose 300G, 300J, 300K, or 300M to fulfill their ensemble requirement during their freshman and sophomore years.) Interested students are encouraged to participate in more than one ensemble. Membership in all other ensembles must be corequisite with enrollment in a principal ensemble. Contact the Music Department Office, 404.727.6445, to schedule an ensemble audition date and time.

The following ensembles require an audition or voice placement audition and permission of instructor prior to enrollment.

300G. University Chorus

Dr. Eric Nelson, director. (Permission of instructor is not required.) The Emory University Chorus is a large mixed choir numbering between 130–175 singers. The

ensemble performs at the annual Lessons and Carols concert in December and with the Emory Symphony Orchestra in the spring.

300H. Women's Chorale

An ensemble that specializes in repertoire for women's voices. Female singers from any division of the University and from all levels of vocal experience are welcome.

300J. Emory Symphony Orchestra

Dr. Richard Prior, director. The Emory orchestral experience is designed to provide a musical environment of the highest caliber, nurturing individual artistic excellence and ensemble performance. The ESO presents performances of repertoire embracing music from the Baroque to the twenty-first century.

300K. Emory Wind Ensemble

Dr. Scott Stewart, director. The Emory Wind Ensemble is a select ensemble dedicated to the study and performance of literature for wind band. It sponsors an active commissioning program, hosts guest artists, and tours nationally and internationally.

300L. Early Music Ensemble

Mr. Jody Miller, director. The Early Music Ensemble, comprised of Emory students, faculty, and members of the Atlanta community, performs songs and dances from the renaissance and baroque periods.

300M. Collaborative Piano

Prof. Deborah Thoreson, director. Collaborative Piano provides an opportunity for pianists to become acquainted with the wide range of repertoire written for the piano and another instrument or voice. Pianists are paired with other students and prepare repertoire for performance on departmental recitals. Open to all qualified pianists.

300N. Concert Choir

Dr. Eric Nelson, director. The Concert Choir is a select chamber choir of forty to fifty voices. Membership is open to all students in the university, undergraduates and graduates, and is determined by audition. Considered to be one of the finest collegiate choirs in the country, it has performed at the National Convention of the American Choral Directors Association and in major halls throughout the world.

300P 00P. Chamber Ensembles

Dr. Richard Prior, director. The Emory Chamber Ensembles include a number of standing ensembles along with various trios, quartets, quintets, and septets of different instrumentation. Membership is by audition only.

300Q. World Music Ensembles

Fall. Spring. Ensembles may include South Indian classical music, North Indian classical music, Central Javanese gamelan, West Javanese gamelan, Indonesian angklung, and Korean percussion. No auditions necessary; requirements for prior musical experience may vary for each ensemble.

300T. Guitar Ensemble

Brian Luckett, director. A classical guitar ensemble that studies and performs music for guitar duos, trios, and quartets. The repertoire includes music from the Renaissance, Baroque, Classical, Romantic, and twentieth and twenty-first centuries. An audition is required.

300W. Emory Jazz Ensemble

Gary Motley, director. The Emory Big Band is a select ensemble that performs all periods of jazz repertoire. Members learn to improvise and perform the techniques unique to the jazz idiom. Membership is by audition only.

300X. Jazz Combos

Gary Motley, director. The jazz combos allow students the opportunity to perform in small groups of four to six players. Membership is by audition only.

390R. Junior Half Recital

Credit, none. Prerequisite: permission of instructor.

490R. Senior Recital

Credit, none. Prerequisite: permission of instructor.

240. Jazz Improvisation

Fall. Prerequisite: Music 121 or permission of instructor. Theoretical and applied study of melodic patterns, chord types, and rhythmic patterns in the jazz idiom; development of aural and technical skills to create jazz styles spontaneously.

315. Conducting

Fall. Instrumental and choral conducting technique and theory, including manual techniques, score study, ensemble rehearsal methods, and preparation for performance.

340. Jazz Improvisation II

Spring. This course offers an in-depth study of improvisation in the jazz idiom. Topics include the study of form, patterns, vocabulary style analysis, and transcription techniques. Principles include melodic and harmonic analysis, phrase construction, and ear training.

421R. Music Theater Performance

Spring. Designed for singers who wish to develop their understanding and coordination of performance skills on the lyric stage. Public performance of staged works is scheduled.

440. Diction for Singers I

Fall, spring. This course provides instruction in diction usage by solo singers and includes the study of Introduction to International Phonetic Alphabet (IPA) as applied to English and Italian. It focuses on the special needs and considerations for diction utilized by singers.

441. Diction for Singers II

Fall, spring. Techniques for pronunciation for solo singers, choral singers, and choral directors. Introduction to International Phonetic Alphabet (IPA). Use of IPA in German and French. Study of special needs and considerations of pronunciation for singing.

443R. Performance Techniques

Spring. Explores skills to effectively and successfully combine singing, facial expression, gestures, interpretation, movement, and interaction with other performers without tension and self-judgment. Repeatable without music major credit. Instructor approval required.

Variable Topic Courses**495A, B. Honors**

Credit, eight hours for sequence. Open by invitation to candidates for honors in the senior year. Must be taken in addition to the major requirements.

496R. Internship to Music

Student arranges internship location with member of music department faculty prior to registration for this course.

497. Supervised Study

Credit, two to four hours. May be repeated for maximum credit of eight hours. Primarily for majors in the senior year.

Neuroscience and Behavioral Biology**Director**

Paul R. Lennard

Core Faculty

George Armelagos (anthropology); Jocelyne Bachevalier (psychology); John Banja (Ethics Center); Lawrence Barsalou (psychology); Christopher Beck (biology); Patricia Brennan (psychology); Ronald Calabrese (biology); Frans de Waal (psychology); Keith Easterling (NBB); Henry Edelhauser (ophthalmology, School of Medicine); David Edwards (psychology); Eugene Emory (psychology); William Fantegrossi (Yerkes National Primate Research Center); Nicholas Fotion (philosophy); Benjamin Freed (anthropology); David Freides (psychology); Kristen Frenzel (neuroscience and behavioral biology); Nassir Ghaemi (Bipolar Disorders/Programs, Psychiatry and Public Health); Harold Gouzoules (psychology); Sarah M. Gouzoules (NBB/anthropology); Stephan Hamann (psychology); Robert Hampton (psychology); Joseph Henrich (anthropology); Stuart Hoffman (emergency medicine, School of Medicine); Linton Hopkins (neurology, School of Medicine); Leonard Howell (Yerkes National Primate Research Center); Dieter Jaeger (biology); Joseph Justice (chemistry); Heather Kimmel (Yerkes National Primate Research Center); Melvin Konner (anthropology); Howard Kushner (ILA/School of Public Health); Michelle Lampl (anthropology); Paul Lennard (NBB/biology); Richard Levinson (School

of Public Health); Allan Levey (neurology, School of Medicine); Scott Lilienfeld (psychology); Robert Liu (biology); Donna Maney (psychology); Lori Marino (NBB); Patricia Marsteller (biology); Tony Martin (environmental studies); Robert McCauley (philosophy); Debra Mills (psychology); Chris Muly (psychiatry, School of Medicine); Darryl Neill (psychology); Wendy Newby (assistant dean); Lynne Nygaard (psychology); Laura Otis (English); Chikako Ozawa-de Silva (biology); Lisa Parr (psychiatry and behavioral sciences); Paul Plotsky (psychiatry and behavioral sciences); Todd Preuss (Yerkes National Primate Research Center); Astrid Prinz (biology); James K. Rilling (anthropology); Mark Risjord (philosophy); Hillary Rodman (psychology); Mar Sanchez (psychiatry, School of Medicine); Krish Sathian (neurology, School of Medicine); Iain Shepherd (biology); Bradd Shore (anthropology); Melody Siegler (biology); Neal Smith (anthropology); Amanda Starnes (biology); Donald Stein (emergency medicine, School of Medicine); Darrell Stokes (biology); Irwin Waldman (psychology); Elaine Walker (psychology); Kim Wallen (psychology); Jay Weiss (psychiatry, School of Medicine); Patricia Whitten (anthropology); George Wilmot (neurology, School of Medicine); Phillip Wolff (psychology); Carol Worthman (anthropology); Larry Young (psychiatry, School of Medicine); Stuart Zola (director, Yerkes National Primate Research Center)

Overview

The Neuroscience and Behavioral Biology (NBB) major, which leads to a bachelor of science degree, is an interdisciplinary program that provides a unique science background and an excellent foundation for advanced studies in biological and behavioral research as well as medicine. The program draws upon the resources, expertise, enthusiasm, and commitment of a diverse faculty, including representatives from biology, psychology, anthropology, chemistry, philosophy, and the School of Medicine. Students can undertake independent laboratory research with Emory faculty, engage in challenging faculty-student interactions, and participate in seminars and special events that often present distinguished guest speakers. Qualified senior NBB majors can participate in the NBB Honors Program and become members of Nu Rho Psi, Emory's neuroscience honor society. NBB majors have the unique opportunity to study with researchers affiliated with the Yerkes National Primate Research Center, the Centers for Disease Control and Prevention, the American Cancer Society, the Center for Behavioral Neuroscience, and the Neuroscience, Human Nature, and Society Initiative. NBB majors also have the opportunity to be involved in a study abroad exchange program with St. Andrews in Scotland. In cooperation with St. Andrews, NBB graduates have the opportunity to obtain a master's of philosophy (MPhil) in neuroscience in one year.

NBB Major Requirements

The major requires a minimum of nine courses (thirty-six semester hours) in the field of Neuroscience and Behavioral Biology. Majors must take the sequence of four core courses, which include NBB 201, NBB 301, NBB 302, and NBB 401/SWR. In addition to the core courses, a minimum of five NBB electives are needed.

All majors are required to take the following introductory foundation courses: Biology 141/151 and Biology 142/152; Chemistry 141/171 and Chemistry 142/172;

and one semester of Calculus (Math 115 recommended / Ill acceptable). Students are encouraged to complete these courses by the end of their sophomore year.

Students with particular interests, e.g. premedical, graduate school in biological anthropology, biopsychology, neuropsychology, ethology, or neuroscience, may be advised to take additional courses in anthropology, biology, chemistry, math, physics, and psychology. The courses would be chosen by the student and advisor to fit the student's plan.

Honors Program

Qualified seniors are encouraged to participate in the Neuroscience and Behavioral Biology Honors Program. Admission to the Honors Program depends upon criteria established by the college and sponsorship by a member of the neuroscience and behavioral biology core faculty. Students must complete NBB 221 and two semesters of undergraduate research NBB 495A (four hours) and NBB 495BWR (four hours) and attend a biweekly honors seminar. In addition, students are required to enroll in at least one graduate-level course.

Core Courses

201. Foundations of Behavior

(Same as Anthropology 200.) Spring. Prerequisite: Biology 141. This course presents an introduction to evolutionary processes and biological bases of behavior. Lectures and readings will be organized around a developmental and life history perspective and will emphasize the importance of context in biological mechanisms and the interaction of social life, behavior, and cognition. Examples drawn especially from humans and nonhuman primates will be used to place human behavior in the Context of other species and to illustrate the dual inheritance of biology and culture in our species. Topics covered will include evolutionary mechanisms, adaptation, phylogenetic constraints, neural and neuroendocrine mechanisms of behavior, life history theory, developmental programs, principles of allometry, sexual selection and alternative reproductive strategies, social bonds and socialization, and the cognitive bases of social interaction in humans and nonhumans.

301. Introduction to Neurobiology

(Same as Biology 360.) Fall, Spring. Prerequisites: Biology 141, Chemistry 141 and 142. An introduction to cellular and integrative neurobiology. Topics include the electrochemical and biophysical mechanisms for neuronal signaling and synaptic transmission, and the neural bases of behavior in invertebrates and vertebrates.

302. Behavioral Neuroscience

(Same as Psychology 353.) Spring. Prerequisite/co-requisite: NBB 301. This course presents an integrated coverage of work at the intersection of animal behavior, evolution, and cellular/systems neuroscience. The course surveys the major areas of behavioral neuroscience.

401SWR. Topics in Neuroscience and Behavior

Fall. Prerequisites: NBB 201, 301, and 302; or permission of instructor. A writing-intensive senior seminar utilizing the primary literature to examine current issues,

trends, and controversies in the field of neuroscience and behavioral biology. (Satisfies General Education Requirements for post-freshman writing and advanced seminar.)

Independent Research

495A: Honors Research

Fall, spring, summer. Pre/co-requisites: Permission of instructor and NBB 221 (Psychology 230 not accepted). Cannot be taken concurrently with NBB 497WR or NBB 499R. A maximum of four hours of NBB 495A, 495BWR, 497R, 497WR, or 499R accepted as an elective toward the NBB major. Open to senior NBB majors enrolled in the College Honors Program. Honors research in neurobiology/behavior. Registrants attend biweekly meetings to present progress reports of their ongoing research, discuss how to write proposals, papers, and give oral presentations.

495BWR. Honors Research

Fall, spring, summer. Prerequisites: Permission of instructor; NBB 221 (Psychology 230 not accepted); NBB 495A (with permission of instructor, may substitute NBB 499R) Cannot be taken concurrently with NBB 499R; may not receive credit for NBB 495BWRa and NBB 497WR under the direction of the same faculty mentor. A maximum of four hours of NBB 495A, 495BWR, 497R, 497WR, or 499R accepted as an elective toward the NBB major. Open to senior NBB majors enrolled in the College Honors Program. Honors research in neurobiology/behavior. Registrants attend biweekly meetings to discuss writing and give oral presentations. To receive course credit and to satisfy the senior-year writing requirement, a student thesis must be accepted by the Honors Program.

497R. Supervised Reading

Fall, spring, summer. Credit, one to four hours. Prerequisites: Permission of instructor. Cannot be taken concurrently with NBB 497WR. A maximum of four hours of NBB 495A, 495BWR, 497R, 497WR, or 499R accepted as an elective toward the NBB major. Independent, faculty-mentored research; designed as a prelude to conducting laboratory research under the same mentor.

497WR. Supervised Writing

Fall, spring, summer. Prerequisite: Permission of instructor. Cannot be taken concurrently with NBB 497R. may not receive credit for NBB 497WR and 495BWR under the direction of the same faculty mentor. A maximum of four hours of NBB 495A, 495BWR, 497R, 497WR, or 499R accepted as an elective toward the NBB major. Independent, faculty-mentored research and writing, with major writing assignment(s) accounting for at least 60 percent of the grade.

499R. Undergraduate Research (nonhonors)

Fall, spring, summer. Credit, one to four hours. Prerequisites: Permission of instructor; for enrollment in a second semester, NBB 221 (Psychology 230 not accepted); cannot be taken concurrently with NBB 495A, 495BWR or 497WR. Up to eight hours may be taken, but a maximum of four hours of NBB 495A, 495BWR, 497R, 497WR, or 499R accepted as an elective toward the NBB major. Independent

research in neurobiology and behavior. Registrants attend biweekly meetings and give oral presentations.

Electives

190. Freshman Seminars

Fall, spring. Variable topics of special interest in the field of Neuroscience and Behavioral Biology. Any of these NBB 190 courses will satisfy the new General Education freshman seminar requirement and will also count as an NBB elective.

221. Research Methods in Neuroscience

Fall. Prerequisites: Biology 141 and 142, or permission of instructor. The focus will be to educate students in the scientific method: generating testable hypotheses, sampling randomization and control techniques. Students will learn the basic statistical vocabulary necessary to read and interpret scientific articles in the field. This course will be required of all NBB majors taking NBB 499R.

222WR. Communication in Neuroscience

Spring. Prerequisites: Biology 141 and 142, or permission of instructor. The focus will be to extend basic understandings of the scientific method as a process that actually produces a product. The elements of scientific writing, publication, and presentation are introduced in the classroom.

321. Behavioral Neuroendocrinology of Sex

(Same as Psychology 321.) This course examines the role hormones, particularly steroid hormones, play in the development and activation of reproductive behaviors in animals and humans. In addition, the role of hormones in the development of sex differences in the brain and behavior will be explored. The first third of this course covers biological mechanisms of hormone production and the regulation and function of the neuroendocrine system. A background in biology is helpful, but neither required, nor necessary. The concepts necessary to understand the biology of the neuroendocrine system are developed in class. The last two-thirds of the course cover the behavioral effects of hormones and are divided into the immediate effects of hormones (activation) and long-term effects of hormones (organization). Research covers both animals and humans with everything from sex changing fish to sex change in human's topics for consideration. This course provides a comprehensive overview of the manner in which hormones produce physical modifications and modulate sexual behavior in a variety of species. .

361S. Experimental Neurobiology Lab

Prerequisites: NBB 301 and permission of instructor. A course in experimental neuroscience designed for juniors who may be interested in research. One module stems from the current research linking a single gene, the vasopressin I a receptor, to monogamous behavior in voles. The second module will teach students to handle primary cultures of neurons and glia and to use immunocytochemistry and current imaging techniques to identify cell types and cellular substructures.

414SWR. Brain and Cognitive Development

(Same as Psychology 414.) The course examines developmental changes in brain organization linked to different aspects of cognitive development, especially during the first three years of life. The topics cover changes in cerebral specializations linked to sensory processing, attention, memory, face recognition, language and social/emotional development. Issues pertaining to brain plasticity and the relative contributions of genetic and experiential factors on brain development will also be addressed. Throughout the course we will discuss how research in developmental cognitive neuroscience can influence and constrain general theories of child development.

424. Medical Neuropathology

The primary focus of this course will be to provide an overview of the organic foundations of selected neurological disorders. The first part of the course will be an introduction to the functional neuroanatomy of the “normal” brain. The second part of the course will introduce some clinical aspects related to damage/degeneration in these areas; such as stroke, ischemia, Parkinson’s, Alzheimer’s, Epilepsy, amnesias/dementias paying attention to traditional neuropsychological assessment/tests that differentiate among them.

425. Brain Imaging

This course will focus on the application of imaging technology (Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Positron Emission Tomography (PET), etc. to the study of brain function and anatomy. We will cover the history of the development of brain imaging methods, the technical basis for various imaging methods, and learn to apply imaging methods in the realms of both basic and clinical science.

426S. Drug Development

Prerequisites: Biology 141 and 142, Chemistry 141 and 142. Taken after introductory biology and chemistry courses. The focus will be drug development, namely the process by which a condition to be treated is identified and then medications are developed, tested, and finally distributed to patients.

460S. Building Brains

(Same as Biology 460S.) Spring. Prerequisites: Biology 141 and 142. This course will examine the experimental foundations underlying our understanding of the mechanisms regulating development of the nervous system. Topics will include neurogenesis, migration of the neuronal precursors, axon guidance, programmed cell death, and the formation of the synaptic connections. Through study of primary literature and texts, students will develop skills in identifying hypotheses and analyzing the logic of the experiments used to test these hypotheses.

470, 470S. Special Topics in NBB

Variable topics of special interest in the field of Neuroscience & Behavioral Biology. Some recent offerings are listed below:

Brain Repair Seminar. Until recently, many believed that functional and structural recovery after damage to the central nervous system was not possible. This course reviews the historical backgrounds of this belief and evaluates contemporary theories and current research on plasticity, functional localization, and repair in the central nervous system.

Roots of Modern Neuroscience Seminar. Using a combination of literature, film, and laboratory demonstrations, this course will trace contemporary issues in neuroscience from their origins in the 18th and 19th centuries to new frontiers. Among the topics treated will be localization vs. holism, visionaries and their models, conflicts and controversies between scientists and their students, and philosophical concepts vs. instrument-based inquiry. Some examples of the readings are papers by Santiago Ramon y Cajal, Hermann von Helmholtz, Sir Charles Sherrington, and Sigmund Freud; the novels *Frankenstein* and *Neuromancer*; and the film *Pi*.

Additional NBB electives are listed below. Please consult the appropriate department listings for the course description.

Anthropology

- 210. Human Biology: A Life Cycle Approach
- 260. Psychological Anthropology
- 301. Sex and Evolution
- 302. Primate Behavior
- 303. Modern Human Origins
- 304. Primate Social Psychology (cross-listed with BIOL 325 and PSYC 325)
- 305. Human Behavioral Biology
- 306WR. Primate Mating Strategies
- 307. Human Evolution
- 308. Evolution of Social Behavior
- 309S. Seminar in Primate Behavior
- 310S. Communication in Primates
- 311. Nutritional Anthropology
- 312S. Human Skeletal Biology
- 313S. Human Development in Biocultural Perspective
- 321. Anthropology of Human Reproduction
- 323. Sex Differences: Biological Bases
- 333. Disease and Human Behavior
- 334. Evolutionary Medicine
- 361. Symbolic Anthropology
- 385. Evolution of Human Brain & Mind

Biology

- 143. General Genetics, with Laboratory
- 301. Introductory Biochemistry I (cross-listed with CHEM 301)
- 302. Introductory Biochemistry II (cross-listed with CHEM 301)
- 320. Animal Behavior (cross-listed with PSYC 320)
- 325. Primate Social Psychology (cross-listed with PSYC 325)
- 336 or 346. Human Physiology or Honors Human Physiology

- 341. Evolutionary Biology**
- 348. Mechanisms of Animal Behavior**
- 358. Evolutionary Perspectives on Behavior**
- 440S. Animal Communication (cross-listed with PSYC 440S)**
- 450. Computational Neuroscience**
- 475. Biology of the Eye**

Chemistry

- 301. Introductory Biochemistry I (cross-listed with BIOL 301)**
- 302. Introductory Biochemistry II (cross-listed with BIOL 302)**

Psychology

- 103. Brain and Behavior**
- 209. Perception and Action**
- 215. Cognitive Psychology**
- 302. Human Learning and Memory**
- 303. Evolution of Acquired Behavior**
- 309. Brain and Language (cross-listed with LING 309)**
- 313. Neuropsychology and Developmental Disabilities**
- 320. Animal Behavior (cross-listed with BIOL 320)**
- 321. Behavioral Neuroendocrinology of Sex (cross-listed with NBB 321)**
- 322. Biological Bases of Learning and Memory**
- 323. Drugs and Behavior**
- 325. Primate Social Psychology (cross-listed with BIOL 325)**
- 335. Cognitive Neuroscience**
- 383. Neuropsychology and Cognition**
- 410S. Science and Pseudoscience in Psychology**
- 415S. Sleep & Dreaming**
- 420. Psychobiology of Visual Perception**
- 440S. Animal Communication**
- 473. Brain Repair (when offered)**
- 475S. Introduction to Human Neuropsychology (when offered)**

Philosophy

- 205. Introduction to Biomedical Ethics**
- 350WR. Philosophy of Science**
- 360. Philosophy of Mind**
- 482. Topics in Philosophy / Philosophy of Medicine**

Nursing

Courses offered in the program leading to the bachelor of science in nursing degree are described in the catalog of the Nell Hodgson Woodruff School of Nursing.

Persian

See “Middle Eastern Studies.”

Philosophy

Professors

David Carr, Charles Howard Candler Professor of Philosophy: phenomenology and recent continental philosophy, philosophy of history, Husserl; Thomas R. Flynn, Samuel Candler Dobbs Professor of Philosophy: contemporary continental philosophy, aesthetics, social and political philosophy, the theory of responsibility; Nicholas G. Fotion: moral philosophy, philosophy of language; Ann Hartle: the nature of philosophy, philosophical anthropology; Donald W. Livingston: history of modern philosophy, philosophy of history, political philosophy; Rudolf A. Makkreel, Charles Howard Candler Professor of Philosophy: German philosophy since Kant with special emphasis on phenomenology, hermeneutics, aesthetics, and philosophy of history; Robert N. McCauley: philosophy of science, cognitive science, contemporary epistemology; Richard Patterson: ancient philosophy, metaphysics, philosophy of mind, logic; Donald Phillip Verene, Charles Howard Candler Professor of Metaphysics and Moral Philosophy: German Idealism, Italian Humanism, metaphysics, philosophy of culture, philosophy of imagination, with emphasis on the thought of Hegel, Cassirer, and Vico; Cynthia Willett, chair: contemporary continental philosophy, ethics and social theory, race and gender studies, philosophy and literature

Associate Professors

Ursula Goldenbaum: early modern philosophy (especially Spinoza and Leibniz); Mark Risjord: philosophy of science, philosophy of anthropology, philosophy of language, logic, and the philosophy of mathematics; Steven K. Strange: ancient philosophy, the history of Platonism, history of ethics; Michael Sullivan: ethics, classical American philosophy, philosophy of law, social and political philosophy; Jack Zupko, director of undergraduate studies: medieval philosophy, metaphysics, philosophy of religion

Philosophy is the study of fundamental questions concerning the nature of what is and what ought to be. The basis of the study of philosophy is the ancient search for self-knowledge and the love of wisdom. In Plato's *Dialogues*, Socrates says "wonder is the feeling of a philosopher, and philosophy begins in wonder."

The study of philosophy employs the human capacity to reflect, reason, and make critical judgments in order to consider questions such as: What is the good? What is justice? What is the nature of reality? What if anything can be known for certain? What is the nature of beauty? What is the meaning of human history and human life? Philosophy also examines the principles of logical, scientific, and religious thought, and the great systems of nature and culture employed in the search for truth.

Students majoring in philosophy often enter the fields of law, medicine, or business. For these fields a background in logic, ethics, and critical thinking is particularly important. Some students who major in philosophy pursue graduate study in philosophy leading to positions in university teaching.

On the graduate level, the department offers programs leading to master of arts and doctor of philosophy degrees.

Requirements for Major

Thirty-six hours in philosophy, including Philosophy 110 (Introduction to Logic), Philosophy 250 and 251 (History of Western Philosophy I and II), Philosophy 490 (Senior Seminar), and at least five other courses. Of the five elective courses, (1) at least two must be courses at the 300 level or above, and (2) no more than one may be a course at the 100 level (in addition to Philosophy 110). Students doing honors in philosophy are not required to take Philosophy 490. No course for the major may be taken S/U. Both Philosophy 100 and Philosophy 110 are recommended to first-year students who are considering a major in philosophy. All majors are strongly advised to take the required courses (Philosophy 110, 250, and 251) as early as possible and in advance of enrolling in any 300- or 400-level courses.

Requirements for Minor

Twenty hours in philosophy, including Philosophy 250 and 251 (History of Western Philosophy I and II), and at least two courses at the 300 level or above. No course for the minor may be taken S/U.

Transfer Credit

Transfer credit requires both college and philosophy department approval, and college-approved transfer credit does not automatically result in credit towards the philosophy major or minor. In order to receive transfer credit towards the major or minor in philosophy, students must petition the department's director of undergraduate studies. A maximum of twelve semester hours can be transferred towards the major; a maximum of eight semester hours can be transferred towards the minor.

Honors Program

See "Honors Program," page 33, and consult director of undergraduate studies for full details.

Honor Society, Awards, and Activities

- (1) Students who achieve the requisite cumulative grade point averages both in five philosophy courses and in the college are eligible for election to Phi Sigma Tau, the national honor society in philosophy. The Emory chapter of Phi Sigma Tau, Beta of Georgia, has been active since 1979, and sponsors various intellectual and scholarly activities throughout the academic year.
- (2) The Paul Kuntz Prize, established in 1989, is awarded annually to a philosophy major for excellence in undergraduate philosophy. It carries a monetary award of one hundred dollars.
- (3) The Charles Hartshorne Philosophy Essay Prize, open to all students of Emory College, is awarded annually. It carries a monetary award of one hundred dollars.
- (4) The William F. Edwards Undergraduate Lecture, established in 1988, is given annually on a topic of broad philosophical interest to all undergraduates.

BA/MA Program

Only students with superior records and with at least a 3.5 cumulative grade point average will be eligible for participation in this combined degree program. Interested students should contact the department's director of undergraduate studies by the fall of their junior year. Requirements: sixteen hours of graduate level courses (not including 599r); eight hours of courses from the 300/400 or 500/700 levels, chosen by the student in consultation with the department's director of graduate studies; a thesis; and a general oral examination. Prerequisites for admission to the program: Philosophy 110 (Introduction to Logic); Philosophy 250 and 251 (History of Western Philosophy I and II). The candidate must also apply for admission to the Graduate School of Arts and Sciences and take the Graduate Record Examination. Upon successful completion of the program, the student will receive both bachelor of arts and master of arts degrees.

Joint Majors

Philosophy and Religion

A minimum of fifty-six hours (fourteen courses) from the following three categories:

- (1) Sixteen hours (four courses), comprising: (a) one course selected from Religion 301–320, (b) Religion 300 and Philosophy 250, (3) either Philosophy 251 or Philosophy 358.
- (2) Thirty-six hours (nine courses) from the two departments, comprising: (a) at least three courses from each department, including two courses in religion at the 300 level or above, and (b) no more than two courses at the 100 level.
- (3) Four hours (one course): Philosophy/Religion 470 (Joint Seminar in Philosophy and Religion), or (with permission from the directors of undergraduate studies in both departments), Philosophy 490, Religion 490, or Philosophy 492R.

The course work of individual students should be organized, in consultation with an adviser, towards the study of a cluster of related subjects or a specific theme, by the beginning of the senior year. Honors in the joint major in philosophy and religion may be earned by satisfying the honors requirements of either department.

Philosophy and Classics

Twenty-four hours in philosophy, including Philosophy 110 (Introduction to Logic), Philosophy 250 and 251 (History of Western Philosophy I and II), and three electives, two of which must be at the 300 level or above. For details of the requirements in classics, please consult the Department of Classics.

Prerequisites

All majors are strongly advised to take the required courses Philosophy 110, 250, and 251 as early as possible and in advance of enrolling in any 300- or 400-level courses. Even students not majoring in philosophy are strongly advised to have taken: (1) at least one of Philosophy 100, 110, or 115 before enrolling in courses numbered 200 or above, and (2) at least one and preferably both of Philosophy 250 and 251 before enrolling in 300- or 400-level courses. Any students in doubt

about their readiness for a course should consult with the instructor or the director of undergraduate studies (or both). Individual instructors may set prerequisites for their courses.

Courses

100. Introduction to Philosophy

Illustration of the nature and scope of philosophy through an examination of some of its traditional areas of concern, such as ethics, theory of knowledge, social and political philosophy, and philosophy of religion, aesthetics, and metaphysics.

110. Introduction to Logic

Study of correct reasoning, including the recognition, analysis, and criticism of arguments; relevant topics include informal fallacies, syllogistic reasoning, and systems of deduction.

115. Introduction to Ethics

Introductory examination of fundamental moral questions, such as the best way of life for a human being, the relationship between happiness and moral excellence, and the nature of ethical reasoning, as treated by major philosophers in the history of philosophy.

190. Freshman Seminar

Study and analysis of the thought of one major philosopher or the study of a special problem or set of related problems in philosophy.

205. Biomedical Ethics

Moral issues related to medical practice and research, such as right to life, death and treatment, allocation of medical resources, confidentiality, abortion, and coercion in experimentation.

215. Contemporary Moral Issues

Examination of a broad range of moral and social issues, such as abortion, capital punishment, sexism, war, environmental policy, euthanasia, and racism.

230. Philosophies of Human Nature

Examination of several contrasting theories of human nature, drawn from different periods in the history of human thought; a typical selection might include Plato, Thomas Aquinas, Hobbes, Marx, Sartre, and Skinner.

235. Military Ethics

A study of ethical issues facing the military before war begins, as it is about to begin, and during war.

240. Philosophy of Art

Relations between art, beauty, and aesthetics; the artist and the artist's work; normative principles in the fine arts; value of art for the individual; functions of art in culture; and problems of criticism.

245. Philosophy East and West

A critical and comparative study of Indian, Chinese, and Western philosophy, with special emphasis on ethical and metaphysical theories. Readings from Buddhism, Vedanta, Confucius, Lao Tzu, Plato, Aristotle, Descartes, Kant, and Mill.

250. History of Western Philosophy I

Ancient and medieval philosophy, from the origin of philosophy in ancient Greece to the end of the Middle Ages; emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas.

251. History of Western Philosophy II

Modern thought from the Renaissance through the nineteenth century. Readings from such philosophers as Hobbes, Descartes, Locke, Spinoza, Berkeley, Leibniz, Hume, Kant, Hegel, and Nietzsche.

270. History and Philosophy of Mathematics

(Same as Mathematics 270.) Topics in the history of mathematics and their philosophical background. Genesis and evolution of ideas in analysis, algebra, geometry, mechanics, foundations. Historical and philosophical aspects of concepts of infinity, mathematical rigor, probability, etc. The emergence of mathematical schools.

300. Medieval Philosophy

Christian, Islamic, and Jewish approaches to perennial philosophical questions in the Middle Ages; readings from such philosophers as Augustine, Avicenna, Averroes, Maimonides, Thomas Aquinas, Duns Scotus, and others.

302. Nineteenth-Century Philosophy

Chief developments in nineteenth-century philosophy, including idealism, utilitarianism, positivism, and life-philosophy; readings from such philosophers as Fichte, Hegel, Schopenhauer, Comte, Mill, Kierkegaard, Marx, Dilthey, and Nietzsche.

304. American Philosophy

Issues in American thought selected from philosophies of the colonial period, the Founding Fathers, Emerson, Thoreau, Peirce, James, Santayana, Dewey, and others; analysis of what is distinctive in American philosophy.

306. Philosophy of Education

(Same as Educational Studies 306.) Relevance of philosophic theory to educational practice, illustrated with a study of some specific fundamental philosophic issues and the way these impinge upon specific problems of education.

307. Asian Philosophy

Examination of selected texts, in translation, from the Indian, Chinese, and Japanese traditions; emphasis on types of symbolism, modes of consciousness, and differences between East and West.

310. Symbolic Logic

Formal approach to deduction and deduction systems; the sentential and predicate calculi, and metatheoretical results.

315. Ethics

Study of ethical theories; attention to questions such as the foundations of moral principles, the nature and justification of moral judgment, and the nature of moral argument.

320. Philosophy of Law

Nature of law and justice; relation of law to ethics and custom; the limits of law; and problems of coercion and unjust law.

330. Existentialism and Phenomenology

Selected topics and readings from such philosophers as Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, and Merleau-Ponty.

332. Social and Political Philosophy

Investigation of issues such as the relation between individual and society, the nature of justice and the good society, and freedom and authority; readings from Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and contemporary thinkers.

340. Analytic Philosophy

Study of the twentieth-century tradition of language analysis and empiricism; readings from such philosophers as Moore, Russell, Wittgenstein, Ryle, Carnap, Strawson, Quine, Grice, and Searle.

345. Philosophy of Language

Philosophical study of meaning and language: pragmatics, truth, analyticity, reference, translation, the relationship between language and mind, and the social and political aspects of language use.

350. Philosophy of Science

Examination of scientific rationality and scientific method; topics covered include intertheoretic relations and the character of scientific change, concepts, theories, and explanations.

352. Philosophy of Social Science

Examination of the philosophical problems presented by the study of humans, societies, and cultures, such as the relations of nature and culture, individuals and social wholes, inquirers' values and conclusions, and scientific and traditional belief systems.

354. Metaphysics

Leading theories of being in Western thought; idealism and realism; naturalism and supernaturalism; materialism and immaterialism; monism, dualism, and pluralism; the mind-body problem. Readings drawn from throughout the history of philosophy.

356. Theory of Knowledge

Principal theories of the nature, scope, and validity of human knowledge; readings drawn from ancient, medieval, modern, and contemporary sources.

358. Philosophy of Religion

Philosophical examination of religion; topics typically include arguments for the existence of God, the nature and validity of religious experience, the problem of evil, the nature and attributes of God, and the meaning of religious language.

360. Philosophy of Mind

Examinations of proposed solutions to the mind-body problem, and such topics as consciousness, personal identity, machine intelligence, and the possibility and character of a scientific psychology.

362. Philosophy of Literature

Truth and symbol in literature; aesthetic judgment; literature and cultural change; and literary conceptions of human nature.

364. Philosophy of History

Critique of historical knowledge and methods; historical relativity; explanation and understanding in history; and philosophers of history such as Vico, Hegel, Marx, and Dilthey.

365. Philosophy of Culture

Experience and culture; institutions and historical processes; myth and symbol; and the origins of culture.

367. Seminar on Ancient Philosophy

Study of Greek philosophy, with emphasis on the pre-Socratics, Plato, and Aristotle; may also include readings from later Greek and Roman schools such as the Stoics, Epicureans, and Skeptics.

368. Seminar on Modern Philosophy

Study of the beginnings of modernity: the break with medieval modes of inquiry; the relationship between philosophy and modern science; and the moral foundations of modernity. Emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, and Hume.

470. Joint Seminar in Philosophy and Religion

(Same as Religion 470.) Prerequisite: either Philosophy 358 or one course in religion. The religious and philosophical consciousness in confrontation with each other; investigation of their differing natures and methods; and exploration of their possible contribution to the clarification and solution of problems of mutual concern.

480R. Seminar on an Individual Philosopher

Intensive study and analysis of the thought of one major philosopher. May be repeated for credit when the subject varies.

482R. Topics in Philosophy

Intensive study of a special problem or a set of related problems in philosophy. May be repeated for credit when topic varies.

490. Senior Seminar

Study of the nature of philosophy, relationships among the various fields of philosophy, and connections among various fundamental problems in philosophy, approached from the perspective of each student's own course of undergraduate study in philosophy. Required of all philosophy majors.

492R. Interdisciplinary Seminar

Seminars conducted jointly with other disciplines such as religion, literature, classics, psychology, and the natural sciences, in which the relation between the two disciplines is explored. May be repeated for credit when the topic varies.

495A. Directed Reading (Honors)**495BWR. Directed Reading (Honors)**

Physical Education

See "Health, Physical Education, and Dance."

Physics

Professors

Krishan K. Bajaj, Charles T. Winship Professor of Physics: solid state theory, semiconductors and electronic devices; Fereydoon Family, Samuel Candler Dobbs Professor of Physics: theoretical and computational condensed matter physics, nonequilibrium and nonlinear physics; H. George E. Hentschel: nonlinear physics, biocomplexity; Boi H. Huynh, Samuel Candler Dobbs Professor of Physics: experimental biophysics; Sidney Perkowitz, Charles Howard Candler Professor of Condensed Matter Physics: experimental solid state physics, science writing

Associate Professors

Keith Berland: experimental biophysics, optics and microscopy; Edmund P. Day: experimental biophysics; Raymond C. DuVarney, chair: experimental adaptive optics and imaging; Laura Finzi: experimental biophysics; P. Venugopala Rao: experimental atomic and nuclear physics; Kurt Warncke, director of graduate studies: experimental biophysics; Eric Weeks, director of undergraduate studies: experimental soft condensed matter, nonlinear dynamics

Assistant Professors

Stefan Boettcher: theoretical and statistical physics; Ivan Rasnik: experimental biophysics; Connie B. Roth: experimental soft condensed matter, polymer physics; Phil Segre: experimental soft condensed matter

Senior Lecturers

Robert N. Coleman; Richard Williamon, director of the Emory Planetarium and Observatory

Lecturers

Jed Brody

Adjunct Faculty

Xiaodong Cheng (Georgia Research Alliance Eminent Scholar in X-Ray); William L. Ditto (experimental nonlinear dynamics, biomedical engineering); Robert L. Eisner (nuclear medicine physics); Christopher DePree (astrophysics and astronomy); Alan Fine (biophysics, neurophysiology, confocal microscopy); James R. Galt (nuclear medicine physics); Ernest V. Garcia (medical imaging); John A. Malko (magnetic resonance imaging); Paul Meakin (simulational condensed-matter physics); Tamás Vicsek (theoretical condensed matter physics); John R. Votaw (medical imaging)

Programs and Facilities

Undergraduate physics majors and physics/astronomy majors may pursue either a bachelor of arts or bachelor of science degree. Although the BA and BS programs have different objectives, both emphasize the basic principles of physics and their applications, an analytical approach to problem solving including the use of mathematical methods, and direct experience with physics laboratory and research techniques.

The instructional facilities of the Department of Physics, housed in the new Mathematics and Science Center, include general and advanced physics laboratories; optics, analog and digital electronics, and microprocessor laboratories; and two observational astronomy facilities. One facility is a ten-station rooftop observing deck with small reflecting telescopes used for introductory astronomy. The other primary facility is the Emory observatory, which houses a research-grade, twenty-four-inch Cassegrain telescope for use in advanced astrophysics and astronomy courses. Faculty research laboratories and computer equipment are available to students engaged in research projects in condensed matter physics, biophysics, and nonlinear dynamics. Other specialized teaching facilities for physics and astronomy include a one-hundred-and-eighty seat lecture/demonstration theater, a sixty-seat Zeiss Planetarium classroom, and a sixteen-station computational physics classroom/laboratory.

The graduate school offers the master of science and doctor of philosophy degrees in physics.

Requirements for a Physics Major

The BA program offers a minimum core physics curriculum along with a wide selection of elective courses so that coherent programs may be planned that combine the fundamentals of physics and other disciplines of the liberal arts and sciences. It is well suited to students preparing to enter medicine, dentistry, law, business, secondary school teaching, and multidisciplinary fields of science and mathematics. Required: Physics 151, 152, 211, 253, 254 (or 361 and 365), four four-hour physics courses approved by the departmental adviser, and Mathematics 111 and 112.

The BS is designed for those students who wish to take a more concentrated program of study in physics. A student who intends to do graduate work in physics or physics-related fields should choose this program. Required: Physics 151, 152, 253, 320, 361, 365, 421, 432, 444, 461, 462S, one physics elective, and Mathematics 111, 112, 211P, and 212. BS degree students are encouraged to become involved, either informally, or formally by enrollment in Physics 499, in the research programs in the department as early as possible.

The BS in applied physics is oriented differently from the BA and BS in physics. It is directed at those students whose interests lie at the interface between physics and contemporary high technology. The program offers a broad and deep background in physics and the accompanying mathematics, which is developed through the level of quantum mechanics, and which continues throughout the program. In the junior and senior years, this general background is applied to several areas of current technological interest, including digital electronics and microprocessors, computational physics, and optics and lasers. Required: Physics 151, 152, 234, 253, 320, 361, 365, 421, 432, 436S, 444, 461, and Mathematics 111, 112, 211P, and 212.

Students choosing to major in physics after completing Physics 141 or 142, and having excelled in these courses, may, with the permission of the undergraduate physics adviser, waive the Physics 151 and/or Physics 152 requirement.

Majors are not normally allowed to take required courses on an S/U basis. Physics 151, 152, and 253 serve as the special sections in introductory physics for the student with superior College Board scores and high school records.

Requirements for a Physics Minor

Courses required for the minor in physics include Physics 151 and 152 or 141 and 142, and Physics 253. In addition to these courses, students must complete at least eight more credit hours of physics electives, with at least four of the hours at the 200 level or higher.

Requirements for a Physics and Astronomy Major

The BA program in physics and astronomy offers a core astronomy curriculum along with a selection of elective courses so that coherent programs may be planned that combine the fundamentals of astronomy and other disciplines of the liberal arts and sciences. It is well suited to students preparing to enter medicine, dentistry, law, business, science writing, secondary school teaching, and multidisciplinary fields of science. Required: Physics 116, 151, 152, 211, 253, 254 (or, alternatively both 361 and 365), either 311S or 312S, two four-hour physics electives approved by the departmental adviser, and Mathematics 111 and 112.

The BS is designed for students who wish to take a concentrated program of study in physics and astronomy with the intention of pursuing graduate work or a career in this field. Required: Physics 151, 152, 253, 311S, 312S, 320, 361, 365, 421, 432, 461, one physics elective, and Mathematics 111, 112, 211P and 212.

Requirements for an Astronomy Minor

The minor in astronomy is designed to fulfill the needs of those Emory students who have an abiding curiosity and interest in astronomy yet have their primary interest in any one of

the many other possible academic fields. It requires a minimum of 20 credit hours, with at least a C average. Four credit hours may be taken on a S/U basis. Courses required for the minor are: 116, either 141 and 142 or 151 and 152; 253; either 311S or 312S.

Honors Program

See “Honors Program,” page 33, and consult the department for full details. Chapters of Sigma Pi Sigma, the national physics honor society, and the Society of Physics Students offer recognition and sponsored activities.

Courses

108. The Physics of Music

Offered as required. Physical fundamentals of the production of sound by musical instruments; the nature of sound waves and their propagation, the perception of sound, subjective responses, basic acoustical considerations of auditoriums, and methods of sound reproduction.

115. Introductory Astronomy

Fall, spring, summer. Students having taken Physics 116 for credit may not take this course. A descriptive overview of astronomy. The celestial coordinate system, time keeping, the planetary system, ancient astronomy, the sun, stellar evolution, galactic astronomy, cosmology, and the origin of the universe.

116. Introductory Astronomy, with Laboratory

Fall, spring. Students having taken Physics 115 for credit may not take this course. A descriptive astronomy course with laboratory. The celestial coordinate system, ancient astronomy, light and telescopes, the solar system, the sun, stellar evolution, galactic astronomy, and cosmology.

116S. Seminar in Introductory Astronomy, with Laboratory

Offered as required. This is a freshman seminar section of our descriptive astronomy course with laboratory. Topics include celestial mechanics, light and telescopes, the solar system, the Sun, stellar evolution, black holes, galaxies, and the origin and fate of the universe. Students who have completed or who are enrolled in Physics 115 may not enroll in Physics 116S. It fulfills a requirement for the BA in physics and astronomy and can be used as a required elective in the minor in physics or the minor in astronomy.

121. How Things Work I

Fall. Bicycles, rockets, CDs, jet airplanes, cars, Frisbees, kayaks, TV, lasers, microwave ovens, cell phones—the mysteries of these and other objects are explored, introducing the physics and science in everyday life.

122. How Things Work II

Spring. DVDs, cell phones, computers, TV, microwave ovens, lasers, cameras—the mysteries of these and other everyday objects are explored, introducing the physics and science of everyday life.

140. Mathematics for Intro Physics

Offered as required. Credit, two hours. A review of mathematical methods used in Physics 141 and 142, including algebra, trigonometry, vectors, and graphs, with emphasis on word problems. Intended for students whose math preparation for physics is weak.

141. Introductory Physics I, with Laboratory

Fall, summer. Introductory classical mechanics and thermodynamics. The student is expected to be competent in algebra, trigonometry, and plane geometry. Physics 141 and 142 are appropriate courses to satisfy a one-year physics requirement for professional schools.

142. Introductory Physics II, with Laboratory

Spring, summer. Prerequisite: Physics 141 or 151. Introduction to electricity, magnetism, optics, and the essentials of quantum mechanics, atomic and nuclear physics, and special relativity.

151. General Physics: Mechanics, with Laboratory

Fall. Prerequisite: Either Math 112 or 112S or 112Z, or consent of instructor. Introductory classical mechanics and thermodynamics. Physics 151 and 152 are primarily for students who are strongly motivated in science and mathematics.

152. General Physics: Electricity, Magnetism, and Optics, with Laboratory

Spring. Prerequisite: Physics 151 or consent of instructor. Electric and magnetic fields and forces, Gauss's law, electrical properties of materials, electromagnetic induction, electromagnetic waves, and optical phenomena.

190G. Einstein's Space-Time

Fall, or as needed. First-year students only. Introductory study of Einstein's contributions, with emphasis on space-time, special relativity, gravitation, general relativity, black holes and models of the universe, and their relation to current philosophical problems.

190H. Envisioning Light

Spring, or as needed. First-year students only. Light in nature and culture; early theories of light; scientific and cosmic light; the beginning (Big Bang) and the end (Big Crunch) of light; seeing, illumination, and optical devices.

210. Einstein's Space-Time

Offered as required. Credit, two hours. Prerequisite: Physics 141 or 142, or consent of instructor. Introductory study of Einstein's contributions, with emphasis on space-time, special relativity, gravitation, general relativity, black holes and models of the universe, and their relation to current philosophical problems.

211. Multivariable Calculus (same as Mathematics 211P)

Fall. Prerequisite: Mathematics 112S or 112Z. Multivariable functions; partial derivatives; multiple integrals; vector and scalar fields; Green's and Stokes' Theorems; divergence theorem. Suitable for physical science and mathematics students.

227S. Seminar in Modern Medical Physics

Offered as required. Prerequisite: Physics 142 or 152. Explores some of the ways in which principles and methods used in physics are applied to problems in modern medicine. Includes a study of the physics of modern imaging systems such as MRI, CT, and PET as well as more traditional areas (x-ray, radiation, and nuclear medicine physics). Mathematical and statistical ideas will be developed as needed. For pre-med students, students in health or biological sciences, or physics majors who are curious about medical physics.

234. Digital Electronics and Microprocessors, with Laboratory

Fall. Prerequisite: Physics 142 or 152. Introduction to combinational and sequential logic circuits, and microprocessor hardware. Topics include transistors, gates, flip-flops, counters, clocks, decoders, displays, microprocessors, memory, input/output circuits, and device interfacing.

253. Modern Physics, with Laboratory

Fall. Prerequisite: Physics 142 or 152 and Math 112 or the equivalent. Special theory of relativity, wave and particle properties of electromagnetic radiation and matter, introduction to quantum mechanics, Schrödinger equation, atomic models, and simple molecules.

254. Classical Physics

Spring. Prerequisite: Physics 253. Covers mechanics and electromagnetism, the core of classical physics. Using advanced calculus, develop these subjects to the level of Hamilton's Principle and Maxwell's Equations. This course should not be taken by students who take either Physics 361 or 365.

311S. Seminar in Astrophysics I, with Laboratory

Spring. Prerequisite: Physics 253. Covers astronomical coordinates, celestial mechanics, Kepler's Laws, gravitation, planetary analysis techniques, planetary and interplanetary debris composition and structure, ring system formation, extrasolar planetary systems, with laboratory sessions in the Emory observatory.

312S. Seminar in Astrophysics II, with Laboratory

Spring. Prerequisite: Physics 253. Covers stellar analysis techniques, binary stars, stellar structure, the sun, stellar evolution, stellar variability, stellar death, the Milky Way, galactic structure, structure of the universe, cosmology, with laboratory sessions in the Emory observatory.

320. Mathematical Methods for Scientists

Fall. Prerequisite: Physics 142 or 152 and Math 211 and 212, or consent of instructor. Practical introduction to advanced mathematical methods: partial differential equations, boundary value problems, special functions, integral transforms, functions of complex variables, contour integrals, the residue theorem, Hermitian and unitary matrices.

361. Analytical Mechanics I

Fall. Prerequisite: Physics 152 and Math 211, or consent of instructor. Vector calculus, central forces and planetary motion, rigid bodies, Lagrangian methods. Course is

designed for BS and BS applied physics majors. Physics BA majors may take Physics 361 and 365 or Physics 254 Classical Physics. Students who take this course should not take Physics 254.

365. Electromagnetic Fields I

Spring. Prerequisite: Physics 152 and 320, or consent of instructor. Electrostatics, solution methods for Poisson and Laplace equations, steady currents and electromagnetic induction, magnetic and electrostatic energy, slowly varying currents, Maxwell's equations, propagation of electromagnetic waves, wave propagation in bounded regions. Students who take this course should not take Physics 254.

366. Electromagnetic Fields II

Offered as required. Prerequisite: Physics 365. Microscopic theory of dielectrics, retarded potential, wave propagation in bounded regions and in dispersive media, emission of radiation, electrodynamics, special relativity.

380R. Special Topics in Physics

Offered as required. Credit, two to four hours. Prerequisite: consent of instructor. Selected topics and problems of special or current interest in physics. May be repeated for credit when topic varies.

397R. Directed Study

Fall, spring, summer. Credit, two to four hours. Prerequisite: consent of instructor. Adapted to particular needs of individual student with instructor acting as adviser.

421. Thermal Physics

Fall. Prerequisite: Physics 253. Laws of thermodynamics, entropy, Carnot engine, thermodynamic potentials, Gibbs ensembles, classical and quantum statistics, photon gas, phonons, Debye theory, electron gas, Bose-Einstein condensation, chemical kinetics, phase transitions, and critical phenomena.

422S. Seminar in Applied Solid State

Offered as required. Prerequisite: Physics 421 or Physics 425, or consent of instructor. Physics and material properties of technically important solids including semiconductors and superconductors. Applications to electronic and optoelectronic devices including transistors, photodiodes, solid state lasers, SQUIDS.

432. Principles of Optics, with Laboratory

Spring. Prerequisite: Physics 320 and Physics 365, or consent of instructor. The wave equation, electromagnetic theory of light, aberrations, matrix methods, polarization, interference, diffraction, quantum aspects of light, lasers, holography, and fiber optics.

436S. Computational Physics

Offered as required. Prerequisite: Physics 142 or 152 and Computer Science 150 or 170, or consent of instructor. Computational techniques for solving equations as well as for simulating, analyzing, and graphically visualizing physical systems and processes. Projects will be selected from different areas of physics according to student interest and background.

444WR. Advanced Undergraduate Laboratory

Fall. Prerequisite: Physics 253. Introduces modern experimental techniques and methods; the experiments include analog electronics, instrumentation and computer interfacing, cryogenics, and electro-optics.

454. Molecular Biophysics

Spring. Prerequisite: consent of instructor. The physical view of molecular structure and dynamics and their relation to protein function is addressed in selected exemplary systems. Physical techniques used to obtain molecular information are examined.

461. Introduction to Quantum Mechanics I

Spring. Prerequisite: Physics 361 or consent of instructor. Introductory quantum theory, including the Schrödinger equation, simple soluble problems, hydrogen atom, operator formalism, approximation methods, and perturbation theory.

462S. Seminar in Quantum Mechanics II

Spring. Prerequisite: Physics 461 or consent of instructor. Applications of quantum mechanics to atomic, molecular, nuclear, particle, and solid state physics.

495. Honors Research

Fall, spring, summer. Prerequisite: consent of the undergraduate physics adviser. Independent research for students invited to participate in the physics department Honors Program.

495WR. Honors Research

Prerequisite: consent of instructor. Final semester of independent research for students invited to participate in the physics department Honors Program. WR is satisfied by submission and acceptance of completed honors thesis.

499R. Undergraduate Research

Fall, spring, summer. Credit, two to four hours. Prerequisite: consent of instructor. For students who wish to participate in physics research with the instructor acting as research director.

Political Science

Professors

Alan Abramowitz, Alben W. Barkley Professor of Political Science: political parties, electoral politics; Robert C. Bartlett: political theory, classical political thought; Merle Black, Asa G. Candler Professor of Politics and Government: American national government, politics of the American South, political parties and elections; Micheal W. Giles, Goodrich C. White Professor of Political Science: intergroup politics, judicial process and behavior; Harvey Klehr, Andrew W. Mellon Professor of Politics and History: political theory, American radicalism; Dan Reiter: international relations, world politics; Thomas F. Remington: comparative politics, Russian and post-Soviet politics; Holli Semetko, vice provost for international affairs and director, The Halle Institute: comparative politics, political communication; Thomas G. Walker, Goodrich C. White Professor of Political Science: constitutional law, judicial behavior

Associate Professors

Courtney Brown: American politics, electoral politics, methodology and statistics; Clifford Carrubba, Winship Research Professor: comparative political economy, Western Europe, game theory; David R. Davis, co-director, Institute of Human Rights: international relations, defense economics, international political economy, dynamic modeling and research methods; Juan del Aguila: comparative politics, Latin American politics; Richard F. Doner: political economy, international relations, Southeast Asian politics; Mark S. Hallerberg (on leave 2007–2009): comparative and international political economy, monetary policy in the European Union; Thomas D. Lancaster, senior associate dean of Emory College: comparative politics, Western European politics; Eleanor C. Main, director, Division of Educational Studies: state and local politics, public policy; J. Judd Owen: twentieth-century and contemporary political thought, liberalism, religion and politics, American political thought; Beth Reingold: American politics, women and politics, political behavior; Eric R. Reinhardt: international relations, international political economy, trade politics, game theory; Michael J. Rich, director, Office of University-Community Partnerships: federalism, public policy, urban policy; Randall Strahan: American politics, Congress; J. Larry Taulbee: international relations; Hubert Tworzecki: comparative politics, East European politics; Carrie Rosefsky Wickham: comparative politics, Middle Eastern politics

Assistant Professors

Kyle Beardsley: international relations, conflict processes, empirical methodology; Jennifer Gandhi: comparative politics, methodology, comparative political regimes, development; Andra Gillespie: American politics, political participation, racial and ethnic politics in the United States; Drew Linzer: statistical methodology, comparative public opinion; Michael L. Owens: religion and public policy; urban politics and policy; community building and social change; Jeffrey Staton: comparative judicial politics, institutional theory

Associated Faculty

Robert A. Brown (assistant dean, Emory College: American politics, African American politics); Joanne Bay Brzinski (associate dean, Emory College: comparative politics, Western European politics); Marion V. Creekmore (Distinguished Visiting Professor of History and Political Science); Alexander M. Hicks (political sociology, political economy, public policy); Michael Kang (Emory School of Law); Barry Levitt (Latin American politics, political institutions); Richard Saltman (Professor, School of Public Health: comparative health policy); Kenneth W. Stein (Near Eastern politics); Tracy Yandle (environmental policy)

Political science fields of study include American government and politics, international relations, political philosophy, and comparative politics. A special interdisciplinary concentration is available in international studies, providing a broad background in foreign language and culture, politics, history, and economics for those students interested in careers in journalism, teaching, international business, or government service. The political science department offers a full range of prelaw course work. Law school placement of Emory political science majors has been particularly successful. For more information on prelaw preparation, consult the Emory Career Center.

Requirements for the Political Science Major

Each student majoring in political science must complete satisfactorily at least 40 semester hours of course work (ten courses) in political science. Courses must include Political Science 100: National Politics in the United States; Political Science 308: Political Science Methods; one course in each of the department's four fields (American politics, international politics, comparative politics, and political theory); and four departmental electives. At least eight courses must be taken as regular classroom courses. Internships and directed study are not considered regular classroom courses for the purposes of this requirement. Of the eight courses of classroom work, at least six courses must be taken on the campuses of Emory and Oxford colleges. Unless taught by Emory or Oxford college faculty, courses taken in study abroad programs, the Washington Semester program, or the Bard Globalization and International Affairs program are not considered courses taken on the Emory or Oxford campuses. Students should complete Political Science 100 by the end of their sixth semester. Except for Washington Semester credit and the Bard Globalization and International Affairs Program credit, all courses for the major must be taken for a letter grade.

Requirements for the Political Science Minor

Each student minoring in political science must complete satisfactorily at least 24 semester hours of course work in political science. Students must complete Political Science 100: National Politics in the United States; Political Science 110: Introduction to International Politics; Political Science 120: Introduction to Comparative Politics; one course in political theory; and two additional courses at the 300 level or above. All courses for the minor must be taken for a letter grade.

Requirements for the International Studies Major

International Studies majors must satisfactorily complete at least 40 hours (ten courses) and a foreign language requirement. At least seven of these courses must be taken in political science. Students are strongly encouraged to take cognate social science courses in other departments to satisfy additional required hours. Course work must be distributed as follows: eight hours of introductory courses (Political Science 110 and Political Science 120); four hours of political science methods (Political Science 308); three courses (twelve hours) in a single area of concentration (Political Economy, Conflict and Security, or State and Society); two courses (eight hours) focusing on a single geographical area (Africa/Middle East, Asia, Europe, or Latin America and the Caribbean); an advanced seminar (four hours) with an international or comparative focus (Political Science 490); and an elective (four hours). In addition, students must demonstrate proficiency in a modern foreign language at a level equivalent to two years of college study. Normally this will be satisfied by passing one course at the 202 level (or its equivalent), or above. A minimum of eight courses must be taken in classroom courses, six of which of which must be taken at Emory College or Oxford College. The department maintains a current list of political science and cognate courses that may be used to satisfy major requirements which is also available on the department website. All courses for the major must be taken for a letter grade. Students may not double major in political science and international studies, nor may

a student major in international studies and minor in political science. Contact the department for a more complete description of the major and its requirements.

Honors Program

See “Honors Program,” under the College Curriculum section. Outstanding students majoring in political science or international studies are invited by the department in the spring semester of their junior year to submit materials for consideration for the political science honors program the following year. Invitations are extended to students selected from this group. The program is a yearlong curriculum in which students successfully complete a political science graduate or senior seminar, conduct original research on a topic of their own choosing, and write an honors thesis under the direction of a political science faculty member. Honors students also must enroll in the honors tutorial seminar in the fall semester. Consult the department or director of undergraduate studies for more details.

Honors and Awards

Outstanding students majoring in political science and international studies are invited by the department to membership in Pi Sigma Alpha, the national political science honor society. The Elliott Levitas Award for outstanding accomplishment in political science is presented annually to a senior major.

BA/MA Program

The department, by invitation, offers students with superior records the opportunity to enter the four-year BA/MA program. Students chosen for this program will pursue advanced course work and research during their senior year. Only students who have earned twenty semester hours of political science credit will be considered for participation. At least sixteen semester hours of the required total must be in 300- or 400-level courses. During the senior year (after admission to the Graduate School of Arts and Sciences), the student must take at least thirty-two semester hours and write an acceptable thesis. Twenty hours must be in course or seminar work, not including Directed Study (597R) or Thesis Research (599R). Twenty-four hours must be in graduate level (500 or above) course work. No more than four semester hours may be in Thesis Research (599R). The student must complete Political Science 507 and 508 with a grade of B- or better, and receive a grade of B or better in sixteen of the twenty-four graduate hours. Upon successful completion of the course of study, the student will receive two degrees—the bachelor of arts and the master of arts.

Washington Semester

A study of American national government is available for selected students through a program administered by American University in Washington, D.C. The program consists of a field seminar, an individual research project, and courses in the curriculum of American University. Students are eligible to apply for the program after completing four semesters in residence at Emory. Those selected by the Department of Political Science spend a semester in residence at American University. Students

who receive satisfactory grades will be awarded a maximum of 16 semester hours of satisfactory/unsatisfactory credit. Depending upon the nature of the work for which credit is granted (i.e., classroom courses, internship experiences, or independent research), eight Washington Semester credit hours may be used to satisfy the elective requirement of the political science major.

Bard Globalization and International Affairs Program

The Bard Globalization and International Affairs (BGIA) Program offers undergraduates a unique opportunity to combine critical thinking about global affairs with practical experience in world-class international organizations at Bard College's New York City campus. There are five components to the program: an internship for 20 hours per week; seminars; tutorials; a speaker series; and a student-edited journal. Those selected by the Department of Political Science spend a semester in residence at Bard. Students who receive satisfactory grades will be awarded a maximum of 16 semester hours of satisfactory/unsatisfactory credit. Eight of these hours may be applied to the international studies major.

Math/Political Science Joint Major

Students may elect to take a joint concentration in mathematics and political science. This major provides a structured curriculum for students interested in mathematical applications to political science. This major is intended to meet the demand for students who are well-prepared for graduate work and professional careers in mathematics-intensive areas of political science. A student will take a minimum of 14 courses in the two departments, at least seven in each department. A student who is a joint major in math and political science may also be invited to participate in the political science honors program alongside political science and international studies majors, or in the math honors program. For further details, consult either the Political Science or the Mathematics and Computer Science Department.

Internship Program

Students who have sufficient background in political science courses are eligible to apply for government/political internships approved by the Department of Political Science. Students have served as interns in the White House; the offices of members of Congress, governors, and lieutenant governors; in state legislatures; and in other state, county, and city offices. Students also may serve as interns in programs at The Carter Center. Students may earn up to twelve semester hours of political science internship credit, but a maximum of eight semester hours may be used to satisfy the requirements of the political science major and a maximum of four semester hours may be used to satisfy the requirements of the international studies major.

Political Theory

102. Introduction to Political Theory

Introduction to select perennial themes in the history of political philosophy.

301. Classical Political Thought

Beginnings of the Western political heritage as shaped by such great political thinkers as Plato, Aristotle, Thucydides, and Xenophon.

302. Modern Political Thought

Political thought in the early modern period, from Machiavelli through the nineteenth century.

304. Major Texts in Political Theory

Intensive analysis of one or more texts of political philosophy or political science, with an emphasis on developing skills of close reading, textual analysis, and independent interpretation.

305. Twentieth-Century Political Ideologies

Examination of contemporary political ideologies, focusing primarily on fascism, communism, and democracy. Some attention to Marxist humanism and the neo-conservative revival.

Research Methods

308. Political Science Methods

Fundamental concepts and quantitative techniques of empirical political inquiry. Introduction to concepts of measurement, parametric, and nonparametric statistics. Basic bivariate and univariate statistics used in political science.

309. Survey Research and Political Analysis

Suggested prerequisite: Political Science 308. Use of SPSS, multivariate analysis, and other computer routines to analyze survey and aggregate data. Special attention to political science data archives.

International Politics

110. Introduction to International Politics

Introduction to analytical concepts, nature of the interstate system, the assumptions and ideas of diplomacy, the determinants of foreign policy.

169. The Arab-Israeli Conflict

Progression of the conflict from the nineteenth century to the present is reviewed in a multi-disciplinary manner. Topics include political history, communal disparities, the various wars, and their diplomatic outcomes.

310. War and Politics

Suggested prerequisite: Political Science 110. An examination of the relationship between technology, war, society, and international order.

311. International Conflict Resolution

Suggested prerequisite: Political Science 110. Examines general principles and problems of international conflict resolution, including strategic bargaining, issue linkage, third party involvement, and coalition formation.

312. International Law

Suggested prerequisite: Political Science 110. Procedures and practices regarded by states as constituting international law, with major emphasis on contemporary problems and probable trends.

313. International Organization

Suggested prerequisite: Political Science 110. Nature and development of international organization, with emphasis on the interaction between international systems and organizations.

314. U.S. National Security Policy

Suggested prerequisite: Political Science 110. Organizations and processes involved in the formulation and execution of United States national security policy. Topics include nuclear strategy, bureaucratic politics, and the programming and budgeting process.

315. Foreign Policies of Major Powers

Comparison of post-World War II foreign policies of selected states. Primary focus on developing an understanding of the impact of internal influences on external behavior.

316. Foreign Policy of the United States

Traditions and assumptions of American foreign policy; analysis of post-World War II policy, including nuclear deterrence, foreign aid, and alliance policies.

317. Global Human Rights

Suggested prerequisite: Political Science 110. This course delves into the philosophical and contextual underpinnings of human rights in order to create a framework for understanding the increasing importance of human rights in the international system.

318. U.S. Policy Toward Latin America

Examination of United States foreign policy toward Latin America and the Caribbean from the Monroe Doctrine to the Reagan Doctrine. Emphasis on the evolution and formulation of United States policy, national security, and foreign economic policy.

319. International Political Economy

Examines interactions between economic developments (domestic and external) and political changes (domestic and external). Begins with general views and then examines particular issues (e.g., trade, monetary, development, environmental).

373. The Consequences of War

Suggested prerequisite: Political Science 110 or 120. Describes the manifold consequences of war to the individual, the state, and the international system; reviews a variety of theories of war consequences and explores the possible political and moral implications.

Comparative Government and Politics

120. Introduction to Comparative Politics

Political systems of major nations in comparative perspective.

320. Political Violence

Suggested prerequisite: Political Science 110 or 120. Reviews several theories of the causes and dynamics of political violence. Includes an exploration of the ethical and moral issues concerning the proper role of government, the question of ends versus means, and the value of human existence.

321. Comparative Political Economy

Suggested prerequisite: Political Science 120. Examination of the theoretical and substantive relationships between politics and economics from a comparative perspective, including macroeconomic policy, economic influence on the vote, and political control of economic behavior.

322. Politics of Southeast Asia

Suggested prerequisite: Political Science 110 or Political Science 120. Introduction to the contemporary politics of Southeast Asia. Specific focus on capitalist developing countries of the region—Indonesia, Thailand, Malaysia, Philippines, Singapore. Approach is comparative, with focus on democratization, economic growth, and environmental issues.

323. Comparative Political Parties

Suggested prerequisite: Political Science 120. This course looks at the role of political parties for democracies and at ways parties represent interests in democracies. It combines general literature on parties and detailed study of a few countries.

325. Eastern European Politics

Suggested prerequisite: Political Science 110 or 120. An introduction to the politics and governments of Eastern Europe from World War I to the present.

326. Western European Politics

Suggested prerequisite: Political Science 120. Comparative examination of the contemporary political systems of democratic Europe. Emphasis placed on Great Britain, France, Germany, and the European Community.

327. Contemporary British Politics

Suggested prerequisite: Political Science 120. Focuses on the breakdown of the postwar consensus and its replacement by Thatcherism in 1979. Three topics receive detailed attention: race relations, territorial politics, and radical critiques of British democracy.

328. Politics of Japan and East Asia

Suggested prerequisite: Political Science 110 or 120. Examines politics of contemporary Japan, with stress on political bases of Japanese economic growth and in comparison with other East Asian economic successes (e.g., Taiwan, South Korea).

329. Democratic Transitions

Suggested prerequisite: Political Science 120. Provides a survey and analysis of ways states undergo transitions from authoritarian to democratic regimes. Emphasizes interplay of elite and social factors, and addresses relationship between political and economic reform.

330. Developmental Democracy

Examines those political, social, and economic conditions necessary for the successful implementation of a democratic form of governance.

331. Latin American Politics

Overview of the major political systems in Latin America; emphasis on patterns of authority; development of groups; the nature of institutions; political culture; forces of change; and the role of the state.

332. Latin American Revolutions

An analysis of the Mexican, Cuban, and Nicaraguan revolutions, with emphasis on the sources and consequences of political change.

333. Politics in the European Union

Suggested prerequisite: Political Science 120. Institutions and processes of the European Union including issues of membership, federalism, regional cohesion, effectiveness, accountability, and identity.

334. Contemporary African Politics

Politics of sub-Saharan Africa are examined, with emphasis on the major issues of social and political analysis as well as the African economic predicament and its political implications.

335. Nations and Nationalism

Suggested prerequisite: Political Science 120. Surveys the main contemporary theories of ethnic mobilization and nation building. Discusses the relationship between ethnicity and nationalism, and examines ethnic conflict and ways of resolving and preventing it.

336. Politics in Russia

Suggested prerequisite: Political Science 120. This course discusses the contemporary Russian political system, including major institutions and processes. Reviews development and collapse of the U.S.S.R. and briefly examines developments in other newly independent successor states.

337. Islam and Politics

A broad introduction to the relationship between Islam and politics in twentieth-century Iran, the Middle East, and North Africa.

338. Politics of the Middle East

Political Science 120 is recommended but not required. Introduces students to critical issues in Middle East politics. Central themes include the colonial encounter, the rise of the authoritarian state, Israel and Palestine, and the rise of political Islam.

339. Politics and the Environment

Examines the connection between political activity and environmental management. Focus ranges from regulatory activity to the environmental consequences of particular electoral forms of democratic governance.

377. Politics of Democratic Spain

Suggested prerequisite: Political Science 120. Analysis of the contemporary Spanish political system, including its transition to democracy, political institutions, and governmental processes.

378. Comparative State and Stratification

Suggested prerequisite: Sociology 214 or 311 or Political Science 321, 324, 326, or 327. Comparative sociology of state social and economic politics in advanced industrial democracies, 1880 to present.

American Government and Politics

100. National Politics in the United States

Origins, principles, structures, processes, and practices of American national government. Stresses different perspectives on democratic theory and practice, and the adequacy of governmental institutions.

341. The Presidency

An introduction to the structure and behavior of the American presidency. Examines presidential elections, the organization of the office, and its relations with the other national political institutions.

342. Congressional Politics

Constitutional responsibilities of the federal legislature. Effects of internal procedures and organization, external links, and member goals on congressional decisions.

343. Federalism and Intergovernmental Relations

Examination of how and why national, state, and local governments in the American federal system interact (or fail to interact) to resolve important public policy problems.

344. American Political Leadership

Theories of leadership. Cultural and structural factors that influence leadership in the American political system. Leadership in American political institutions (national, state, and local), interest groups, and social movements.

345. American Political Parties

Party organization, candidate recruitment, political campaigning, and legislative parties as facets of the total political system. Effect of parties in differing national and cultural contexts in fostering or inhibiting democratic values and practices.

346. African American Politics

Comprehensive examination of African American politics and its critical influence upon

the American political system. Civil rights and black power movements; the voting rights act and redistricting; African American political participation, attitudes, and governance.

347. The South in National Politics

The changing roles of the South in national politics since World War II, with attention to presidential elections, the two-party system, and the United States Congress.

348. American Elections and Voting

Voter and candidate decision-making during primary and general elections, patterns of partisan support in the electorate, and factors affecting campaign strategy in American elections.

349. Politics of Race in the U.S.

Comprehensive examination of the significance of race in the development of the American political system. Topics include Reconstruction, the civil rights movement, and the contemporary political attitudes and behavior of black and white Americans.

350. The American Legal System

Suggested prerequisite: Political Science 100. Basic concepts of American law, judicial selection, the legal profession, court systems, and judicial behavior.

351. The United States Supreme Court

Course focuses on the Supreme Court as an institution. Legal, attitudinal, and strategic models are employed to examine the court's history and processes, and its role in the political system.

352. Constitutional Law

Suggested prerequisite: Political Science 100. Basic principles of the Constitution and powers of the national and state governments, examined through Supreme Court decisions and secondary works.

353. Civil Liberties

Personal liberties guaranteed by the United States Constitution, including freedom of speech, religion, assembly, petition; the right of privacy; the right against age, sex, race, or economic discrimination.

354. Criminal Justice

Examination of the various stages of the criminal justice process in the United States and the constitutional rights accorded to the criminally accused.

357. Gender Politics

Overview of the role of gender in defining and shaping politics, political systems, political beliefs, political behavior, and public policy in the American and/or international context.

358. Women and the Law

Comprehensive analysis of legal issues relevant to women's status in society. Constitutional and statutory law addressed.

359. American Radicalism

History, ideas and personalities of American radicalism, including utopianism, socialism, the Industrial Workers of the World, communism, and the New Left. American reactions to radicalism, including McCarthyism.

360. Public Policy Process

How national public policies develop. Focus on who American governing actors and elites are, what they control, how they work together, and how issues thereby develop, recur, and evolve into policy.

362. Executive Branch Governance

Examines how American executive branch agencies behave as organizations and how they relate in practice to the rest of the people in government and the nation.

363. Public Opinion

The nature, sources, and consequences of Americans' political preferences and beliefs. Topics include public opinion research methods, political socialization, self-interest, reference groups, and voting behavior.

364. Interest Group Politics

Focusing primarily on politics in the United States, this course examines the important roles played by organized interest groups and broader social movements in democratic politics.

365. State and Local Politics

Structures and political processes of state and local governments. Emphasis on the roles of state and local governments in the American federal system.

366. Southern Politics

The politics of the South since 1960, with emphasis on the following topics: Southern political culture, the civil rights movement, and the rise of two-party competition.

367. Urban Politics

Introduction and overview to the politics and governance of American cities. Emphasis is on understanding the relationships among governing structures, decision-making processes, and policy outcomes.

368. Urban Public Policy

Overview of major public policy problems confronting American urban areas today and the responses city, state, and national governments have made to address these problems. Policy areas covered include poverty, education, crime, housing, and community development.

369. Public Policy Analysis

Overview of the quantitative and qualitative methodologies employed by analysts in determining whether public programs and policies work. Attention is also given to research utilization and the role of analysis in the policymaking process.

Special Courses and Programs**190. Freshman Seminar**

For first-year students only. Entry level seminar focusing on a specific topic. May be repeated for credit when topic varies.

370A. Community Building and Social Change

Open only to undergraduate students by permission of the instructor. Additionally, this course is required for all students seeking to apply for the fellowship in Community Building and Social Change.

370B. Evaluating Comprehensive Community Initiatives

Open only to students admitted as fellows in the program in Community Building and Social Change.

379. Politics in Music

An examination of political information as it is conveyed through music and music video/film art forms. Course fulfills an elective requirement for the political science major.

385. Special Topics in Political Science

Selected topics and problems in political science. Content will vary in successive offerings of this course. May be repeated for credit when topic varies.

486. Washington Semester

Credit, sixteen satisfactory/unsatisfactory hours. Special course for students selected by the department to study for one semester in the nation's capital.

487. International Studies at Bard (NY)

Credit, sixteen satisfactory/unsatisfactory hours. Special course for students selected by the department to study for one semester in New York City.

490. Advanced Seminar

Open only to senior and junior majors and others by permission of instructor. Selected topics in political science.

492. Practicum: Community Building and Social Change

Open only to students admitted as fellows in the program in Community Building and Social Change.

495WR. Honors Tutorial

Open only to students selected to participate in the department's Honors Program. Basic social science research methods and preparation of an honors thesis on some previously uninvestigated or insufficiently investigated area of political science. This course is required for completion of the Honors Program in political science.

496WR. Internship in Political Science

Credit, four to twelve hours. Supervised participation in a government/political internship approved by the department.

497R. Directed Study

Credit, one to eight hours. Prerequisite: consent of instructor. Independent reading and research under the direction of a faculty member. May be repeated for credit.

497RWR. Directed Study—Writing Intensive

Credit, four to eight hours. Prerequisite: consent of instructor. Independent reading and research under the direction of a faculty member. May be repeated for credit.

499WR. Honors Research

Credit, one to eight hours. Independent research course for students selected to participate in the department's Honors Program. This course is required for completion of the Honors Program in political science.

Psychology

Professors

Jocelyne Bachevalier: development and decline of memory function in nonhuman primates; Lawrence Barsalou, Samuel Candler Dobbs Professor of Psychology: cognitive psychology, human knowledge; Ronald Boothe, Distinguished Professor, Emeritus; Edward Craighead: mood and personality disorders; assessment, prevention, treatment, recurrence; Linda Craighead: prevention and intervention for eating disorders and obesity; Frans deWaal, Charles Howard Candler Professor of Primate Behavior, foreign associate to the National Academy of Sciences; director, Living Links Center: primate social behavior, social cognition; Marshall P. Duke, Charles Howard Candler Professor of Personality and Psychopathology: psychotherapy, non-verbal behavior; David A. Edwards, Charles Howard Candler Professor of Behavioral Neuroscience: psychobiology, hormones and behavior; Eugene Emory: psychophysiology, neuropsychology, perinatal brain trauma, stress and pregnancy; Robyn Fivush, chair, Samuel Candler Dobbs Professor of Psychology: memory development, gender development; David Freides: adult and child clinical psychopathology and neuropsychology; Sherryl Goodman: developmental psychopathology, mechanisms of risk in children with depressed mothers; Harold Gouzoules: animal behavior, primate communication; Alfred B. Heilbrun Jr., Distinguished Professor, Emeritus: developmental psychopathology; Thomas R. Insel, Distinguished Professor, Emeritus; Irwin J. Knopf, Distinguished Professor Emeritus: child-clinical, attention and learning; Jack J. McDowell: behaviorism; Darryl Neill: drugs and behavior, neurotransmitters and behavior; Stephen Nowicki, Charles Howard Candler Professor

of Psychology: interpersonal processes; Philippe Rochat: infant perception and cognition; Howard Rollins Jr., Distinguished Professor, Emeritus; Martin M. Shapiro: human experimental forensic psychology; Irwin Waldman: developmental psychopathology, classification, development and etiology of disruptive behavior disorders, developmental behavior genetics; Elaine Walker, Samuel Candler Dobbs Professor of Psychology and Neuroscience: neurodevelopmental and neuropsychological aspects of major mental disorder, stress and adolescent development; Kim Wallen, Samuel Candler Dobbs Professor of Psychology and Behavioral Endocrinology: hormonal determinants of primate behavior, sexual differentiation; Drew Westen: personality and psychopathology, personality disorders in adolescents and adults, classification of psychiatric disorders, psychotherapy effectiveness, and eating disorders; Eugene Winograd, Distinguished Professor, Emeritus; Michael D. Zeiler, Charles Howard Candler Professor of Psychology: learning, operant conditioning

Associate Professors

Patricia A. Brennan: developmental psychopathology, conduct disorder, depression; Stephan Hamann: explicit and implicit memory, emotional perception and memory, neuropsychology and cognitive neuroscience, brain imaging; Scott Lilienfeld: personality disorders, psychopathic personality and criminality, anxiety disorders, psychiatric classification and diagnosis; Debra L. Mills: developmental cognitive neuroscience; Laura Namy: early language acquisition, symbolic development, categorization and conceptual development; Lynne Nygaard: spoken language processing, speech perception; Hillary R. Rodman: psychobiology, cognitive neuroscience, neural development

Assistant Professors

Robert R. Hampton: neural basis of explicit cognition in nonhuman primates; Stella Lourenco: spatial cognition across development in typical and atypical populations; Donna Maney: neuroendocrinology of avian communication, neuroendocrinology of stress, timing of reproduction and integration of environmental cues; Philipp Wolff: language and cognition, causal reasoning and meaning

Senior Lecturer

Ann Abramowitz: childhood disorders, clinical assessment; Nancy G. Bliwise: adult attachment and intergenerational relations, statistics and research methods; Cynthia Messina: therapy, clinical assessment; Regina Pyke: family therapy, ethics in psychology; Barbara D. Strock: development and social psychology, undergraduate programs coordinator

Associated Faculty

Rebekah G. Bradley (Department of Psychology and Psychiatry); Andrew Butler (Department of Rehabilitation Medicine, School of Medicine); Kenneth E. Carter (Department of Psychology, Oxford College); Thomas Gordon (Yerkes National Primate Research Center); Joanne Green (Neurology, Wesley Woods); James Herndon (Yerkes National Primate Research Center); Susan Hogan (Goizueta Business School); Victoria Horner (Yerkes National Primate Research Center); Xiaoping Hu (The Wallace H. Coulter Department of Biomedical Engineering); Nadine Kaslow (Department of Psychiatry and Behavioral Science); Kelly Lewis (Department of

Anthropology); Dario Maestriperieri (Yerkes Regional Primate Research Center); Robert McCauley (Department of Philosophy); Gail McGee (Department of Psychiatry); Michael Mustari (Yerkes National Primate Research Center); Marnie Nadolne (Department of Rehabilitation Medicine); Frank Pajares (educational studies); Lisa Parr (Yerkes National Primate Research Center); Paul Plotsky (Department of Psychiatry); Michael Prietula (Goizueta Business School); Denise B. Raynor (Department of Gynecology and Obstetrics); Barbara O. Rothbaum (Department of Psychiatry); John Snarey (Graduate Division of Religion); Anthony Y. Stringer (Center for Rehabilitation Medicine); Jay Weiss (Department of Psychiatry); Jill White-Welkley (Department of Health, Physical Education, and Dance); Mark Wilson (Yerkes National Primate Research Center); Stuart Zola (Yerkes National Primate Research Center)

Adjunct Faculty

Ashraf Attalla (Ridgeview Institute); Vivian S. Auerbach (community psychologist); Gene H. Brody (Department of Child and Family Development, University of Georgia); Leslie Campis (Counseling Center); Andrew Clancey (Department of Biology, Georgia State University); Steve Cole (Research Design Associates Inc.); Shoshana Dayanim (clinical psychology); John Dieter (Department of Psychology); Valarie Edwards (Center for Disease Control and Prevention); Pamela Epps (Counseling Center); Anthony Gallagher (community psychologist); Amy Goch (community psychologist); Felicia Goldstein (Department of Neurology); Jeffrey Jones (community psychologist); Charles Lawe (Counseling Center); Kelly Lewis (Department of Anthropology); Mark McLeod (Counseling Center); Charles Menzel (Language Research Center); Anna Bacon Moore (Department of Veterans Affairs Medical Center); John Paddock (community psychologist); Frank Pajares (educational studies); Bradley Pearce (Department of Psychology); Karen Schwartz (community psychologist); Peter Sebel (Department of Anesthesiology); Tara S. Stoinsky (TECHlab, Zoo Atlanta); Michael Tomasello (Max Planck Institute for Evolutionary Anthropology); Jody Usher (Office of the Registrar); Eric Vanman (Department of Psychology, Georgia State University); Cynthia A. Whitehead-Laboo (Counseling Center)

Requirements for Psychology Major

Emory's Department of Psychology is well known for its preparation of undergraduate students and for its graduate programs in clinical psychology, cognition and development, and neuroscience and animal behavior. Faculty members are actively engaged in teaching, and they conduct research that addresses important questions with state-of-the-art methods. Opportunities for independent study and research projects under faculty guidance are readily available.

The BA program in psychology consists of a minimum of ten psychology courses (forty hours) to include the following:

I. Four foundation courses

A. Fundamentals of Psychology as a Behavioral Science

Introduction to Psychology—Psychology 110 and 111

Students must complete a two-semester introductory sequence in psychology—Psychology 110, Introduction to Psychology I: Psychobiology and Cognition, and Psychology 111, Introduction to Psychology II: Development, Social Behavior, and Individual Differences. These courses provide all majors with a general orientation to the methods, content areas, and central findings of psychology. We recommend that they be taken before any other psychology course and that Psychology 110 be taken before Psychology 111.

Students who have received AP credit from the college by scoring a 4 or 5 on the advanced placement test in psychology will be exempted from Psychology 111. These students must take an additional elective course to replace Psychology 111, and must take Psychology 110 to complete the introductory requirement.

Students who completed a one-semester introductory psychology course will receive credit for Psychology 111, and must take Psychology 110 to complete the introductory requirement.

B. Psychological Inquiry

Psychology 230 and 200WR may not be taken concurrently. Student must complete the psychological inquiry sequence no later than the end of the first semester of the senior year.

C. Applied Statistics for Psychology—Psychology 230

Because adequate understanding of original source material in psychology is impossible without basic statistical literacy, students are required to take a course in statistics. Psychology majors must meet this requirement by taking the statistics course offered by the Department of Psychology.

D. Laboratory Methods—Psychology 200WR

This course provides students with a basic understanding of methods in psychology through conducting studies and evaluating published research. Applied Statistics (Psychology 230) is a prerequisite and therefore must be completed prior to this course.

II. Three Breadth Courses

The purpose of the breadth requirement is to ensure that all majors acquire systematic knowledge in the chief subfields of psychology. Consequently all majors must take at least one of the courses listed for each of the following three areas:

Social, Personality, and Applied

Psychology 210	Adult Abnormal Psychology
Psychology 211	Childhood Psychopathology
Psychology 212	Social Psychology
Psychology 330	Personality Theories
Psychology 350	Behavior Modification

Neuroscience and Animal Behavior

Psychology 103 or 207	Brain and Behavior
Psychology 303	Evolution of Acquired Behavior
Psychology 320	Animal Behavior
Psychology 323	Drugs and Behavior
Psychology 325	Primate Social Psychology

Cognition and Development

Psychology 205	Child Development
Psychology 209	Perception and Action
Psychology 215	Cognition/Cognitive Psychology
Psychology 218	Infancy
Psychology 302	Human Learning and Memory
Psychology 309	Brain and Language

III. Three Elective Courses

Students must take three additional courses offered by the department, with the exception of 190, Freshman Seminar (if taken fall 2004 or later); 495A, Honors; 498R, Directed Reading; and 499R, Directed Research.

Requirements for the Joint Major in Psychology and Linguistics

(Also see program in Linguistics section.) This joint major is unique to Emory and is designed to introduce students to fundamental aspects of the behavioral study of language, and in particular how an interdisciplinary approach to language from the psychological and linguistic perspectives inform language usage. Students receive introductory breadth in the study of both psychology and linguistics before tailoring their own focus within the study of language and communication.

Students are required to take the same courses in the Fundamentals of Psychology as the Psychology Major, Psychology 110, 111, 200WR and 230 (see above).

Fundamentals of Linguistics

Students also take two courses in the study of linguistics:

Linguistics 201 Foundations of Linguistics
Linguistics 301 Language, Mind, and Society
(see Linguistics section of handbook for course descriptions).

Four Electives

Cognition Elective: Psychology 215 Cognition or 310, Cognitive Development

Psychology of Language Elective: Psychology/Linguistics 309, Brain and Language or 316WR, Language Acquisition.

Additional Psychology elective: There are many relevant psychology courses offered regularly on such topics as animal communication, nonverbal communication, and emotion and communication, as well as interesting courses in other areas of psychology.

Additional Linguistics elective: There are a number of courses each semester in the Linguistics program as well as courses cross-listed between Linguistics and social science departments (e.g., Anthropology) or humanities departments (e.g., English, Middle Eastern Studies, Russian).

Directed Study Requirement

Students complete the joint major in psychology and linguistics by engaging in a four-credit-hour, directed study research project with a faculty supervisor, Linguistics 499 or Psychology 499.

Grade Requirements

Courses taken to meet the requirements for the BA may not be taken under the S/U option. Courses must be passed with a grade of “D” or better in order for them to count towards the major requirements. A 2.0 (C) average or better must be maintained in the major courses to fulfill graduation requirements.

Transfer Credit

Transfer credit requires both college and psychology department approval. College-approved transfer credit does not automatically result in credit toward the psychology major. In order to receive transfer credit toward the major in psychology, students must petition the department’s Undergraduate Curriculum Committee. For the major in psychology and linguistics, students must petition their adviser to receive transfer credit.

Independent Study

Students have the opportunity to receive additional academic credit through directed research (Psychology 499R) and/or directed reading (Psychology 498R). Directed study courses must be supervised by a regular member of the psychology department faculty. These courses do not count towards the psychology major. For the major in psychology and linguistics, a semester of directed research is a requirement.

Honors Program

Qualified students are encouraged to participate in the department’s Honors Program. Admission to the Honors Program depends both upon criteria established by the College (see page 33 for details) and the department. Students meeting college eligibility requirements must also maintain a 3.5 or better GPA in the psychology major. Students must complete both Psychology 230 and Psychology 200 prior to enrolling in the Honors Program. Honors students attend a special honors seminar (Psychology 495R) and complete an original research project under the supervision of a regular member of the psychology faculty. Honors students are required to take one graduate level course which may be included as an elective toward the major requirements. The honors seminar does not count toward the psychology major. For the major in psychology and linguistics, the honors seminar may be substituted for the directed research requirement.

Prerequisites

Students are expected to note prerequisites listed in the course atlas for any psychology course, and to ensure that they have completed these prerequisite courses prior to registration in the course. A course and its prerequisite(s) may not be taken concurrently.

Course Offerings

The department offers courses in three broad substantive areas of psychology. Courses are organized by the scheme below in order to facilitate planning a balanced curriculum.

Introductory Courses

110. Introduction to Psychology I: Psychobiology and Cognition

Fall, spring, summer. Introduction to the biological basis of behavior and the experimental approach to cognition.

111. Introduction to Psychology II: Development, Social Behavior, and Individual Differences

Fall, spring, summer. Introduction to social behavior, development, and individual differences.

Cognition and Development

205. Child Development

Theories and research concerned with the development of human cognition, personality, and social behavior from infancy through early adolescence.

209. Perception and Action

Perception of the world through the senses, gathering information about one's surroundings by seeing, hearing, smelling, tasting, touching, and acting.

215. Cognitive Psychology

Theories and research addressing the nature of higher mental processes, including such areas of cognition as categorization, attention, memory, knowledge representation, imagery, psycholinguistics, and problem solving.

218. Infancy

Examines the remarkable changes infants undergo during the first three years of life. Topics include: pregnancy, child birth, motor skills, perception, brain, memory, language, cognitive, social and emotional development.

250. Thought and Intelligence

Basic concepts from the psychology of thinking (association, logical reasoning, creativity, information processing) and from psychometric testing (intelligence, mental ability, test bias) will be considered in the light of recent research.

302. Human Learning and Memory

Research and theory concerning the way information about the world is acquired and remembered.

305. Psychology of Gender

(Same as Women's Studies 305.) Theories and research examining the development of gender roles from infancy through adulthood.

309. Brain and Language

(Same as Linguistics 309). This course examines the relationship between brain mechanisms and language behavior. Topics include aphasia and language disorders, aphasia in the deaf, critical periods in children, and gender differences in brain organization.

310. Cognitive Development

Examines the development of abilities such as thinking, reasoning, learning, remembering, language, spatial skills, categorization, and counting.

311. Adolescent Psychology

Life-span approach to the physical and behavioral development of adolescents. An emphasis is placed on the developmental theories of Erikson and Piaget along with symbolic interactionists and competence theorists.

316WR. Language Acquisition

(Same as Linguistics 316WR.) Language acquisition in young children. Identifying speech sounds, determining meaning, and comprehending the rules of syntax.

383. Neuropsychology and Cognition

Neuropsychological disorders of memory, attention, perception and awareness, and their relation to the brain and to cognitive models of normal function.

414WR. Brain and Cognitive Development

(Same as Neuroscience and Behavioral Biology 414WR.) The course examines developmental changes in brain function and organization linked to different aspects of sensory, language, and non-language cognitive processes during the first three years of life.

471. Seminar in Cognitive Processes

Selected contemporary problems in memory, language, learning, and thinking.

474. Seminar in Developmental Psychology

The literature on selected topics related to the development of the young organism, both human and animal.

Neuroscience and Animal Behavior

103. Brain and Behavior

The neurobiology of sex, hunger, thirst, arousal, sleeping, awakening, and the influence of psychoactive drugs on animal and human behavior.

303. Evolution of Acquired Behavior

The evolutionary basis of learning to adapt to the environment. Detailed analysis of the mechanisms of learning and their evolutionary function.

320. Animal Behavior

(Same as Biology 320.) Structure and function of animal behavior from a comparative, evolutionary perspective.

321. Behavioral Neuroendocrinology of Sex

(Same as Neuroscience and Behavioral Biology 321.) Explores hormonal contributions to the development and expression of gender and sexual behavior in animals and humans.

322. Biological Bases of Learning and Memory

(Same as Biology 320.) Biological factors influencing learning and memory with attention to the findings from both animal and human research.

323. Drugs and Behavior

A review of the behavioral and neurobiological actions of all the major psychoactive drugs, focusing on how drugs alter behavior by influencing brain mechanisms.

325. Primate Social Psychology

(Same as Biology 325.) Recent progress in the field of primate social behavior, particularly the role of cognition in complex social strategies.

335. Cognitive Neuroscience

Prerequisite: Psychology 110 or equivalent. An in-depth survey of the brain systems and mechanisms involved in perception, memory, awareness, communication, and other cognitive phenomena.

353. Behavioral Neuroscience

(Same as Neuroscience and Behavioral Biology 302.) Prerequisites: Psychology 320 or Biology 360. Survey of major areas of behavioral neuroscience. Integrated coverage of work at the intersection of animal behavior, evolution, and cellular/systems neuroscience.

358. Cognitive Ethology

(Same as Neuroscience and Behavioral Biology 358.) Investigates how studies in experimental comparative psychology enhance our understanding of behavioral ecology issues.

415S. Sleep and Dreaming

Study of the neural mechanisms and phenomenology of sleep and dreaming in humans and other animals as a basis for discussing implications for behavior, cognition, evolution, and related philosophical issues.

420. Psychobiology of Visual Perception

Theories and research about how the brain interacts with mind in generating perceptions.

425. Brain Imaging

(Same as Neuroscience and Behavioral Biology 425.) Application of imaging technology to the study of brain function and anatomy.

440S. Animal Communication

(Same as Biology 440S.) Functions, evolution, ecology, and significance of animal communication systems in a wide taxonomic range from insects to primates.

472. Seminar in Conditioning and Learning

Selected problems in conditioning and learning covering human and/or animal literature.

476. Seminar in Physiological and Comparative Psychology

Selected issues in physiological and comparative psychology.

Social, Personality, and Applied

101. Personality Development

The nature of personality and the social factors influencing its development.

210. Adult Abnormal Psychology

Descriptions of, explanations for, and treatment of the major adult psychological disorders.

211. Childhood Psychopathology

Description, classification, causal factors, and treatment approaches of abnormal behavior in children and adolescents.

212. Social Psychology

A general survey course in social psychology which includes coverage of the following topics: moral development, competition, aggression, attraction and love, prejudice, discrimination, attitude change, and their relevance to contemporary social issues.

216. Stress, Coping, and Disorder

Theory and research relating to the nature of stress and the types of coping strategies that are used to alleviate it. Disorders brought about by chronic stress or failures in coping will be covered.

221. Human Sexuality

An exploration of the major facets of human sexuality including sexual response, sexual desire, sexual development, sexual performance, reproduction, sexual deviance and problems, love, and sex therapies.

240. Psychology and Law

An examination of the legal definitions of insanity and psychological test validity, the courtroom applications of the psychology of perception and memory, and the applied psychologist's law-imposed responsibilities.

313. Neuropsychology and Developmental Disabilities

The effects of conditions such as blindness, deafness, cerebral palsy, and epilepsy on information processing behavior and psychological development in children. Complex disorders such as learning disabilities, childhood psychoses, and mental retardation are examined in the light of what has been learned about the simpler disorders.

315. Psychology of Family Relationships

The application of psychological inventory methods to the study of developmental changes in family dynamics and structures, patterns of family interaction and communication, systems for classifying family “types,” and family psychopathology.

330. Personality Theories

Key concepts of several major theories of personality and their application to the study of the individual, along with techniques available for the assessment of personality.

340. Crime and Criminal Behavior

The course will emphasize the psychological factors that contribute to criminal behavior, especially those relating to personality and individual psychodynamics.

341. Consequences and Control of Violence

The practice of forensic psychology (especially in relation to violent offending) in courtrooms, prisons, criminal investigative agencies, and therapy treatment centers.

350. Behavior Modification

Use of principles of behavior to enhance human functioning. Application of basic research and theory from experimental psychology to personal, social, and educational problems.

410S. Science and Pseudoscience in Psychology

Critically evaluating pseudoscientific, fringe-science, and controversial claims in psychology.

473. Seminar in Abnormal Psychology

Systems of analysis of abnormal behavior, syndrome of abnormal behavior, and therapeutic methods for treatment.

475. Seminar in Personality and Social Psychology

Selected issues in personality theory and research.

History of Psychology

460. History and Systems of Psychology

Prerequisite: senior major or consent of instructor. A survey of the evolution of psychology as a natural science beginning with its origins in philosophy. Systems of psychology considered in detail include structuralism, functionalism, Gestalt psychology, psychoanalysis, and behaviorism.

Methodology

200WR. Laboratory in Experimental Methods

Fall, Spring. Prerequisite: Psychology 230. Introduction to basic methods and design of psychological research in the areas of learning, memory, sensation, perception, personality, and social processes. Laboratory exercises and fundamentals of scientific writing are emphasized.

230. Applied Statistics for Psychology

Fall, spring. Elementary concepts of probability descriptive and inferential statistics including: central tendency, variability, statistical moments, correlation, linear regression, and parametric and nonparametric inferential techniques.

231. Psychological Tests and Measurements

Problems and issues in psychological test development and evaluation, validation and interpretation of individual and group tests of intelligence, abilities, interests, and personality.

Special Topics

385R. Special Topics in Psychology

A series of special topics of concern to the discipline of psychology. Content will vary in successive offerings. May be repeated for credit when topic varies.

Independent Study

495A. Honors Program

Honors Research Seminar. Enrollment limited to psychology majors invited to participate in the departmental Honors Program.

498R. Directed Reading

Credit variable. Psychology majors only, registration by permission of faculty supervisor.

499R. Directed Research

Credit variable. Psychology majors only, registration by permission of faculty supervisor.

Religion

Professors

David R. Blumenthal, Jay and Leslie Cohen Professor of Judaic Studies: medieval and modern Jewish thought, Jewish mysticism; Paul B. Courtright: Hindu religious traditions, history of religions; Wendy L. Farley: theology and ethics; Joyce B. Flueckiger: performance studies in religion, religions of South Asia; Mark D. Jordan, Asa Griggs Candler Professor of Religion: Catholic theology, Christianity and sexuality; Gary M. Laderman, chair: religion in the United States; Deborah Lipstadt, Dorot Professor of Modern Jewish and Holocaust Studies: Holocaust studies, modern Jewish history and culture; Richard C. Martin: Islamic studies, history of religions; Laurie L. Patton: early Indian religions; Jill Robbins: comparative literature and religion; Vernon K. Robbins: New Testament, comparative sacred texts

Associate Professors

Michael S. Berger: religion and ethics in Judaism; Pamela M. Hall: religion and women's studies, ethics and feminist thought; Eric Reinders: Chinese religion, Buddhism; Theophus ("Thee") H. Smith: Christian studies, African American religious traditions, religion and conflict; Dianne M. Stewart: African American and African Caribbean religions

Assistant Professors

John D. Dunne: Indian and Tibetan Buddhism, philosophy, contemplative studies; William K. Gilders: Hebrew Bible; Don Seeman: ethnography of Judaism and ethnography of religions

Senior Lecturers

Tara Doyle, director of Tibetan Studies Program in Dharamsala, India: Buddhism and Hinduism; Sara L. McClintock: Indian and Tibetan Buddhism, Buddhist literature, rhetoric and religion; Geshe Lobsang Tenzin Negi: Tibetan Buddhist studies and practices; Barbara ("Bobbi") Patterson: feminist theology, religious practices

Professors Emeriti

Eugene C. Bianchi: theology and human development; Martin J. Buss: Hebrew Bible

The study of religion is among the oldest pursuits in human intellectual history. Each of the world's living religions has a long and rich history of scholarship on its sacred texts and interpretive traditions. The curriculum in the Department of Religion involves a dynamic combination of traditional textual study, ethnographic engagement, historical reflection, and theory-practice learning. Courses are designed to introduce students to the origins and historical developments of ancient religious systems as well as the living religions of the world. Equally important, courses in the department and related programs provide a context for stepping back from the "inside" of a particular religion in order to study aspects of religion comparatively and thematically across traditions (e.g., religion in public life, religion and gender, religion and culture, religion and conflict). Religion majors and minors include students seeking careers in medicine, law, and the sciences, as well as those whose interests lie more in the humanities and liberal arts.

Faculty in the Department of Religion are deeply committed to interdisciplinary work and thinking, and expect the same of their students. Many of our faculty members co-teach their courses with faculty in other disciplines in order to enliven their thinking about a particular topic. Faculty are also engaged in the Emory community, working on educational and scholarly projects with student groups. Faculty have designed student internships with the religious communities of Atlanta, and field trips and site visits are a regular component of many Emory religion classes.

We are also an intentionally pluralist community—with no single "majority" of scholars studying one particular religious tradition or using one particular method of study. Faculty numbers are equally strong in Christianity, Judaism, Islam, Hinduism, Buddhism, and American studies. There is growing strength in African American religions, as well as ethnography of religions and the study of comparative sacred texts.

Thanks to the high engagement of faculty in interdisciplinary work, the department now is participating in several University initiatives in contemplative studies; religion and conflict; religion and health; religion and sexuality; and religion and the arts. Students are highly encouraged to take part in these initiatives.

More than half the faculty members have been recognized for excellence in teaching. The department also hosts fifteen associated faculty from other departments, including History, Classics, Political Science, Art History, Philosophy, Women's Studies, and Middle Eastern and South Asian Studies. The Graduate Division of Religion, the Institute of the Liberal Arts, Candler School of Theology, the MARIAL Center (Myth and Ritual in American Life), The Carter Center, The Center for Law and Religion, and the American Academy of Religion at Emory University enrich the academic environment and provide additional faculty resources for undergraduate students of religion. The department also has important connections with centers of learning from within the religious traditions, such as the Aquinas Center for Catholic Studies, the Drepung Loseling Institute for Buddhist Studies, and the Jewish Community Center of Atlanta.

Requirements for the Major

The major in Religion requires a minimum of forty hours (ten courses), one of which may be taken in a cognate discipline. It is important for the student to work closely with an adviser in choosing a course of study, which may include, for example, an emphasis in a particular religious tradition or a thematic emphasis such as religion and conflict, religion and ethics, religion and gender, ritual and performance studies, classical texts and religious thought, or comparative sacred texts.

All courses of study in the major require:

- (1) Religion 300: Interpreting Religion
- (2) Religion 490WR: Senior Symposium
- (3) Two courses, each in a different religion tradition, from Religion 301–320.
- (4) Three courses in the religion department numbered 301 or higher.
- (5) Religion 100 or 150 or 209 or 211 or 212.
- (6) Two courses at the 200 level or higher, one of which may be taken outside the department in an academic discipline cognate with the Department of Religion, in consultation with the adviser.

All courses taken towards the major must be taken for a letter grade. It is recommended that majors complete the two courses from Religion 301–320 in the sophomore and junior years, if possible, so that they may serve as background for senior course work in the department.

Requirements for the Minor

Students must complete twenty hours (five courses) in the Department of Religion to fulfill a minor in religion. Two of the five courses for the minor must be at the 300 level or above. Students who minor in religion may consult the director of undergraduate studies or a faculty member in the department for advice on selection of courses for their program. All courses counting toward the minor must be taken for a letter grade.

Catholic Studies Minor and Ethics Minor

Religion department faculty help oversee the interdisciplinary minors in Catholic studies and ethics. For information on the Catholic studies minor and advising, please contact the director, Jack Zupko, Department of Philosophy, or visit the website <http://catholicstudies.emory.edu/>. For information on the ethics minor, please contact Edward Queen, Center for Ethics, or visit the website of the Center for Ethics, <http://www.ethics.emory.edu>.

Joint Major in Religion and Anthropology

A minimum of fifty-six hours (fourteen courses) as follows:

A. Twenty hours (five courses): One course selected from Religion 301–320; Religion 300; Religion 490WR; Anthropology 202; and Anthropology 201 or 210.

B. Thirty-six hours (nine courses) from the two departments: Four courses in the religion department, two at the 300 level or higher; five courses in the anthropology department, not including 101.

Joint Major in Religion and Classical Civilization

A minimum of fifty-six hours (fourteen courses) as follows:

A. Sixteen hours (four courses): One course selected from Religion 301–320; Religion 300; two semesters of Greek or Latin, or Classics 102 and 214.

B. Forty hours (ten courses) from the two departments: Religion 490WR; at least three courses in the religion department, two at the 300 level or higher; and at least four courses in the classics department, with two or more at the 200 level or higher.

Joint Major in Religion and History

A. A minimum of fifty-six hours (fourteen courses) as follows:

1. Twenty-eight hours (seven courses) from Department of Religion: One course selected from Religion 301–320; Religion 300; Religion 490WR; and four additional courses, two at the 300 level or higher;

2. Twenty-eight hours (seven courses) from Department of History: Six courses at the 300 level or above, addressing subject matter common to the two disciplines, and one of which must be a 400-level colloquium (History 487S, 488S, or 489S).

The course list must be approved by an adviser in each department. Majors will write at least one term paper in their junior year and one in their senior year. One of these papers must be written in conjunction with a history course taken by the student, and one in conjunction with a religion course. These papers will focus on the historical development of religion or religious ideas. Honors in the joint major may be earned by satisfying the honors requirements of either department.

Joint Major in Religion and Philosophy

A minimum of fifty-six hours (fourteen courses) as follows:

A. Sixteen hours (four courses): One course selected from Religion 301–320; Religion 300; Philosophy 250; and either Philosophy 251 or 300.

B. Thirty-six hours (nine courses) from the two departments with at least three courses from each department, including two courses in the religion department at the 300 level or above, and no more than two courses at the 100 level.

C. Philosophy/Religion 470 (joint seminar in philosophy and religion), or (with the permission of the directors of undergraduate studies in both departments) Philosophy 490 or Religion 490WR or Philosophy 492R.

The course work of individual students should be organized, in consultation with an adviser, towards the study of a cluster of related subjects, or a specific theme, by the beginning of the senior year. Four hours in directed reading on a chosen topic will be recommended. Honors in the joint major in the philosophy department and the religion department may be earned by satisfying the honors requirements of either department.

Joint Major in Religion and Sociology

A minimum of fifty-six hours (fourteen courses) as follows:

A. Sixteen hours (four courses): One course selected from Religion 301-320; Religion 300; Sociology 201, 214, or 245; and Sociology 355 (or 355WR).

B. Thirty-two hours (eight courses) from the two departments: Religion 490WR; three courses in the religion department, two at the 300 level or higher; four courses in the sociology department, including Sociology 333 or Sociology 221; Sociology 457WR; and two sociology courses at the 200 level or higher.

C. Eight hours (two courses): Two courses from either or both of the departments, at least one at the 200 level or higher.

The course work of individual students should be organized in consultation with an adviser. Honors in the joint major may be earned by satisfying the honors requirements of either department.

Honors Program

The Honors Program affords students the opportunity for long-term, in-depth research on a topic of their interest. Together with a faculty adviser, students plan a rigorous program of scholarly reading and writing. Topics have ranged from historical analysis and textual exegesis to theological treatises and ethnographic studies.

Students with a cumulative average of 3.50 at the end of their first three years of study are eligible and may be invited by the Department of Religion to participate in the Honors Program.

In consultation with a departmental faculty director, students will choose two additional faculty members to serve on their honors committee. The honors committee must include one member from outside the Department of Religion and, in the case of joint majors, the committee must include one faculty member from outside both departments. A minimum of two successive semesters of Honors Directed Reading (REL 495R) is required for the honors degree. The department strongly encourages the student to find and take a graduate seminar related to the honors topic. Successful honors candidates are awarded the degree with honors, high honors, or highest honors.

The Department of Religion hosts a chapter of Theta Alpha Kappa, the national religious studies honor society. Local membership is determined by grade average and class standing as set forth by the national council.



Prizes

The department's prizes and awards include the William A. Beardslee Prize in Religious Literature for the best paper on religion submitted in a course offered by Emory College; the Vaddadi R. Rao Prize for overall excellence in the field of religion, limited to department majors; and the John Fenton Prizes in the Comparative Study of Religion for undergraduate and graduate student scholarship in the comparative study of religion.

Courses

The following courses are offered regularly. Additional courses may be offered on an experimental basis. The Emory College Course Atlas should be consulted for those courses which are offered each semester.

Introductory Courses

100. Introduction to Religions

An exploration of diverse ways of being religious (for example, in thought, action, community, and experience) as they are displayed in several traditions and cultures.

150. Introduction to Sacred Texts

(Same as Middle Eastern and South Asian Studies 160.) Comparative study of sacred texts in two or more religious traditions; textual authority, canons, primary and secondary texts, types of texts, and the function of sacred texts in religious communities.

190. Freshman Seminar

Dynamics of inquiry on a focused research topic. Will include discussion, debate, oral and written presentations. Topic varies.

200. Religion and Contemporary Experience

Religion and contemporary issues of human existence, the role of religion in politics and international conflicts, or the nature of contemporary religious movements such as fundamentalism.

205. Biblical Literature

(Same as Jewish Studies 205.) The Hebrew scriptures ("Old Testament"), in translation, examined in their historical setting, and in their roles as sacred texts in Judaism and Christianity.

210RWR. Classic Religious Texts

This course will explore classic religious texts in depth, developing skills to interpret sacred, philosophical and ethical works. Social, cultural, and/or philosophical contexts at work will provide interpretive frameworks.

211. Western Religions

This course examines western religions over a significant span of history, special emphasis on interactions between culture and religion and between religions; topic varies.

327. Religion in Holy Land on Location

(Same as Middle Eastern Studies 327/Jewish Studies 327.) Summer only. This course explores Judaism, Christianity, and Islam as well as other religious groups in the Holy Land on location. In Israel. In English. No knowledge of Hebrew required.

Upper-Level Courses by Tradition**African American****320WR. African American Religion**

(Same as African American Studies 320WR.) Development of religion among African Americans; trends and tendencies.

326. Spiritual Dynamics of Afro-America

(Same as African American Studies 326.) Spiritual transformations involving worship, magic and healing, ritual, and aesthetic performance in Black speech and literature, music, and drama; and spiritual uses of Biblical themes to empower social-political movements.

American**209. History of Religions in America**

An examination of American religious history and culture from the colonial period to the present.

319. Native American Religions

Study of several Native American religious traditions in their historical contexts, with a focus on ritual, cosmology, and social life.

336. Religious Pluralism in Atlanta

An exploration of local religious communities in the metropolitan area, with special emphasis on field research methodologies.

Asian**212. Asian Religious Traditions**

(Same as Asian Studies 212.) Thematic study of at least two Asian religious traditions. Thematic emphasis may include relationships of text and context, pilgrimage, gender, epic performance, religious institutions, visual arts, or colonial and postcolonial identities.

302. Religions in Colonial India

(Same as Asian Studies 302.) Historical survey of religion in India, 1756 to the present, focusing on the impact of British colonial and postcolonial settings on diverse religions in India and among Indians living abroad.

374WR. Confucian Classics

(Same as Chinese 373WR.) Designed as an introduction to premodern Chinese culture, this course explores the literary and social practices that evolved around the canonized texts associated with Confucius and his disciples.

Buddhist

305. Early and Medieval Buddhism

(Same as Asian Studies 305.) Buddhism from the time of Buddha through the early centuries of the second millennium, focusing on Buddhist thought, monastic culture, ritual practice, ethics, and meditation.

306. Tibetan Buddhism

(Same as Asian Studies 306.) Introduction to philosophical, psychological, and contemplative dimensions of Tibetan Buddhism.

307. East Asian Buddhism

(Same as Asian Studies 307.) The development of Buddhism in China and Japan, including examination of monasticism, ritual, ideas of Buddhahood, Zen, Pure Land, and Buddhist relations to the state and to other religions.

310. Modern Buddhism

(Same as Asian Studies 310.) This seminar focuses on modern Buddhist history, society, and thought. Issues addressed may include colonization, women's ordination, meditation movements, conversion, eco-Buddhism, immigration, and globalization.

331. Culture of Buddhist Tibet

Tibet's history, geography, and spiritual legacy produced a unique culture that only recently has come into contact with the West; these three facets will be explored for their impact on Tibetan culture.

365. Buddhist Philosophy

Explores the features that distinguish Buddhist thought from other traditions, as well as the unique tenets of major philosophical movements such as Shrivakayana, Mahayana, and Vajrayana.

Christian

311. Early and Medieval Christianity

Christianity from the apostolic period through the Middle Ages, with emphasis on the contribution of major theologians.

312. Protestant Christianity

Representative types of modern Christianity, beginning with the Reformation in Germany and concluding with contemporary issues.

313. Modern Catholicism

Examination of major social, ethical, and theological issues confronting post-Vatican II Catholicism, including the intellectual and historical roots of contemporary debates.

348. The New Testament in its Context

Interpretation of the New Testament in the context of the historical, social, religious, and literary environment of the eastern Mediterranean world during late antiquity.

350. Jesus and the Gospels

The study of the New Testament gospels through approximately ten Christian gospels and fragments of gospels written during the first two centuries, including modern studies and debates about the historical Jesus.

351. Paul and His Letters

The study of the historical role of Paul, his thinking, the major Pauline theme, as well as the problems faced by the first urban Christians.

Hindu**301WR. Early and Medieval Hinduism**

(Same as Asian Studies 301WR.) Hindu religious traditions from prehistorical times to the eighteenth century, including classical texts, rituals, ethical and social structures, institutions, and theologies.

302. Religions in Colonial India

(Same as Asian Studies 302.) Historical survey of religion in India, 1756 to the present, focusing on the impact of British colonial and postcolonial settings on diverse religions in India and among Indians living abroad.

303. Modern Hinduism

(Same as Asian Studies 303.) Hinduism in the modern period, from the early nineteenth century to the present, focusing on religious communities, rituals, modes of leadership, and the contemporary internationalization of Hinduism.

Islamic**315WR. The Qur'an**

(Same as Middle Eastern and South Asian Studies 315WR.) The Qur'an in translation from historical and literary perspectives, looking at its use in Islam, its language, stylistics, modes of narrative and its relationship to Jewish, Christian, and Arabic traditions.

316. Early and Medieval Islam

(Same as Middle Eastern and South Asian Studies 316.) A survey of the major issues in the history, religion, culture, and civilization of the Islamic world from its beginnings to the present.

317. Modern Islam

(Same as Middle Eastern and South Asian Studies 317.) This seminar analyzes the problem of Islam in modern history and focuses on religious responses to major events. Issues may include secularism and Post-Enlightenment modernism, reform movements, and Islamic liberalism.

318WR. Islamic Law

(Same as Middle Eastern and South Asian Studies 318WR.) Introduction to Islamic law and legal theory through the examination of a variety of texts, including standard legal manuals, legal opinions, judges' manuals, licenses, contracts, and other documents.

414. Shiite Islam

(Same as Middle Eastern and South Asian Studies 414.) This course is an introduction to Shiite Islam, including a historical survey with particular attention to the Twelver and Isma'ili traditions, showing how Shiism has shaped Islamic history in general.

415WR. Great Books of the Islamic World

(Same as Middle Eastern and South Asian Studies 415WR.) Investigates the role the Islamic world has played in the development of human knowledge, focusing on seminal works in historical criticism, textual criticism, legal theory, and other fields.

Judaic**272. Modern Jewish Literature**

(Same as Middle Eastern and South Asian Studies 220/Jewish Studies 220.) Readings in translation of Eastern European and Israeli authors, focusing on short fiction by Nachman of Bratslav, Mendele, Peretz, Scholem Aleichem, Agnon, Appelfeld, Amichai, and Yehoshua.

308. Judaism

(Same as Jewish Studies 308.) Explores the rituals and practices of Judaism, placing them in their historical context and examining the theological concepts that underpin them.

309. Jews and Judaism in Modern Times

(Same as Jewish Studies 309.) Modern Jewish history, society, and thought, with emphasis on religious and secular reformulations of Jewish self-identity.

324. The Holocaust

(Same as Jewish Studies 324.) An analysis of the sociopolitical background and the horror of the Holocaust, followed by the popular as well as the theological responses of the Jewish and Christian communities.

340. Rabbinic Judaism

(Same as Jewish Studies 340.) Background and emergence of Rabbinic Judaism in 100–500 C.E., its institutions and beliefs: study, law, chosenness, messianic doctrine of god, revelation and prayer.

341. Medieval Jewish Thought

(Same as Jewish Studies 341.) Intensive study of a major work on an important theme in medieval Jewish thought such as Maimonides' *Guide for the Perplexed*, Saadia's *Beliefs and Opinions*, and medieval Jewish exegesis of the Bible.

343. Modern Jewish Thought

(Same as Jewish Studies 343.) Intensive study of a major work, author or movement; or of an important theme in modern Jewish thought, such as Heschel, Buber, reform, religious anthropology.

346. Jewish Legal Thinking

The role and methodology of law in Judaism, using difficult problems that arise due to recent advances in medical technology as a paradigm for how legal systems address hard issues.

Middle Eastern**251WR. Daily Life in Ancient Israel**

(Same as Middle Eastern and South Asian Studies 251WR/Jewish Studies 251WR.) Everyday life in ancient Israel (1200–586 BCE), including the economy, religion and culture, city planning, the Israelite kitchen, burials, status of women, and more.

260. Introduction to Biblical Archaeology

(Same as Middle Eastern and South Asian Studies 250/Jewish Studies 250.) An introductory course to the field of Biblical archaeology, with a careful examination of theory, methodology, famous discoveries, important sites, and historical questions.

261R. Field Work in Biblical Archaeology

(Same as Middle Eastern and South Asian Studies 259R/Jewish Studies 259R.) Summer. Credit, four hours.

327. Religion in Holy Land on Location

(Same as Middle Eastern and South Asian Studies 327/Jewish Studies 327.) Summer only. This course explores Judaism, Christianity, and Islam as well as other religious groups in the Holy Land on location. In Israel. In English. No knowledge of Hebrew required.

361. The Sufi Way

(Same as Middle Eastern and South Asian Studies 311.) This course is an historical survey of Sufism.

Upper-Level Courses**300. Interpreting Religion**

Critical exploration of philosophical, theological, ethical, and social science theories of religions and methods for the interpretation of religious phenomena.

321. Psychology of Religion

Examination of religious existence and its relation to various aspects of human life by approaches developed in major traditions of psychological study.

322WR. Religion and Sexuality

The relation of sexuality and the sacred in symbolism, attitudes and practice; authentic human communion; and specific problems of sexual ethics.

323. Death and Dying

Understanding death through a study of religious attitudes and practices, modern therapies for the dying, ethical issues, and Western and Asian theological perspectives.

328WR. Women, Religion, and Ethnography

(Same as Anthropology 328WR/Women's Studies 328WR.) Cross-cultural ethnographic study of women's religious lives, including ritual and leadership roles, forms and contexts of religious expression, and negotiations between dominant cultural representations and women's self-representations.

329. Religion and Ecology

Historical, philosophical, and ethical relationships between religion and ecology; other dimensions include Eastern thought, ecofeminism, animal rights, and literary nature writers.

330. Evil: Social Scientific Approaches

Study of the problem of evil in dialogue with methods from the social-psychological or psychotherapeutic-counseling sciences. Includes such topics as obedience, disobedience, conformity, altruism, family abuse, theology, and religious texts.

332. South African History and Issues

(Same as Journalism 330, African American Studies 330, African Studies 332, Women's Studies 330.) An introduction to the history and contemporary issues of South Africa designed to prepare students for their summer internship in Cape Town.

333. Religion and the Body

An exploration of the body and bodily experience in selected religious traditions. Topics may include: ritual, asceticism, monasticism, healing, gender, sex, diet, birth, and death.

360. Evil: Philosophical-Literary Approaches

Study of the philosophical and religious roots of evil in dialogue with classical literary, philosophical, and religious texts. Includes such topics as the story of the fall, social injustice, theodicy, and evil in literature.

369. Religion and Film

Narrative films concerned with religious issues and experience; commonalities between the film medium and the performative religious imagination.

387WR. Literature and Religion

(Same as English 387WR.) Prerequisite: one course in religion and one course in literature, or consent of the instructors. Reading and interpretation of representative major literary works in the perspective of their religious meaning.

Upper-Level Repeatable Courses**352R. Gender and Religion**

Construction of gender, definitions of the roles and status of women and men in a variety of traditions; women's and men's religious lives. May be repeated for credit when topic varies.

353R. Mystical Thought and Practice

Mystical texts, themes, practices, and rituals, focusing on selected mystical authors. May be repeated for credit when topic varies.

354RWR. Ethics

Analysis of methods and/or texts pertaining to ethical decision-making for individual and social problems such as race, sex/marriage, justice, war, biomedical technology, and environmental pollution. May be repeated for credit when topic varies.

355R. Ritual and Worship

History and present experience of worship or liturgy in various traditions, with a variety of methods, including the study of art, music, and/or architecture. May be repeated for credit when topic varies.

356R. Theological Reflection

Issues in contemporary theology. May be repeated for credit when topic varies.

357R. Religion and Conflict

This theory-practice course asks: How does conflict reveal the character and nature of a religion? How can our conflict resolution practices advance our study of religion? Includes case studies.

358R. Religion and Healing

(Same as Anthropology 337.) Designed to explore the mind/body connection as a paradigm to understand religion and healing. Will examine the role of faith, ritual, prayer, and meditation in various models of healing.

370R. Special Topics: Religion and Culture

Aspects of religion in relation to culture, such as theories of ritual, religion and psychoanalysis, feminist critiques of religion and culture, postmodern interpretations of religion. May be repeated for credit when topic varies.

372RWR. Special Topics: Classical Texts and Religious Thought

Study in depth of a problem in classical texts or religious thought. May be repeated for credit when topic varies.

373R. Special Topics in Religious Studies

Study in depth of a historical or theoretical problem or tradition. May be repeated for credit when topic varies.

380R. Internship in Religion

Prerequisite: consent of instructor. Applied learning in a supervised work experience utilizing skills related to concentrations in religion, in such areas as community service, education, and social work.

472R. Topics in Religion

Credit, one to eight hours. Advanced study of an issue, problem or selection of writings. May be repeated for credit when topic varies.

495RWR. Directed Reading (Honors)

Credit, one to eight hours. Independent research for senior major and joint-major students selected to participate in the department's Honors Program.

497R. Directed Reading

Credit, two to sixteen hours. Maximum credit, twenty hours. Prerequisite: consent of instructor. Specific readings for each student are decided upon in consultation with a member of the faculty.

Advanced Courses for Majors**470. Joint Seminar in Philosophy and Religion**

(Same as Philosophy 470.) Prerequisite: either Philosophy 358 or one course in religion. The religious and philosophical consciousness in confrontation with each other; investigation of their differing natures and methods; exploration of their possible contribution to the clarification and solution of problems of mutual concern.

490WR. Senior Symposium

Selected topics in religious studies. Required for majors.

Russian and East Asian Languages and Cultures (REALC)**Professors**

Mikhail Epstein, Samuel Candler Dobbs Professor of Cultural Theory and Russian Literature: Russian literature, philosophy and religion of the nineteenth through twenty-first centuries, Western and Russian postmodernism, new concepts in literary and cultural studies, interdisciplinary approaches, global culture, semiotics

Associate Professors

Juliette Stapanian Apkarian, chair: interrelationships between literature and the visual arts, Russian modernism, twentieth-century Russian literature, national identity; Rong Cai: twentieth-century Chinese literature, comparative literature, women's studies, film studies; Cheryl Crowley: Japanese literature and visual culture, Japanese poetry of the eighteenth century, women's studies; Elena Glazov-Corrigan: literary/critical theory, twentieth-century Russian literature, Shakespeare and the English Renaissance

Assistant Professors

Julia Bullock: modern Japanese literature, film, history, gender and postcolonial theories, popular culture; Joachim Kurtz: Chinese intellectual history, Chinese political thought, philosophy and logic, history of science in China

Senior Lecturers

Hong Li: linguistics, Chinese language pedagogy; Maria Lunk: Russian folklore and religious verse, iconography, Orthodoxy; Noriko Takeda: Japanese language pedagogy; Wan-Li Ho: Chinese language and religions, environmental theory

For new appointments and temporary faculty, contact the department office at 404.727.6427 or view on the web at www.realc.emory.edu.

The Department of Russian and East Asian Languages and Cultures (REALC) is an interdisciplinary department dedicated to the study of languages and cultures in the geographic continuum from Eastern Europe through Eastern Asia. Our three concentrations are on the Russian Federation, the largest country spatially on the globe; China, the most populous country; and Japan, the world's second-largest economy. The region covered by REALC plays an increasingly critical role in global dynamics, and the department's goal is to prepare students for the complex realities of the twenty-first century.

Departmental offerings bridge East and West, and include the study of the languages, linguistics, and cultures of the region; and the interrelationship of its literatures to the other arts, philosophy, religion, and the social sciences. We offer introductory through advanced classes in Russian, Chinese, and Japanese language as well as an array of courses taught in English to address the interests of a broader student audience. Some course work in Korean language and society may be available periodically.

While REALC courses focus on some of the oldest civilizations in the world, the department houses classroom facilities that are equipped with the latest technology. Instructors make use of a range of media such as real-time television broadcasts from abroad, the Internet, and videoconferencing. This enables REALC to host interactive exchange with students and scholars in Russia and East Asia. The department sponsors various exciting and challenging study abroad programs, and special internship opportunities both overseas and in the Atlanta area. A wide variety of films, guest speakers, and special cultural events accompany our course work. REALC participates in the interdepartmental Center for Russian and East European Studies (REES), the East Asian Studies Program, and the Asian Studies Program. REALC also collaborates extensively with other departments and programs, including Linguistics, Comparative Literature, Art History, Film Studies, the Institute of Liberal Arts, Women's Studies, Theater, Music, History, and Religion.

REALC courses are recommended for majors in the humanities as well as for students interested in developing a base upon which to understand international and global issues, Pacific Rim studies, and East-West relations. As dynamics become more internationalized and globalized, employers increasingly consider foreign language and experience of other cultures to be distinctive assets. REALC courses and programs offer structured, supportive opportunities for students to acquire such skills. Students with a background in Russian and East Asian languages and cultures go on to international careers, to graduate studies, or to programs in law, business, public health, or medicine.

Because new courses continually are being added, please check the departmental website (www.realc.emory.edu) or call the department at 404.727.6427 for updated offerings. Also, students should contact the department for updated information about major and minor requirements and study abroad opportunities.

Departmental Majors and Minors

Students who are placed beyond any of the required courses for majors and minors by demonstrating equivalent mastery of the language through an oral and written placement exam offered by the Department of Russian and East Asian Languages and Cultures will take approved, higher-level language, literature, or culture courses to complete the equivalent number of credit hours for the major/minor.

REALC offers majors and minors in Chinese, Japanese, and Russian. Requirements for each area are listed below.

Requirements for Chinese Major

The Chinese program offers a major and minor in Chinese. Both degrees combine extensive language training with in-depth study of Chinese literature, culture, and society. Expertise in Chinese studies prepares students for international careers in scholarship, diplomacy, banking, business, law, education, journalism, public health, medicine, and other China-related fields. In view of the growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with advanced Chinese language skills and a sophisticated understanding of Chinese culture will increase dramatically. Studying Chinese better prepares students for the challenges and opportunities of the twenty-first century.

Our student-centered curriculum offers four years of modern Mandarin Chinese, an introduction to classical Chinese, and a wide range of interdisciplinary courses on Chinese literature, culture, society, and thought. Chinese language instruction aims at integrating listening comprehension, speaking, reading, and writing skills in order to help learners communicate meaningfully, effectively, and creatively in Chinese. A special track is designed for heritage speakers of Modern Standard Chinese. Our language courses are integrated with Emory College's Language Center and may be taken to fulfill Emory's General Education Requirement.

In addition to elementary and advanced language training, the Chinese Program offers students a solid foundation in Chinese studies. Courses taught by the Chinese faculty include surveys of literature in early, imperial and modern China as well as introductions to traditional and modern Chinese culture, religion, and philosophy. More specialized classes explore diverse issues in contemporary Chinese film, women's studies, linguistics, and historiography. Students are encouraged to take advantage of related offerings in other programs and departments such as comparative literature, history, music, political science, or religion.

In-country experience is an indispensable part of studies in Chinese. Students are strongly encouraged to participate in one of our study abroad programs in Mainland China or in Taiwan. For up-to-date information about the Chinese major, minor, and study abroad, contact the department office at 404.727.6427 or visit our web pages at <http://realc.emory.edu/chinese/>.

Major requirements: 36 credits (above CHN 201) and satisfactory passage of the department's proficiency exam in Chinese. No course for the major may be taken S/U. Students must receive at least a C in each course taken for the major.

Language Courses (20 hours above CHN 201)

Students majoring in Chinese are required to complete twenty hours of language training above the elementary level. The following courses may be counted towards the major:

CHN 202 Intermediate Chinese II*

CHN 301 Advanced Chinese I*

CHN 302WR Advanced Chinese II*

CHN 401WR Advanced Readings in Modern Chinese I

CHN 402WR Advanced Readings in Modern Chinese II

CHN 403 Introduction to Classical Chinese

**These requirements may be fulfilled by demonstrating equivalent mastery of the language through an oral and written examination administered by REALC.*

All students majoring in Chinese are required to complete the sequence of courses in Modern Chinese up to and including CHN 401. CHN 402 can be replaced with CHN 403. (Note, however, that CHN 403 is not a WR course.) Students interested in learning Classical Chinese are encouraged to take CHN 403 in their junior year (parallel to CHN 301 or CHN 302).

Students who are placed beyond any of these courses by demonstrating equivalent mastery of Chinese through an oral and written placement exam offered by REALC will take higher-level courses in Chinese language, literature, or cultural studies to complete the equivalent number of credit hours for the major.

Students who study in China or Taiwan automatically fulfill the required Chinese language course for the semester they are abroad. Note that no course taken abroad can be counted to fulfill the College's writing requirements.

Literature and Cultural Studies (16 hours)**A. Category I (Core Courses)**

All courses in Category I fulfill the Chinese major requirements. Students majoring in Chinese must complete at least two courses (8 credits) in this category:

CHN 271WR Modern China in Film and Fiction

CHN 272WR Literature in Early and Imperial China

CHN 273 Heritage of China

CHN 360WR Chinese Women in Film and Fiction

CHN 373WR Confucian Classics

CHN 376 Science in China, 1600–1900

CHN 394S Screening China

CHN 471WR Tradition in Modern China

B. Category II (Electives)

In addition to the courses in Category I, up to eight credits from courses in Chinese language, literature, thought, linguistics, history, political science, film, music, or religion may be counted as electives towards the major. Up to four credits may be fulfilled through courses offered outside REALC. No more than four credits from CHN 315F (Study Abroad) or CHN 496 (Language Internship) may be counted as electives towards the major. New courses are added regularly. Please contact the department for current list.

CHN 230 Description and Analysis of the Chinese Language

CHN 359WR Chinese Women and Religion

CHN 375 Special Topics in Chinese Studies

CHN 495A Honors Chinese Seminar

CHN 495B/WR Honors Thesis

CHN 496 Chinese Language Internship

CHN 315F Study Abroad (Lecture course)

HIST 373 History of Modern China

MUS 372WR Chinese Music and Culture

REL 210 Classic Religious Texts: Taoism

Honors Program

In addition to the College requirements for eligibility, students must maintain a 3.5 grade point average in course work in REALC and demonstrate linguistic ability (to be determined by a reading exam) to conduct research in primary sources. Eligible students will select a thesis adviser approved by the department's honor adviser.

To complete the Honors program in Chinese the student will enroll in a two-semester Honors course, CHN 495A and CHN 495B/WR, for eight credits. The fall semester will be spent exploring issues and research materials for the Honors thesis. In spring, upon approval of the thesis advisor, students will be expected to write the thesis. With the approval of the Honors advisor students are expected to enroll in a senior seminar course in either REALC or another appropriate department that would complement and support the thesis.

Each thesis must be completed in the spring and defended before a committee consisting of the student's advisor, faculty member(s) from REALC and one faculty member from outside the department and approved by the Honors advisor.

Chinese Minor

Requirements: Chinese language training through CHN 202 (or equivalent, see above) plus 16 additional hours of course work.

Language Courses (16 hours)

Students may choose one of two tracks to fulfill the language requirements. The regular track, i.e., Elementary and Intermediate Chinese (CHN 101, 102, 201 and 202), is designed for students who do not have any background or only have had a very little experience in Chinese.

The alternative track, i.e., Literacy in Chinese (CHN 103 and 203), is designed for students whose Chinese oral proficiency is close to that of Chinese native speakers, but who have little or no reading and writing skills in Chinese.

Literature and Cultural Studies (16 hours)

In addition to the required language courses, students minoring in Chinese must complete four elective courses (16 hours) in Chinese literature, cultural studies, language, or history. Up to four credits may be fulfilled through courses offered outside REALC. No more than four credits from CHN 315F (Study Abroad) or CHN 496 (Language Internship) may be counted towards the minor. No more than two electives can be language courses.

CHN 230. Description and Analysis of the Chinese Language

CHN 271WR. Modern China in Film and Fiction

CHN 272WR. Literature in Early and Imperial China

CHN 273. Heritage of China
CHN 301. Advanced Chinese I
CHN 302WR. Advanced Chinese II
CHN 314F. Study Abroad (Language course)
CHN 315F. Study Abroad (Lecture course)
CHN 351. Business Chinese
CHN 359WR. Chinese Women and Religion
CHN 360WR. Chinese Women in Film and Fiction
CHN 373S/WR. Confucian Classics
CHN 376 Science in China, 1600–1900
CHN 394S Screening China
CHN 375S. Special Topics in Chinese Studies
CHN 401WR. Advanced Readings in Modern Chinese I
CHN 402WR. Advanced Readings in Modern Chinese II
CHN 403. Introduction to Classical Chinese
CHN 471WR. Tradition in Modern China
CHN 496. Chinese Language Internship
HIST 373. History of Modern China
MUS 372WR. Chinese Music and Culture
REL 210. Classic Religious Texts: Taoism
REL 255. Chinese Buddhism

Students who study in China or Taiwan automatically fulfill the required Chinese language course for the semester they are abroad. Note that no course taken abroad can be counted to fulfill the College's writing requirements.

Japanese Major and Minor

Emory students with an interest in Japan may choose a concentration in Japanese. Japan is America's biggest trading partner, the world's second largest economy, and a powerful force in global politics, technology, fashion, film, and art. Training in Japanese language, literature, and culture can be an important component of preparation for careers in international law, business, journalism, government and diplomatic service, teaching, the arts, and other areas.

Emory's major and minor in Japanese enable students to achieve a familiarity with the language and to gain insight into Japan through the study of its literature and culture. Our curriculum offers elementary through advanced language training as well as a broad range of elective courses.

Students who are serious about acquiring proficiency in Japanese should aim to continue their language study into the third and fourth year, and spend at least a semester in a study abroad program in Japan. Some courses taken in approved study abroad programs may count toward major and minor requirements; consult with the study abroad advisor for specifics.

This catalogue's descriptions of the Japanese major, minor, or study abroad may be revised. For up-to-date information, contact the REALC office at 404.727.6427, speak to the advisor for the Japanese major, minor, or study abroad or visit the program's web page at <http://www.realc.emory.edu/japanese>.

All courses with the JPN prefix can be applied towards a major or minor in Asian Studies. Some Japanese language courses can also be applied towards a major in International Studies and a minor in Japanese Studies.

Major Requirements

Language: JPN 202 and four more courses at the 300 and 400 levels (a total of five courses). All course progressions must be approved by the program's language coordinator.

Electives: Four electives are required. A minimum of two must be from List A. The remainder may include another from List A, or one from List A and one from List B, or two from List B (a total of four courses). Students who are placed beyond 202 will take an equivalent number of courses from lists A and B.

No courses for the major may be taken S/U. Students must receive at least a C in each course taken for the minor.

Minor Requirements

JPN 101, 102, 201, and 202 (or equivalent) and four electives. No course for the minor may be taken S/U. Students must receive at least a C in each course taken for the minor.

List A

JPN 270WR Introduction to Japanese Culture

JPN 372WR Introduction to Modern Japanese Literature

JPN 378WR Postwar Japan through its Media

List B

JPN 232WR Language Usage in Japanese Society

JPN 234 Japanese Linguistics

JPN 360SWR Women Writers

JPN 361WR The Tale of Genji: Sensuality and Salvation

JPN 362WR Samurai, Shoguns, and Women Warriors

JPN 363WR Literary and Visual Culture in Japan

JPN 374WR Japanese Literature: Reading and Writing the Classics

JPN 375 National Cinemas: Japanese Film

PS 328 Politics of Japan and East Asia

FS 395 Japanese Film

HIST 371 Medieval and Early Modern Japan

HIST 372 History of Modern Japan

Language requirements may be fulfilled by demonstrating equivalent mastery of the language through oral and written examination administered by REALC.

Honors in Japanese

Outstanding students majoring in Japanese may apply to participate in the Honors Program. To be eligible, students must maintain a 3.5 grade point average in their REALC course work. Eligible students will select a thesis advisor approved by the program's honors adviser. Honors students are required to enroll in a two-semester honors course, JPN 495A and JPN 495B/WR for eight credits. The fall semester course helps students prepare to write their theses, which they complete in the spring semester. The thesis must be defended before a committee consisting of the student's advisor, faculty member(s) from REALC and one faculty member from outside the

department as approved by the Honors Advisor. See “Honors Program” under the College Curriculum section. Contact the department for more information.

Requirements for Russian Majors

Spoken by approximately 280 million people, Russian ranks with English and Chinese as one of the three major world languages. Russian also remains a language of communication among the fifteen newly independent states that comprise the former Soviet Union. Much of the “mystery” of Russia stems from its position as a Eurasian country and from its revolutionary history. Russia has contributed extensively to world culture, and figures such as Dostoevsky, Tolstoy, Kandinsky, and Tchaikovsky still figure prominently on the global scene. Our courses include study of Russia in the tsarist, Soviet, and now post-Soviet eras, with special attention to relationships between literature and politics, the other arts, philosophy, religion, and folk culture. Course work is available in Russian and in English.

The major provides students with a multidisciplinary course of study that encompasses Russian language, literature, culture, linguistics, history, political science, law, and economics. The course offerings are augmented by the Russian and Eastern European Studies Program (REES). While pursuing their work in Russian, all Russian studies majors must choose one of the following fields of concentration:

(1) **Concentration in Russian language, literature, and culture** provides rigorous language training in Russian with a concentrated study of Russian literature and culture. Requires satisfactory passage of the department’s proficiency exam in Russian. The credits are distributed as follows: twenty credits of language training beyond the elementary level (101–102); twelve credits from courses in Russian literature and culture, taught by the department; four credits from approved courses in related fields (represented by REES) such as history, political science, law and film studies; four credits in RUSS 490S or REES 490S or equivalent.

(2) **Concentration in Russian area studies** includes courses in Russian and East European history, politics, law, film studies, and other related disciplines. The credits are distributed as follows: eight credits of language training beyond the elementary (201–202 or equivalent). All course progressions must be approved by the department; four credits REES 200 or RUSS 270 or equivalent; twenty credits approved courses from at least two departments; four credits in RUSS 490S or REES 490S or equivalent.

A major in Russian area studies may be obtained in conjunction with a BBA from Goizueta Business School. Please contact the business school for more information.

Minor in Russian

Language training through Russian 202 (or equivalent) plus 16 additional credit hours in Russian language (above the 202 level), linguistics, literature, or culture.

Honors in Russian

Outstanding students majoring in Russian may apply to participate in the Honors Program. To be eligible, students must maintain a 3.5 grade point average in their

REALC course work. Eligible students will select a thesis adviser approved by the program's honors adviser. Honors students are required to enroll in a two-semester honors course, RUSS 495A and RUSS 495B/WR for eight credits. The fall semester course helps students prepare to write their theses, which they complete in the spring semester. The thesis must be defended before a committee consisting of the student's adviser, faculty member(s) from REALC and one faculty member from outside the department as approved by the honors adviser. See "Honors Program" under the College Curriculum section. Contact the department for more information.

Graduate Studies in Russian

See Russian concentration, Comparative Literature.

East Asian Studies Program

Director

Mark Ravina (history)

Core Faculty

Tonio Andrade (Chinese history); Matthew Bernstein (film studies); Julia Bullock (Japanese literature); Cai Rong (Chinese literature); David Cook (film studies); Cheryl Crowley (Japanese literature); Tong Soon Lee (East Asian music); Hong Li (Chinese language); Richard Doner (political science); Yayoi Uno Everett (music); Wan-Li Ho (Chinese language); Joachim Kurtz (Chinese intellectual history); Mark Ravina (Japanese history); Eric Reinders (Chinese religions); Paul Talcott (political science); Noriko Takeda (Japanese language); Guo-hua Wang (East Asian librarian)

The East Asian Studies Program of Emory University is an interdepartmental initiative that acts as a focus for events and programming related to the study of China and Japan. The program supports visiting speakers, cultural events, and other activities. It aims to facilitate the building of connections between students and scholars of East Asia in disciplines across the university. For information on current activities and events sponsored by the program, please visit its website at www.asianstudies.emory.edu.

Major and Minor in Asian Studies

For requirements, please visit the Asian Studies Program website at <http://www.asianstudies.emory.edu/overview/over.html>.

Study Abroad Opportunities

Emory-approved semester study abroad programs are available in Beijing, Shanghai, and Harbin, the People's Republic of China; and in Taipei, Taiwan, at Kansai Gaidai University, Kwansei Gakuin University, and the Kyoto Center for Japanese Studies in Japan; in Moscow, Voronezh, Yaroslavl', and Irkutsk, the Russian Federation; and at Charles University in Prague, Czech Republic. Summer programs are available in Beijing, China; Tokyo, Hakodate and Kanazawa, Japan; and in Moscow and St. Petersburg, Russia. Other study abroad options, including academic year programs, also are available. For updated information about study abroad, contact the depart-

ment at 404.727.6427 or Emory's Center for International Programs Abroad (CIPA) 404.727.2711.

Courses

Because course work is offered in English as well as in the specific language, please note carefully the prerequisites in course descriptions. All courses are four credits, unless otherwise indicated.

Chinese

101. Elementary Chinese I (Mandarin)

Fall. This is the first of two courses designed to introduce students to modern Mandarin Chinese. The course begins with an introduction to the sound system of Mandarin Chinese and moves on to training of basic skills in listening, speaking, reading and writing. Classes have an additional aim of introducing students to aspects of Chinese culture. By the end of the semester students are expected to (1) have a fairly good pronunciation, (2) recognize and write approximately 250-300 characters, and (3) carry out simple conversations about some of their daily activities.

102. Elementary Chinese II (Mandarin)

Spring. This course is the second semester of the two-semester Elementary Chinese course. It is designed for those who have taken CHN 101. The course aims at further developing fundamental language skills. All four skills (speaking, reading, listening and writing) will be emphasized and learned in communicative context. Students are expected to actively participate in class by engaging in interactive activities and reading and writing practices. Many aspects of everyday Chinese culture will be introduced through these activities.

103. Elementary Chinese for Heritage Speakers

Fall. This course is designed for students who already possess basic speaking skills of Mandarin Chinese but are not literate in Mandarin Chinese. It will focus on improving students' reading and writing skills.

105F. Language and Culture of Northwest China (Study abroad course)

In this course students learn practical Mandarin Chinese needed for living in China and practice their language skills in natural settings. Students are placed into different sections depending on their Chinese proficiency level. In addition to language instruction, a Chinese martial arts (*wushu*) master will provide instruction of martial arts twice a week to all who wish to participate.

190. Freshman Seminar

Freshmen only to satisfy GER freshman seminar requirement. Please see website for updated offerings. Course topics have included Foreigners in Imperial China; Mind and Body in China; Shanghai: Lure of the Modern.

201. Intermediate Chinese I

Fall. This course is designed to help students to reach intermediate level communica-

tive skill both in spoken and written Chinese and to establish a solid base for more advanced language learning. By increasing students' vocabulary and their knowledge of sentence patterns, the course focuses on speaking and writing in coherent and well-formed paragraphs. By the end of the semester students should be able to (1) carry out rather fluent conversations about daily activities, (2) write compositions of 300–500 characters on subjects of their daily life and personal experiences.

202. Intermediate Chinese II

Spring. This course provides intermediate-level training in spoken and written Chinese in cultural context, based on language skills developed in CHN 201. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.

203. Intermediate Chinese for Heritage Speakers

Spring. This course is designed for heritage speakers of Mandarin Chinese and is a continuation of CHN 103. The emphasis is on improving students' reading and writing skills. It prepares students for further study at the advanced level.

230. Description and Analysis of the Chinese Language

(Same as Linguistics 230.) The course aims to give students an overview of important elements of the Chinese language and its use. Students will gain an understanding of the long history of the language, as well as the phonological, semantic, and syntactic structures of modern Chinese. In addition, through discussions on language use in society, the course examines the cultural and social issues surrounding the Chinese language. Topics include its historical development, linguistic structures, dialects, writing system and calligraphy, and language use in society. The course is taught in English.

271WR. Modern China in Films and Fiction

(Same as ASIA 271WR.) This course is an examination of twentieth-century Chinese society through cinematic productions and a critical reading of the writings of major Chinese writers in translation. Emphasis on self and society in a changing culture and the nature and function of literature in the modern nation-building.

272WR. Literature in Early and Imperial China

(Same as ASIA 375WR and CPLT 203WR.) This course offers an introduction to Chinese literature from its beginnings through the end of the imperial era in 1911. Focussing on close readings of selected pieces in their literary and historical context, we will analyze representative works of individual eras, writers, and genres (in English translation) that occupy significant positions in the historical development of traditional Chinese literature. The aim of the course is to illustrate the beauty and diversity of classical Chinese literary voices and poetic sensibilities, and enable students to come to adequate terms with literary texts that were produced in an intellectual and cultural environment often portrayed as being 'worlds apart' from our own.

273. Heritage of China

(Same as ASIA 273.) This course is a general introduction to Chinese history, culture and literary tradition. It is designed to acquaint the students to ideas, institutions, aspects of life, literature and arts that are essential to an educated understanding of the Chinese world. This course will begin with discussions of individual topics including geography, philosophy, language, art, family and daily life. The course will then proceed to a chronological introduction to Chinese literary tradition, and will focus on the discussion of significant Chinese literary and historical texts.

274. Foreigners in Imperial China

Far from being a closed empire encircled by an impenetrable Great Wall, China was always integrated in global circulations of goods, knowledge, and people. Foreigners were a constant presence in the Middle Kingdom throughout her history, even if they were not welcomed by everyone and at all times. In this seminar we will follow the trails and travails of men and women from Europe, Asia, and America, who fell prey to the “lure of Cathay” in their searches for riches, influence, employment, adventure, or spiritual gratification. Our aim is to explore not only the changing fortunes of individual travelers but also to examine the historical origins of many of the ideas that continue to shape our understanding of Chinese civilization.

301. Advanced Chinese I

Fall. This is the first semester of Advanced Chinese. The course places emphasis on communicative function of the language where advanced reading, grammar and conversation are stressed. The contents of the textbook focus on the rapidly changing attitudes and values of modern China. Authentic reading materials are included in each lesson, such as newspaper articles, television, news broadcasts, short works of fiction, and some film. Students will learn to read both traditional and simplified characters.

302WR. Advanced Chinese II

Spring. This is the second semester of Advanced Chinese. The course places emphasis on the communicative function of the language where advanced reading grammar and conversation are stressed. Periodic translation exercises will provide students the opportunity to gauge how well they understand nuances in the language. The content of the textbook focuses on the rapidly changing attitudes and values of modern China. Authentic reading materials are included in each lesson, such as newspaper articles, television, news broadcasts, short works of fiction, and some film. Students will be expected to read complex and simplified characters.

314F. Study Abroad (language course)**315F. Study Abroad (lecture course)****351. Business Chinese**

This course is an introduction to basic written and oral communication skills for business and trade negotiations with Mainland China and Taiwan.

359WR. Women and Religion in China

(Same as ASIA 359WR, REL 352WR and WS, 359WR.) This course will examine what impacts the religious traditions of China, including Confucianism, Taoism and Mahayana Buddhism, have had upon shaping the social experiences, roles and images of women in twentieth century China and Taiwan. We will be exploring dimensions of the modern encounter between women and traditional Chinese traditions such as the construction of genders and the roles given them in the Chinese religions, and the images of the 'goddess' and the symbolism of the female in art. We will also engage contemporary Chinese women's responses to the traditional representations of their spiritual, sexual and social roles in various women's social movements, as well as a new presentation of the female body in contemporary Chinese cinema.

360WR. Chinese Women in Film and Fiction (same as ASIA 360WR and WS 360WR)

This course is an examination of woman as trope in modern Chinese cinema and literature in the twentieth century. It explores how 'the modern woman' became a cultural construct and how that construct has redefined gender role and femininity. Special attention will be paid to such issues as self-identity, love, marriage, family, and social opportunities. All readings are in English translation. Knowledge of Chinese language is not required.

373WR. Confucian Classics (same as REL 374S/WR and ASIA 375S/WR)

For more than two thousand years, a small set of texts associated with Confucius (551–479 BC) and his disciples formed the core of the Chinese educational curriculum. As a store of knowledge shared by all educated men and women, Confucian Classics shaped Chinese literati culture from late antiquity to the early 20th century. The goal of this course is to illustrate the diversity of the literary and cultural practices that evolved around this unique body of writings. The course is roughly divided into two parts. First, we will attempt to establish a framework for understanding the textual history and changing significance of the Classics throughout the premodern era. Drawing on a broad selection of primary sources (to be read in English translation), we will then examine how the canonized ideas were refracted in literary, philosophical, religious, and political discourse.

375R. Special Topics in Chinese Studies

Study of Chinese language, literature, thought or culture, alone or in conjunction with other literary or cultural trends. Topics to be announced in advance. Variable credit.

375D/MUS 372D. Chinese Music and Culture

One credit hour. This is the language across the curriculum portion of MUS 372D Chinese Culture and Music. The class will meet one hour per week. Students will improve their Chinese proficiency by reading about Chinese music and learning the lyrics of Chinese songs. Students must have taken one year of Modern Chinese to register for this course.

376. Science in China

(Same as ASIA 376 and IDS 362.) This course reconstructs the encounter between Chinese natural studies and European science from the early seventeenth to the late nineteenth centuries. After a brief survey of the state of natural studies in China, circa 1600, we will trace the interactions between Chinese and European learning in a wide array of disciplines, ranging from astronomy, mathematics, and medicine to physics and zoology. Situating our explorations in their intellectual, social, and cultural contexts, we will try to understand the forces that have shaped the formation of modern science in China and, more generally, the factors influencing the migration of ideas across cultures.

394S. Screening China

(Same as FILM 394S, ASIA 375S, and CPLT 389S.) The course explores the history and development of Chinese cinema. It discusses “film in China” and “China in film” by focusing on the function of cinema and continual reconfigurations of time, space, gender, and history in Chinese films under different historical conditions since the early twentieth century.

397R. Directed Reading

Variable credit. Permission only, discretion of instructor.

401WR. Advanced Readings in Modern Chinese I

Fall. Conducted in Chinese, this course focuses on readings and discussion of authentic reading material from a wide variety of writing styles, including social, political, journalistic texts as well as important works of modern Chinese literature. The goal of the course is to develop students’ ability to understand and use Chinese at a more advanced level and to introduce modern Chinese culture through readings and discussions. Students are required to prepare in advance, then read and discuss the material in Chinese.

402WR. Advanced Readings in Modern Chinese II

Spring. This course focuses on readings and discussion of material from contemporary works of Chinese literature in conjunction with the movies that are based upon them; reading of Chinese newspapers and viewing TV programs. Class is conducted in Chinese.

403. Introduction to Classical Chinese

For more than three thousand years, down to the early twentieth century, the vast majority of Chinese historical, philosophical, and literary texts were written in classical (or literary) Chinese (*wenyan*). Literature in Classical Chinese is an important part of cultural heritage of all humankind. This course is designed for students who have taken at least two years of Modern Chinese and are curious about the Chinese literary heritage. Students read selections of famous classical texts in their original language, such as Confucius’ *Analects*, Laozi, early histories, and Tang poetry; and acquire basic knowledge of Classical Chinese grammar and lexicon.

404. Contemporary Chinese Literature

This course is designed for those who have completed CHN 401 or the equivalent. The course materials are selected from post-Mao fiction in unabridged form to help students develop abilities to read literary works in the original. It exposes students to fictional writings in various styles and emphasizes strategies of extensive reading and vocabulary expansion beyond what usually appears in the media and other formal expository writings. Students will learn to appreciate the power of language in constructing meanings by doing close readings of literary pieces.

471WR. Tradition in Modern China

This advanced seminar examines the multiple ways in which traditions have been attacked, defended, revised, and (re-)invented in twentieth-century China. Our aim is to disentangle the anxieties, interests, and rhetorical devices that have shaped modern Chinese answers to the question of historical continuity. In our explorations, we will scrutinize representations of the past in scholarly works, including histories of Chinese thought, science and literature, as well as in memories of historical events as reflected in historiography, film, fiction, music, monuments, and art.

495AS/WR. Chinese Honors I (Seminar)

Fall. Permission only, discretion of instructor. See requirements for Honors Degree.

495B/WR. Chinese Honors II (Thesis)

Spring. Permission only, discretion of instructor. See requirements for Honors Degree.

496R. Chinese Language Internship

Variable credit. Permission only, discretion of instructor. Provides students of Chinese an opportunity to use their Chinese language skills outside the classroom, exposing them to a variety of native speakers in a number of different situations. Students will be assigned to a number of tasks: interpreting at appointments with social workers, doctors, dentists, welfare workers, food and clothing banks and at job interviews, as well as assisting customers and doing Chinese word processing in Chinese travel agencies and other types of businesses. Students are advised to be flexible as different tasks may be assigned each day.

Japanese

101. Elementary Japanese I

Fall. This course is designed to introduce students to the everyday language of Japan. Lessons will be organized around natural conversational topics, leading students from fundamental aspects of grammar to readings in simple texts.

102. Elementary Japanese II

Spring. Continuation of Japanese 101. Students will learn vocabulary, expressions, and sentence structures to become able to meet basic communication needs in Japanese. All four skills (speaking, listening, reading, and writing) will be incorporated, and accurate and appropriate language use will be emphasized.

190. Freshman Seminar. Topics in Japanese Culture

Fall or spring as needed. Focus on special aspects of Japanese culture or language.

201. Intermediate Japanese I

Fall. Continuation of Japanese 102. This course aims to further develop language skills and increase familiarity with Japanese society. The emphasis is on accurate communication in Japanese, both spoken and written, that is appropriate to the given context.

202. Intermediate Japanese II

Spring. Continuation of Japanese 201. This course is designed to complete the introduction and practice of basic grammar of Japanese. More authentic language material will be introduced.

232. Language Usage in Japanese Society

Prerequisite: Japanese 201 or consent of instructor. Provides an in-depth knowledge of the Japanese language in relation to culture and society, focusing on Japanese modes of thinking that lie behind language usage. Taught in English.

234. Introduction to Japanese Linguistics

(Same as ASIA 234 and LING 234.) This course examines aspects of Japanese language from a linguistic perspective. It will introduce basic concepts in linguistics such as phonetics, phonology, morphology, syntax, and semantics, using examples from Japanese language. It aims to provide opportunities to deepen the understanding of the Japanese language as well as to deepen the understanding of world languages by examining Japanese. This course should be of interest to students who are learning Japanese and are interested in the structural aspect of the language and to those who are interested in broadening their knowledge of different languages.

270WR. Introduction to Japanese Culture

(Same as ASIA 270WR.) This course explores various aspects of life and society in Japan, including writing, gender, memory and history, geography and the environment, aesthetics, and the formation of national identity.

301. Advanced Conversation and Composition I

Fall. Prerequisite: Japanese 202 or consent of instructor. This course is designed to develop fluency in spoken Japanese as well as enhance writing skills. Cross-cultural awareness will be emphasized and close attention will be paid to developing sophisticated expressions and nuances in the language.

302WR. Advanced Conversation and Composition II

Spring. Prerequisite: Japanese 301 or consent of instructor. This course provides opportunities for reading authentic materials and discussion on the content of the materials, as well as for learning how to write with systematic instruction on composition. Students will write essays on chosen topics such as jibun-shi (autobiography).

303WR. Reading Literature in Japanese

This class helps students develop the skills necessary to read Japanese-language texts independently, without the aid of an instructor. Classroom assignments emphasize vocabulary building and kanji recognition, strategies for decoding complex sentence structures, understanding of the nuances of language and literary style, and the use of dictionaries and other reference materials. Students should come out of this class with a sophisticated understanding of the ways in which word choice and tone of expression affect the meaning and intent of the passages studied.

360SWR. Modern Women Writers

(Same as ASIA 360SWR and WS 385SWR.) Though Japanese women produced much of the great literature of the classical period (ca. 1000), literary production by women subsequently dwindled, to gain new life only in the modern era. This course familiarizes students with the multiplicity of the female voices that (re-)emerged in Japanese literature from the Meiji period (beginning 1868) to the late twentieth century. Texts are in English translation.

361WR. The Genji: Sensuality and Salvation

(Same as ASIA 361WR, WS 361WR.) This course will use the text of the Tale of Genji as a centerpoint from which to explore various issues in poetry, aesthetics, the visual arts, religion, history, politics, and gender in Japanese cultural history.

362WR: Samurai, Shoguns and Women Warriors

Fall or spring. An examination of the image of the warrior in Japan through literature and its effect on many areas of Japanese culture, including philosophy, literary history, religion, music, the visual arts. Emphasis is on the exploration of primary texts.

363WR. Literary and Visual Culture in Japan

(Same as ASIA 363WR, ARTHIST 363WR.) Fall or spring. An exploration of the complex interactions between written texts and the visual arts in Japan from the classical era to the present. Discussion will include prose, poetry, printing, picture scrolls, calligraphy, woodblock prints, and film.

372WR. Introduction to Modern Japanese Literature in Translation

(Same as ASIA 372WR.) Surveys Japanese literature from the mid-19th century to the present. Introduces the nature and range of literary genres as they developed in the context of Japan's confrontation with modernity. The course opens for discussion issues in contemporary literary theory in order to understand aspects of Japanese literature and culture, such as gender, nationalism, intertextuality, Orientalism, and identity. Texts are in English translation.

JPN374WR. Japanese Literature: Reading and Writing the Classics

(Same as ASIA 374WR.) A survey of Japanese literature in translation from the 8th through the 21st centuries in which students both read representative works from various genres in the Japanese canon and writing in those genres themselves. Texts are in English translation.

375R. Special Topics/Japan

Fall or Spring. Variable credit. An interdisciplinary course that introduces students to Japanese culture. No knowledge of Japanese is required.

378WR. Postwar Japan Through Its Media

(Same as ASIA 378WR.) This course examines the way the postwar Japanese experience has been reflected (and constructed) through various types of popular media. Through film, television, magazine, newspapers, music, and manga, we will explore the various ways in which Japanese society has narrated its experiences of recovery and rebuilding after World War II, and the role these media sources have played in this reconstruction.

397R. Directed Reading

Fall or spring. Approval by department is required. Variable credit.

401WR. Advanced Language and Cultural Studies I

Fall. Prerequisite: Japanese 302 or consent of instructor. Conducted in Japanese, the course focuses upon Japanese culture through readings and discussion of literary texts and materials from current periodicals and newspapers.

402. Advanced Language and Cultural Studies II

Spring. Prerequisites: Japanese 401 or consent of instructor. This course will provide exposure to business and technical Japanese. Students will practice formal styles of communication and read texts with technical orientation. In addition, basic skills of translation will be introduced. The course is conducted solely in Japanese.

403. Advanced Language and Cultural Studies III

Students are encouraged to develop a sophisticated understanding of issues and topics current in contemporary Japanese life and to converse on these topics in both concrete and abstract terms with fluency and ease. They will learn Japanese styles of discussion and argument. A variety of short compositions and long-paper assignments will enable them to strengthen their expository writing skills.

404. Advanced Language and Cultural Studies IV

Students are encouraged to deepen their understanding of current events in Japan and their significance. Building on progress from the previous semester's class, they will practice and hone their skills in reading advanced materials and discussing them fluently and in translating texts from Japanese to English. Students also will be given regular writing assignments in which they reflect on and further explore the topics discussed in class.

495A/WR. Japanese Honors

Fall. Contact the department for further information. Approval by department is required.

495B/WR. Japanese Honors

Spring. Contact the department for further information. Approval by department is required.

496R. Japanese Language Internship

Fall or spring. Approval by department is required. Variable credit.

REALC**190. Topics in Comparative Culture****Russian****101. Elementary Russian I**

Fall. Introduction to spoken and written language. Oral practice emphasized through multimedia exercises and drills.

102. Elementary Russian II

Spring. Continuation of 101.

103. Russian for Russians I

Fall or spring. Designed for students with a Russian background who can speak but have difficulty reading and writing. It will help students develop and maintain writing, reading, and speaking skills at the academic level.

110. Intensive First-Year Russian

Spring. Credit, eight hours. Intensive first-year course. Covers two semesters of Russian. Emphasis on developing oral, written, reading, and comprehension skills.

190. Freshman Seminar: Topics in Russian Culture

Fall or spring as needed. Focus on special aspects of Russian culture or language.

200. Russian for Reading Comprehension

Fall, spring, or summer. Credit, two to four semester hours. Prerequisite: none. Intended for graduate students and others who wish to concentrate on learning to read Russian.

201. Intermediate Russian Conversation and Reading I

Fall. Prerequisite: Russian 102, 110, or consent of instructor. Focus on more advanced grammatical and syntactical constructions both in written and spoken Russian. Supplemented by multimedia exercises and materials.

202. Intermediate Russian Conversation and Reading II

Spring. Prerequisite: 201 or consent of instructor. Continuation of 201.

203. Russian for Russians II

Fall or spring. Designed for heritage speakers of Russian; it is sequel to RUSS 103. The emphasis is on improving students' reading and writing skills. It prepares students for further study at the advanced level. Students who successfully complete this course will be able to take RUSS 301, 310, 311, 312, and 313.

232. Russian Phonetics and Word Structure

Spring. Prerequisite: Russian 201. Theoretical background on, and applied practice with, the sound system of modern standard Russian. In addition, word formation is approached as a key to building one's vocabulary in Russian.

270WR. Russian Culture

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. An interdisciplinary course that introduces students to the diversity of Russian culture. Presented against a chronological sequence of Russian history, it covers Orthodoxy, iconography, literature, music, folk beliefs, and customs.

271WR. Nineteenth-Century Russian Literature in English Translation

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. Survey of the masterpieces of the Golden Age of Russian literature presented against the background of historical, cultural, social, and political developments.

275. Russian Folklore: Werewolves, Spells, and Epics

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. Designed as a one-semester course to introduce students to the major genres, methodology, and folk agricultural calendar, and the beliefs associated with it. This is a descriptive course, with the specialists and major collections introduced with each genre. The class will meet for three hours each week. Students will be required to write a midterm and a final exam, as well as submit a term paper on a subject of their choosing.

276. The Vampire: Monster and Myth

Fall or spring. Prerequisite: None. Knowledge of Russian is not required.

301. Advanced Oral and Written Communication I

Fall. Prerequisite: Russian 202 or consent of instructor. Designed to help students reach a new level of fluency, focusing on vocabulary development and the more complex forms of literary and colloquial Russian.

310R. Russian Poetry and Drama in the Original

Fall or spring. Prerequisites: Russian 202 or consent of the instructor. The aim of this course is to acquaint students with the rich tradition of Russian poetry and drama (nineteenth and twentieth century). This course is conducted for the most part in Russian and addresses such issues as the role of poetry and drama in Russian culture. The texts will be read in the original, but some background material may be read in English.

311R. Fiction and Nonfiction in Russian

Fall or spring. Prerequisite: Russian 202 or consent of instructor. Reading, viewing, and discussing selected materials from classical and contemporary literature, film, and current periodicals.

312R. Studies in Individual Authors

Fall or spring. Prerequisites: Russian 202 or consent of instructor. The main goal of this course is to expand students' literary vocabulary and develop further the ability to express themselves on both literary and everyday issues by means of the study of a particular Russian author, i.e., Pushkin, Lermontov, Tolstoy, Bulgakov, Pasternak, and more.

313R. Topics in Russian Literature

Fall or spring. Prerequisites: Russian 202 or consent of instructor. The main goal of this course is to expand students' literary vocabulary and to develop further their ability to express themselves on both literary and everyday issues. This class will emphasize the varying stylistic patterns of different Russian writers of the nineteenth and twentieth centuries and will seek to enhance students' understanding of the cultural ambience of Russian literature.

314F. St. Petersburg Summer Program

Summer. Credit, eight hours. Prerequisites: Russian 202 or equivalent, and approval of department. Intensive summer study of Russian language and culture in St. Petersburg, Russia. Practical language study, lectures, and tours. See chair of department for application procedure.

330. Comparative Russian/English Linguistics

Spring. Prerequisite: Russian 202 or equivalent. Examines how meaning is expressed in different ways in Russian and English through different grammatical forms, different rules of word order, and different systems of conventional and creative metaphor.

351. Business Russian

Fall or spring. Prerequisite: Russian 202 or equivalent. Introduction to basic oral and written communication skills for trade and business negotiations with Russian-speaking areas of the former Soviet Union.

360WR. Dostoevsky in English Translation

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. The novels of the most famous Russian writer and thinker, who deeply influenced world literature. *Crime and Punishment*, *The Brothers Karamazov*, and others. Topics for discussion include: Christianity and atheism, existentialism, the superman, the sources of evil, and freedom and suffering as moral categories.

361. Leo Tolstoy in English Translation

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. The course examines the thought and art of one of Russia's most influential writers. In works such as *War and Peace* and *Anna Karenina*, Tolstoy offers insight into issues still fundamental to us today: the meaning of life and death, moral and social responsibility, and personal identity.

372WR. Twentieth-Century Russian Literature in English Translation

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. From tsarist days through the rise and fall of the Soviet Union, Russia has grappled with issues of imagination and identity. These issues find voice in Russian literature, which has moved radically along official and unofficial lines. The course focuses on a battle of realities in twentieth-century Russia, and it examines the powerful dynamics between art and politics. Films, slides, and music accompany texts.

373WR. Russian Art and Literature: Russian Avant-garde

(Same as Art History 369.) Fall or spring. Prerequisite: none. Knowledge of Russian is not required. Introduction to interdisciplinary study of twentieth-century Russian literature and the visual arts, with focus upon issues of art and politics, time, space, and identity in symbolist, supermatist, constructivist, socialist realist, and post-Soviet "vision." In English.

374WR. Shakespeare in Russian Culture

This class examines several paradigms for understanding Shakespeare's formidable influence in Russian culture: from Bloom's anxiety of influence to Eliot's claim that Shakespeare cannot be a poetic influence to Pasternak's conception of the battle entailed in the transmission of tradition, and then to Mandelstam's vision of influence as a forceful impulse to speech or even a mating call. The plays in question will be carefully discussed in order to understand which of the themes will have the strongest impact and new life in a Russian culture and which are overlooked and downplayed.

375R. Special Topics/Russia

Fall or spring. Variable credit. Study of Russian language, literature, or culture, alone or in conjunction with other literary or cultural trends. Topics to be announced in advance. May be repeated for credit when topic varies.

376WR. Discourses in Love

Russia is famous (or notorious) for its wide and sometimes wild experimentation with patterns of erotic behavior, from extreme asceticism to the proclamation of "free love" ("winged eros") in the decade after the Bolshevik Revolution. We will examine some of these "sextremes," as well as the construction of masculinity and femininity in Russian culture and the transformation of gender roles in the nineteenth and twentieth centuries, in the time of revolutions and in places like prisons, exile, and concentration camps. This course will focus mostly on the question of love as presented in the works of Russia's most prominent writers, from Pushkin, Turgenev, Dostoevsky, Tolstoy, Vladimir Soloviev, and Chekhov to Bunin, Solzhenitsyn, and Nabokov. We will explore love triangles and squares, jealousy and adultery, virginity and "sexploitation" from psychological, ideological, and philosophical viewpoints. The course will place the rich artistic imagery of Russian prose and poetry in the theoretical and historical contexts provided by outstanding Western thinkers and writers such as Plato, Dante, Shakespeare, Schopenhauer, Freud, Sartre, C. S. Lewis, and R. Barthes.

381. Jews in Russian Culture

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. This course explores Russian-Jewish intellectual dialogue in the nineteenth and twentieth centuries through the most representative examples of cross-cultural writing, in fiction and nonfiction.

401WR. Nineteenth-Century Russian Literature in the Original

Fall. Prerequisite: Russian 302 or consent of instructor. Short stories and poems of the classic Russian writers from Pushkin and Gogol to Dostoevsky and Chekhov. Social, moral, and aesthetic issues, individual differences in style, and linguistic features of the original Russian texts. Satisfies General Education Requirements post-freshman writing requirement.

402WR. Twentieth-Century Russian Literature in the Original

Spring. Prerequisite: Russian 401 or consent of instructor. An introduction to the major Russian literary movements, including symbolism, acmeism, futurism, socialist realism, and conceptualism, and to the short representative works of the greatest writers and poets of the twentieth century, such as Nabokov, Pasternak, Solzhenitsyn, and Brodsky.

414. Russian in the Media

Fall or spring. Reading and discussion of materials from current periodicals, newspapers, and television on history, politics, culture, and science.

416. Political Russian

Spring. Prerequisite: Russian 415 or consent of instructor. Focus is on political Russian. Readings and discussion of materials from historical and current periodical literature as well as Russian television newscasts, with primary emphasis on current political developments within Russia and problems of Russian foreign policy.

420. Philosophy and Religion in Russia

Fall or spring. Prerequisite: none. Knowledge of Russian not required. Major trends of Russian thought: debate between Slavophiles and Westernizers; religious philosophy of Solovyov and Berdiaev; Soviet Marxism; Bakhtin's dialogic imagination; existentialism and structuralism; Euroasianism, and evolution of Orthodox thought.

475. Nineteenth- and Twentieth-Century Russian Literature in the Original

Fall. Prerequisite: Russian 302 or equivalent. Focuses upon key texts and pivotal ideas in Russian thought. Students read the works in Russian and discuss the works in terms of language, style, and concepts, as well as historical, political, and societal dynamics. The course is conducted in Russian.

485. Western and Russian Postmodernism

Fall or spring. Prerequisite: none. Knowledge of Russian is not required. This course offers a comparative perspective on postmodernism in Western and Russian cultures, including parallel examination of principal works in literature, art, and the humanities.

490S. Advanced Seminar in Russian

Spring. Prerequisite: Russian 302. The course is designed to examine in depth a topic of major importance in the development of Russian culture. Although specific themes will vary from year to year, the approach will be interdisciplinary in nature. All discussions, lectures, readings, and essays will be in Russian.

495A/WR. Russian Honors Program

Fall. Credit, 4 hours. Open to eligible candidates in their senior year (contact department chair for requirements).

495B/WR. Russian Honors Program

Spring. Credit, 4 hours. Open to eligible candidates in their senior year (contact department chair for requirements).

496R. Russian Language Internship

Fall or spring. Credit, two to four hours per semester. Approval by department is required. Provides students an opportunity to use their Russian language skills outside the classroom in a variety of situations.

497R. Russian Directed Reading

Fall or spring. Credit, variable. May be repeated for credit up to a maximum of eight hours. Approval by department is required.

550: Jews in Russian Culture (Graduate School Course)

Fall or spring. Prerequisites: None. This course explores Russian-Jewish intellectual dialogue in the nineteenth and twentieth centuries through the representative examples of cross-cultural writing, both fiction and nonfiction. The graduate school course is taught in English.

Russian and East European Studies (REES)

Director

Juliette Stapanian Apkarian, (Russian literature and culture)

Core Faculty

Juliette Stapanian Apkarian (Russian culture caucuses); Harold Berman (Russian/Soviet law); Mikhail Epstein (Russian culture and philosophy); Elena Glazov-Corrigan (Russian literature and culture); Kevin Karnes (music); Maria Lunk (Russian folklore and religious verse); Karla Oeler (film studies); Matthew Payne (Russian and Central Asian history); Thomas Remington (Russian and comparative politics); Tarina Rosen (Slavic librarian); James Steffen (film studies, media librarian); Hubert Tworzecki (political science)

The Center for Russian and East European Studies (REES) seeks to stimulate and enhance understanding about Eastern Europe and the vast and complex expanse of the former Soviet Union. Working with various departments of the college to augment the curriculum in the humanities and social sciences, Russian and East

European Studies offers a multidisciplinary freshman seminar and other interdisciplinary courses on Russia and East/Central Europe and Central Asia. Because the majority of other courses recognized by REES are sponsored in collaboration with other departments and programs, please contact our office for courses currently available. A major with a concentration in Russian Area Studies is offered through the Department of Russian and East Asian Languages and Cultures (see above). The REES certificate may be obtained in conjunction with advanced degrees from the School of Law, Goizueta Business School, and the Rollins School of Public Health. Please contact the department for more information.

Russian and East European studies supplements curricular offerings by providing a highly varied series of free public lectures, informal brown-bag talks, feature films, artistic performances, and exhibits. Exciting opportunities for study abroad are also supported by REES. Please see the REES website for further information on these programs at www.rees.emory.edu or call 404.727.6427.

Courses

190. Freshman Seminar

Fulfills GER freshman seminar requirement. Seminar will introduce students to special topics in Russian and East European studies with a cross-disciplinary approach.

200WR. Introduction to Russian Area Studies

Fall or spring. This course is an introduction to the vast sweep of Russian culture, society and history. As such, it takes an interdisciplinary approach to answering two fundamental questions that have animated Russians themselves for centuries: What is Russia? Where is Russia going? These issues are approached from a number of perspectives, including historical, cultural, political, legal, and artistic.

375R. Special Topics

Fall or spring. Variable credit. Approval by department is required.

497R. Directed Study

Approval by department is required.

490S. Senior Thesis

Every semester. Prerequisite: Permission of instructor. Required of Russian area studies majors. The interdisciplinary thesis must be approved by the Russian and East European Studies Committee and will be directed by a member of the faculty whose specialty lies in the field emphasized by the student's course of study.

Please see the Department of Russian and East Asian Languages and Cultures for Russian language instruction and cultural studies.

Sociology

Professors

Robert S. Agnew, Samuel Candler Dobbs Professor of Sociology and chair: criminology and delinquency, social psychology, theory; Delores P. Aldridge, Grace Towns Hamilton Professor of Sociology and African American Studies: social policy, race relations, family; John Boli: global analysis, culture, organizations, theory; Roberto Franzosi: methods, culture, historical sociology, social protest; Karen A. Hegtvold: social psychology, medical sociology; Alexander M. Hicks: political sociology, political economy, public policy, comparative historical; Richard B. Robinson, associate dean of Emory Graduate School of Arts and Sciences: political economy of development, political sociology, sociology of education, organization

Associate Professors

Irene Browne (joint with Women's Studies), director of graduate studies: stratification/mobility, sociology of sex and gender, race/ethnic/minority relations; Timothy Dowd: culture, music, media, formal organizations, economic sociology; Cathryn Johnson: social psychology, organizations; Corey Lee M. Keyes: mental health, aging, social psychology, public health; Frank J. Lechner: global change, culture, religion, theory; Regina Werum: race and ethnicity, gender, social movements, stratification, education

Assistant Professors

Matthew Archibald: organizations, social movement, alternative health care institutions, political sociology; Dennis Condrón: sociology of education, racial and class stratification, residential segregation and spatial dynamics, poverty; Elizabeth Griffiths: crime, urban sociology, work, occupations, organizations, social research methods; Kathryn Yount (joint with School of Public Health): social demography, family and medical sociology, gender and aging

Lecturers

Sam Cherribi (joint with Office of the Provost): European ethnicity and politics, political elites, sustainable development, European Islam, public media and contestation; Jeff Mullis, director of undergraduate studies: law, social control, deviant behavior; Tracy Scott: culture, gender, health care organizations, qualitative methods

Associated Faculty

Edmund Becker (School of Public Health): organizational theory and behavior, medical sociology, health care organization and policy, unions and labor relations; Vincent Carter (Institutional Research): sociology of education, inequality/stratification, racial/ethnic relations, organizations; Nancy Eiesland (Candler School of Theology): sociology of religion, social change, urban sociology, gender; Joan Herold (School of Public Health): migration, fertility, family planning; Regine O. Jackson (Institute of Liberal Arts): American immigration, racial and ethnic identity, Haitian diaspora, contemporary black immigrants, qualitative research methods; Nancy G. Kutner (School of Medicine): medical sociology, sex roles, aging; Kay L. Levine (School of Law): law and society, criminology/delinquency, sexuality and homosexuality; Richard M. Levinson (School of Public Health): social psychology, medical sociol-

ogy, family; Mike McQuaide (Oxford College): medical sociology, social psychology; Michael Alan Sacks (Goizueta Business School): economic sociology, stratification, social networks, organizational theory and international/comparative studies; Claire Sterk (Senior Vice Provost, Academic Affairs): medical sociology, social epidemiology; Steven M. Tipton (Candler School of Theology): sociology of religion, sociology of culture, sociology of knowledge

Adjunct Faculty

Shailendra N. Banerjee (CDC); Tim Brezina (CDC); Clark Denny (CDC); M. V. George (CDC); Louis Hazouri (retired businessman); Deborah Holtzman (CDC); David Hurst (CDC); Tae-Kook Jeon (Kangwon National University); Karin Ann Mack (CDC); James A. Mercy (CDC); Kim S. Miller (CDC); Graham Scambler (University College, London); Saswati Sunderam (CDC)

Students of sociology learn to evaluate and explain the complex interactions among peoples and societies; thus, sociology is an integral part of a liberal arts education. At Emory, the study of sociology covers a wide range of topics, including the comparative study of different societies; the study of institutions (the family, schools, the criminal justice system, health care systems); and the study of interpersonal relations and small group interaction. Students also are trained to use the tools of analysis and measurement to further their examination of social problems. Emory sociology majors have the opportunity to learn by doing as well as by studying, and several courses offer the opportunity for “hands on” research ranging from large-scale surveys to small group laboratory experimentation, to internship opportunities. These courses are offered in conjunction with a fully equipped computer classroom and a social psychology laboratory, which are located in Tarbuton Hall.

Requirements for Major

A minimum of nine courses or thirty-six hours in sociology are required for a major. These courses must include Sociology 355 (or 355WR), 457WR, and any two of the following five foundation courses: 201, 214, 221, 245, and 266. The department recommends that the foundation courses be taken early in the major, and that Sociology 457WR be taken in the senior year. All majors must also take five elective courses or twenty hours, only one course (four hours) can be in the 101–110 series.

The listing of courses suggests a logical sequence of progression. The major should consider building on a set of foundation courses when electing specialized and advanced courses.

No required course for the major can be taken S/U; only one of the five remaining elective courses for the major can be taken S/U. No more than one course (four hours) from the 497–499 series may count as an elective toward the major. Majors may take up to three of their sociology elective courses (twelve hours) when they study abroad.

Requirements for Minor

The department also offers a minor concentration in sociology. A minimum of five courses or twenty hours in sociology is required for a minor. One course from the fol-

lowing list must be included among these: 201, 214, 221, 245, 266, 355, (or 355WR), and 457WR. No more than one course (four hours) from the 101–110 series and one course (four hours) from the 497–499 series may be included among the five. Minors may take up to two of their sociology elective courses (eight hours) when they study abroad. All courses must be taken for a letter grade.

Joint Major in Religion and Sociology

A minimum of fifty-six hours (fourteen courses) distributed as follows:

- (1) Sixteen hours (four courses): One course selected from Religion 301–320; Religion 300; Sociology 201, 214, or 245; and Sociology 355 (or 355WR).
- (2) Thirty-two hours (eight courses) from the two departments: Religion 490; three courses in Religion, two at the 300 level or higher; four courses in sociology, including Sociology 333 or Sociology 221; Sociology 457WR; and two sociology courses at the 200 level or higher.
- (3) Eight hours (two courses): Two courses from either or both departments, at least one at the 200 level or higher.

The course work of individual students should be organized in consultation with an adviser. Honors in the joint major may be earned by satisfying the honors requirements of either department.

Honors Program

See “Honors Program” in this course catalog and consult department for full details.

Honor Society and Awards

Membership in Alpha Kappa Delta, the international sociology honor society, is open to all sociology majors with junior standing who have completed at least twenty hours in the sociology department and have an overall GPA of at least 3.20. In addition, the Department of Sociology annually recognizes an outstanding senior for distinguished undergraduate scholarship in sociology. This award is made possible by a gift from the Sara Smith Sutker and Solomon Sutker Fund.

BA/MA Program

The department offers superior students with an overall GPA of at least 3.5, and a sociology GPA of at least 3.7, an opportunity to complete courses for the major by the end of the junior year and begin the first year of graduate work in the fourth year of study. Upon successfully completing this course of study, the student is awarded the bachelor of arts and the master of arts degrees. Students considering this BA/MA option should contact the director of undergraduate studies in sociology for details.

Internship Program

Majors who have sufficient background in sociology may apply for internships administered by the department in social agencies or organizations. Students can

serve as interns in such sociological areas as health care (mental health and retardation), criminology (legislation, parole, and rehabilitation), and family and life development (family planning and programs for adolescents and senior citizens). Interns take part in special seminars and receive academic credit (four to twelve hours for Sociology 494RWR).

All courses carry four hours of credit unless otherwise indicated.

Introductory-Level Courses

101. Introduction to General Sociology

Every semester. Study of human social behavior. Social and cultural aspects of the emergence, maintenance, modification, and adjustment of human groups.

103. Introduction: Human Socialization

Processes in individuals' acquisition and modification of knowledge, skills, attitudes, and self-concepts as they become functioning members of society.

104. Introduction: Institutions in Conflict and Cooperation

Dynamics of social organization and behavior examined through the practical interconnections between major social institutions, such as the economic, political, religious, scientific, educational, and familial.

105. Introduction: Population and Human Ecology

Effects of social activities on the environment and how these effects interact with social conditions, population change, fertility, mortality, economic growth, quality of life, and more.

110. Dynamics of the Black Community

(Same as African American Studies 101.) Ideologies and selected aspects of the black community. Focus on twentieth-century urban black experience and institutions of America. Provides basic information and a framework for further study of the black diaspora and interrelations in black/white America.

190. Freshman Seminars in Sociology

A small class on topics of sociological concern that fosters a highly interactive and a mutually collaborative learning environment, both among students and between the students and the teachers. Examples of seminars include: Making Sense of Globalization, Sociology of Film, Race and Ethnicity in the United States, and Introduction to General Sociology.

Foundation Courses

201. Organizations and Society

This course introduces students to major theories of organization and examines modern organizational settings. Organizations studied include prisons, corporations, religious cults, drug trafficking, the antiabortion movement, right-wing militias, and more.

214. Class, Status, and Power

Nature, causes, and consequences of social stratification focusing on class, race, and gender. Examination of factors facilitating continuity and/or change in systems of stratification.

221. Culture and Society

Introduction to the sociological study of culture. Examines relationships between values, beliefs, and expressive symbols, on the one hand, and the institutional structure of society on the other. Attention to art, media, religion, and ideology.

245. Individual and Society

Conditions and processes of group formation and change, and the effects of these on individual behavior and adaptation.

266. Global Change

Introduction to the study of globalization. Describes and explains development of the modern world system. Provides global perspectives on major institutions and conflicts.

Required Courses

355 or 355WR. Social Research I

Prerequisite: one sociology course or consent of instructor. Introduction to research design and data analysis, including logic of research, methods of data collection, elementary statistics, and computer analysis.

457WR. The Development of Sociological Theory

Prerequisite: one sociology course or consent of instructor. Analysis of development of sociological theory as tradition of inquiry into organization and change of groups and societies. Covers classical and major contemporary contributions.

Specialized Courses

An introductory course is recommended before these courses are taken.

205. Urban Communities and Regions

Origins and structure of metropolitan communities, with special attention to population and economic changes, social class systems, urban institutional forms, and the nature and limitations of metropolitan planning programs.

213. Sociology of the Family

Organization, functions, and present status of the family, primarily in the United States. Problems of partner selection and marital adjustment treated on the basis of recent and current research in the field.

215. Social Problems of Modern Society

Social and cultural conditions of stress and tension in a changing society. Evaluation of efforts to solve social problems.

220. Juvenile Delinquency

Theories of delinquency causation and treatment.

225. Sociology of Sex and Gender

(Same as Women's Studies 231.) An examination of the nature, causes, and consequences of sex roles in our society, including how male and female roles are learned through socialization, and how they affect work and family.

230. Sociological Aspects of Health and Illness

Social etiology and ecology of disease, sociological factors affecting treatment and rehabilitation, and the organization of medical care and medicine as a social institution.

247. Racial and Ethnic Relations

(Same as African American Studies 247.) Relations between and within groups, and conflict and cooperation in light of a number of models of social interaction. Application of principles to racial, religious, and ethnic minorities.

249. Criminology

Antisocial behavior in relation to cultural, social biological, and psychological factors.

307. Sociology of Education

(Same as Educational Studies 307.) The modern school system as part of the functioning of modern communities in the United States. Attention to problems of interrelating school and community in the light of population change, social class differences, and shifting values.

311. Political Sociology

Introduction to major sociological perspectives in the study of politics and on interrelations between society and polity in industrialized democracies.

324WR. Literature and Society

Prerequisite: Sociology 101 or equivalent. This course examines how literature reflects, influences, and interacts with society. Focus on the social production and consumption of literature from both historical and current perspectives.

325. Sociology of Film

Introduction to the social origins and dimensions of the production, distribution, contents, form, and reception of film.

330. Mental Health and Well-Being

Explores the development of conceptions of mental health, both negative (depression) and positive (well-being) forms. Examines the intrapersonal, interpersonal, social and cultural theories, and underpinnings of mental health and well-being.

333. Sociology of Religion

Origins, structures, and functions of religious institutions and their roles in the maintenance and change of social systems. Emphasis on the religious response to the problems of ultimate meaning in various societies, including the United States.

337. Social Movements

Examination and analysis of sociopolitical, economic, and cultural movements that wreak social change. Topics include but are not limited to: mobilization, power and authority, revolution, civil society, and identity.

343. Mass Media and Social Influence

Prerequisite: permission of the instructor. Processes and conditions of opinion formation and change, and the function of opinion in group life.

350. Sociology of Law

An introduction to the sociological study of law, this course deals with the organization, profession, and practice of law and with the relationships between law and social change.

356. Social Research II

Prerequisite: Sociology 355 (or 355WR). Advanced topics in data analysis and research, including measurement, multivariate analysis, inferential statistics, and computer analysis.

360. Ethnic Minority Families

(Same as African American Studies 360.) Examines a variety of ethnic groups in terms of strengths as well as weaknesses, lodging these characterizations in historical socioeconomic contexts and focusing on the structure and functioning of family life.

366. World Inequality and Underdevelopment

Study of the political, economic, and social causes of underdevelopment in the third world. Focus on the relationships among developed and underdeveloped countries, and the inequalities within and between them.

370A. Community Building and Social Change

(Same as Political Science 370A and Community Building and Social Change 370A.) Open only to undergraduate students by permission of the instructor. Additionally, this course is required for all students seeking to apply for the fellowship in Community Building and Social Change.

370BWR. Evaluating Comprehensive Community Initiatives

(Same as Political Science 370BWR and Community Building and Social Change 370BWR.) Open only to students admitted as fellows in the program in Community Building and Social Change.

377. Public Policy

(Same as Political Science 360.) Alternative concepts for the examination of public policy systems and processes. Representative public policy problems with emphasis on the application of policy categories, criteria, and theories.

378. Comparative State and Stratification

(Same as Political Science 378.) Prerequisite: Sociology 214 or 311, or Political

Science 321, 324, 326, or 327. Comparative sociology of state social and economic politics in advanced industrial democracies, 1880 to present.

389. Special Topics in Sociology

A seminar or lecture series on topics of special sociological concern. A course description is available online via the undergraduate atlas at the Sociology Department website during pre-registration.

390. Health Care and Society Seminar Abroad

Credit, eight hours. Class size limited to ten. A comparative study of political, economic, and organizational dynamics of health care institutions in the United States and Britain through seminars, site visits, and internship experience in London, England.

Advanced Courses

443S. Sociology of Music

This seminar deals with the sociocultural foundations of music, attending to scholarship on the production, content, and reception of various types of music.

465. Social Interaction Processes

Current issues in social interaction and group processes, including such topics as attraction, altruism and aggression, conformity and deviance, attitudes, and group decision making. Research techniques emphasized.

466WR. Women, Culture, and Development

We will look at gendered theories of development in the public/private spheres, the family, labor, sexuality, race, population, globalization and the environment, feminism, colonialism, post-colonialism, revolution, and alternatives to development.

467. Economic Sociology

Cross-disciplinary study of the economic incentives for social behavior and the social constraints on the market economy. Topics include: organization, bureaucracy, class conflict, crime, and discrimination.

494RWR. Internship in Sociology

Fall, spring. Credit, four to twelve hours. Application must be approved by the department. Supervised work in a social services agency or other appropriate setting, and participation in a related seminar.

495A/BWR. Honors

Credit, eight hours for the sequence. Open to departmental majors at the invitation of the director of undergraduate studies.

497R. Directed Research

Credit, one to four hours. Prerequisite: one sociology course and consent of director of undergraduate studies. Supervised work on a faculty member's research project, normally for students who have demonstrated superior performance in sociology.

498R. Supervised Reading

Credit, one to four hours. Prerequisite: permission of faculty member required and consent of the director of undergraduate studies. Supervised reading, normally for students majoring in sociology.

499R. Independent Research

Credit, one to four hours. Prerequisite: research plan, permission of faculty member required prior to registering, and consent of the director of undergraduate studies. Normally open only to majors. In consultation with a faculty member, students formulate, design, conduct, and write a research project of their own choosing.

In addition to these offerings, other advanced courses can be found in the Graduate School of Arts and Sciences catalog. A program of studies and research leading to the degrees of master of arts and doctor of philosophy is available.

South Asian Studies

See **"Asian Studies"** and **"Middle Eastern and South Asian Studies."**

Spanish and Portuguese

Professors

Ricardo Gutiérrez-Mouat: modern Latin American literature; José Quiroga: contemporary Latin American, Latino and Caribbean studies, contemporary poetry, gender

Associate Professors

María M. Carrión: Renaissance and Baroque Spanish literature; gender studies; Hazel Gold: nineteenth- and twentieth-century Spanish literature, Hispanic Jewish literature and culture, narrative theory; Karen Stolley, chair: colonial Latin American literature, eighteenth-century studies; Donald Tuten: linguistics and pedagogy

Assistant Professors

Hernán Feldman: nineteenth- and twentieth-century Southern Cone literature, cultural studies, visual culture, music; Tatjana Gajic: twentieth-century Spanish literature, intellectual history, gender; Dierdra Reber: twentieth- and twenty-first century Latin American literature and film, literary and cultural theory

Senior Lecturers

José Luis Boigues-López: language pedagogy; Cristina de la Torre: contemporary Spanish and Latin American literature and culture, contemporary Cuban literature, literary translation; Vialla Hartfield-Méndez: contemporary Spanish and Latin American literature and culture, Hispanic culture of the United States, literacy and community outreach programs; Irina Zaitseva: language pedagogy

Lecturers

H. Robyn Clarke: sociolinguistics and second-language acquisition; Lisa Dillman, literary translation, language pedagogy; Ana Santos-Olmsted: contemporary Brazilian literature and culture, Portuguese and Luso-African literatures; César Sierra: con-

temporary Latin American literature and culture, queer theory, popular culture, film studies

The Department of Spanish and Portuguese offers instruction in the Spanish and Portuguese languages and in Luso-Hispanic cultures and literatures. The department offers a major and minor in Spanish and a minor in Portuguese. Courses are taught in Spanish or Portuguese, and classes are small so that students at all levels are given maximum opportunity to practice the language. Other opportunities to study Luso-Hispanic language and culture are also available through the department's study abroad programs and the Casa Hispana. Refer to the department website at <http://www.spanish.emory.edu> for more information.

Requirements for the Major in Spanish

A minimum of thirty-six hours (nine courses) from the 300-level and above, distributed in the following manner: (1) Spanish 300WR Reading in Spanish: Texts and Contexts; (2) two survey courses (301WR and 302WR); (3) four courses at the 400 level; (4) two additional courses at the 300 or 400 level. One upper-level course taken in Portuguese may be used to count toward the Spanish major.

Requirements for the Minor in Spanish

A minimum of twenty credit hours (five courses) from the 300 level and above, distributed in the following manner: (1) Spanish 300WR Reading in Spanish: Texts and Contexts; (2) Spanish 301WR or 302WR; (3) One course at the 400 level; (4) two additional courses, which may include any course at the 300 or 400 level (Spanish 212, 215, and 217 will satisfy only GER). Students are advised to take as many courses as possible at advanced levels. One upper-level course taken in Portuguese may be used to count toward the Spanish minor.

Requirements for the Minor in Portuguese Language and Brazilian and Lusophone Studies

Four courses in Portuguese language, typically:

Portuguese 101/102

Portuguese 201/202

Four courses in Brazilian and/or Lusophone culture

A minor in Portuguese language and Brazilian and Lusophone studies will now require that students take sixteen credit hours after successfully completing Portuguese 101 through 202. Any substitutions must be discussed with the program director. In addition to the required language courses, students must complete four elective courses (sixteen hours) in Luso-Brazilian literature, cultural studies, language, or history. Up to four credits may be fulfilled through courses offered outside the Department of Spanish and Portuguese. Approved study abroad courses may be considered for this requirement, pending approval by CIPA and the program director. Appropriate courses from various majors are also to be determined in consultation with the program director.

Study Abroad in Spanish and Portuguese

The department strongly encourages students to live and study in Spanish- or Portuguese-speaking countries. Students may receive credit toward the major or minor in Spanish for up to twelve credit hours taken in an approved program of study abroad, and credit toward the Portuguese minor for up to eight credit hours (two courses) taken in approved study abroad programs. These credit limits do not apply to Emory courses taught abroad or courses taught by Emory faculty.

Emory University administers its own fall and spring semester programs in Salamanca, Spain, and participates in a consortium of universities to offer additional semester study programs in Latin America (Chile, Argentina, Bolivia, Ecuador, Costa Rica, and Mexico). Emory also administers summer programs in Salamanca, Buenos Aires, and Rio de Janeiro. The summer program in Salamanca includes course components taught on a rotating basis in a number of cities around the Iberian peninsula, including Valencia, Seville, and Barcelona.

Honors Program

See “Honors Program,” page 33, and consult the department for further details.

Spanish House/Casa Hispana

The Casa Hispana, located on campus, provides a place for interested students to live and interact in a Spanish-speaking environment. Applications are accepted every spring. Students and faculty also meet there for events ranging from informal discussions of contemporary topics to the staging of cultural activities such as films, lectures, music, and dance.

Theater Workshop

The department periodically organizes a play produced in Spanish and staged for the Emory and Atlanta communities. The workshop is supplemented with the study of theater and performance theory. Students receive course credit for participation that may count toward their major or minor.

Placement

The department is concerned that students enter the program at the appropriate level. Initial placement is based on the department’s assessment of various factors: results of the online Spanish Placement Exam, results of the Spanish AP exams, number of years of study in high school, amount of time since last studies were completed, study abroad experience, and previous contact with Spanish speakers. All students who are enrolling in their initial Emory Spanish course, native speakers as well as speakers with no previous experience, are required to take the online Spanish Placement Exam (accessible at <http://www.spanish.emory.edu/>) and to complete the accompanying questionnaire. After reviewing this and other information, the department emails an official placement to each student at their Learnlink account. Students should not enroll until receiving an official placement. During the first week of classes, instructors confirm that students are accurately placed, or recommend that they be transferred to a more appropriate class.

Foreign Language Honor Society

Sigma chapter of Phi Sigma Iota, the national Romance language honor society, was installed at Emory in 1930. This society recognizes those students who have completed work in foreign language courses with a 3.7 GPA.

Courses

The courses listed below at the 400 level are generally offered in alternate years.

Spanish

101. Elementary Spanish I

Fall semester. The first half of a yearlong introductory course designed to train students to understand, speak, read, and write Spanish.

102. Elementary Spanish II

Spring semester. Continuation of Spanish 101.

190. Freshman Seminar in English

Freshmen only. In-depth treatment of a topic in language, literature, or culture of the Luso-Hispanic world through readings, frequent writing assignments, and class discussions.

201. Intermediate Spanish I

Fall semester. The first half of a yearlong review, with emphasis on continued development of the four basic linguistic skills (speaking, listening, reading, and writing) and knowledge of Hispanic cultures and societies.

202. Intermediate Spanish II

Spring semester. Continuation of Spanish 201.

205. Practical Conversation

Taught in Salamanca only.

212. Advanced Practice in Spanish

Every semester. Development of advanced language, reading, conversation, and writing skills through discussion of readings and films from contemporary Hispanic culture. Not intended for native speakers of Spanish.

215. Reading and Writing Strategies

Every semester. Advanced reading and writing practice focused on critical discussion of texts about cross-cultural contact and (mis)understanding.

217. Spanish for International Business

Spring. Study of language and cultural knowledge needed for understanding issues in the Hispanic business world.

300WR. Reading in Spanish: Texts and Contexts

Every semester. The foundation course for the major and minor. A course in Hispanic cultural literacy that also strengthens written and oral language skills.

301WR. Early Spanish and Spanish American Culture

Every semester. A survey course in Spanish and Spanish American culture from the Middle Ages and Pre-Columbian periods to the seventeenth century.

302WR. Modern Spanish and Spanish American Culture

Every semester. A survey course in Spanish and Spanish American culture from the eighteenth century to the present.

310. Stylistics and Composition

Taught in Salamanca only. Analytical study of stylistic techniques with intensified practice for the improvement of written expression.

311WR. History and Theory of Hispanic Narrative

Introduction and theoretical overview of Hispanic narrative.

312WR. Theories of Hispanic Theater and Film

An introduction to theories of theater and film in a Hispanic context.

314. Internship in Spanish

Credit, two hours. Applied learning in a supervised Spanish-speaking work or volunteer environment. Consent of instructor and approval by the department. May not be repeated for credit toward the major or minor.

316. Advanced Spanish Pronunciation

Credit, two hours. Study of basic phonetics in Spanish with the goal of improving oral pronunciation.

317. Writing, Context, and Community.

Combines advanced writing instruction and language analysis with volunteer experiences in Atlanta Hispanic communities. Permission of instructor required.

320. Cultural History of Spain

Taught in Salamanca only. Historical and cultural overview of Spain from the Roman period to the present.

330. Theater Workshop

See above. Offered every other year.

410. Topics in Spanish Linguistics

Courses taught recently include: Phonetics and Dialectology; History of the Spanish Language; Theory and Practice of Literary Translation; The Romance Languages; Sociolinguistics of the Spanish-Speaking World.

412. Topics in Hispanic Culture

Courses recently taught include Matza and Tortillas: Jewish Literature and Culture of the Hispanic World; The United States as Viewed From the Hispanic World; Rewriting of Cultural Myths; Mass Culture and Daily Life Under Franco; Barcelona: Art, Literature, Language, and Culture; Afro-Caribbean Religions in Caribbean Literature; Writing Under Fire: Representations of Civil Conflict in Modern Hispanic Culture; Home/Emigration/Exile: Narratives of Displacement.

420. Topics in Medieval Studies.

Courses recently taught include The Hispanic Body; The Medieval Fable; Medieval Iberia; Islamic Spain; Introduction to Judeo-Spanish Literature.

430. Topics in Renaissance and Baroque Studies

Courses recently taught include Voicing (Untold) Desires; Gender, Performance, and Representation in the Spanish Comedia; Saints and Sinners: Women and Representation in Spain through the Seventeenth Century; Inquisition and Literature in Renaissance and Baroque Spain; Architecture, Literature and the Body in Sixteenth- and Seventeenth-Century Spain; Virgins, Mothers, and Others; (Re)Reading Don Quijote; Women: Playing (with) Gender in Golden Age Texts.

Spanish 440. Topics in Colonial Studies

Courses recently taught include Women in Colonial Latin America; The Columbus Narratives; New World Chronicles; Colonial Spaces/Family Portraits.

Spanish 450. Topics in Modern Peninsular Studies

Courses recently taught include Spain After Franco: New Voices; Gender and Conflicts of Modernity; Madrid, Barcelona, New York: the City in Hispanic Culture; Contemporary Spain and the Flows of Migration; Not Kidding Around: Reading Childhood in Hispanic Culture; Postmodern Spain.

Spanish 460. Topics in Modern Latin American Studies

Courses recently taught include García Márquez: Film/Chronicle/Novel; Postmodern Latin American Narrative; Growing Up in Latin America: Coming of Age Narratives; Buenos Aires: Biography of a City; Culture and Politics in Castro's Cuba; From Macondo to McOndo: Latin American Literature in the Global Age; The Poetics of Fracture: Contemporary Hispanophone Caribbean Identities; Contemporary Latin American Masculinities; Contemporary Caribbean and United States Latino Literatures; Us as Other: Perspectives from the Hispanic World; 16mm Bullets: Latin American Film of the 1960s; Latin American Cinema and Globalization; Crime and Punishment in Southern Cone Fiction; Rough Drafts: Violence in Latin American Literature; Havana and San Juan: Tales of Two Cities.

477R. Workshop on Literary Writing**495A/B. Honors Thesis**

497. Individual Directed Reading**497R. Supervised Reading****Portuguese****101. Elementary Portuguese I**

The first half of a yearlong introductory course designed to train students to understand, speak, read, and write Portuguese.

102. Elementary Portuguese II

Continuation of Portuguese 101.

110. Intensive Portuguese for Spanish Speakers

Builds oral proficiency and increases knowledge of Portuguese, Lusophone African, and Brazilian cultures through discussion, listening, reading, and writing on topics pertaining to current events and literature.

190. Freshman Seminar in English

Introduction to the study of Brazilian and Portuguese societies through different prisms (race and gender relations, national cinemas, sexuality, evolution of historical discourse, music, and more).

201. Intermediate Portuguese I

The first half of a yearlong review, with emphasis on continued development of the four basic linguistic skills (speaking, listening, reading, and writing) and knowledge of Lusophone cultures and societies.

202. Intermediate Portuguese II

Continuation of Portuguese 201.

212. Advanced Language Practice

Development of fluency, vocabulary, and advanced grammatical skills through discussion of contemporary Lusophone culture.

215. Language Analysis and Written Expression

Advanced study of grammar and vocabulary, with an emphasis on composition techniques and reading strategies through readings pertinent to the culture of Portuguese-speaking countries.

300. Luso-Brazilian Worlds: Texts and Contexts

The foundation course for the minor. A course in Luso-Portuguese cultural literacy that also strengthens written and oral language skills.

301. Early Lusophone Literature and Culture

A survey course of Portuguese and colonial Brazilian culture(s) and literature, from the pre-Roman period through the end of the seventeenth century.

302. Modern Lusophone Literature and Culture

A survey course in Portuguese, Brazilian, and Lusophone African culture(s) and literature, from the eighteenth century to the present.

412. Topics in Lusophone Literature and Culture**495A/B. Honors Thesis**

Permission of instructor required.

497R. Supervised Reading

Permission of instructor required.

Theater Studies

Professor

Alice N. Benston, dramaturg, Theater Emory: dramatic literature, major figures, genre study, aesthetics, criticism

Associate Professors

John Ammerman, actor/director, Theater Emory: acting, movement, styles; Michael Evenden, dramaturg, Theater Emory: dramatic literature, theater history, criticism, genre study, musical theater, dramaturgy; Tim McDonough, Artistic Director, Theater Emory: acting, creating new works, major figures; Vincent Murphy, actor/director, Theater Emory: directing, acting, playwriting; Leslie Taylor, chair, set and costume designer, Theater Emory: set and costume design

Assistant Professor

Donald C. McManus, dramaturg, actor/director, Theater Emory: dramatic literature, major figures, genre, comedy

Senior Lecturers

Pat Miller, Friends of Theater Emory coordinator: theater and arts management; Lisa Paulson, Director, Playwriting Center, actor/director, Theater Emory: acting, play development

Lecturers

Janice Akers, acting coach, actor/director, Theater Emory: acting; Wm. Moore, production manager, properties artist, set design, Theater Emory: Judy Zanotti, lighting and sound designer, Theater Emory: lighting and sound design

Associated Faculty

Gred Catellier (dance); James W. Flannery (W. B. Yeats Foundation); Jim Grimsley (creative writing); William Gruber (English); Lois More Overbeck (Beckett Letters Project); Joseph Skibell (creative writing); Randy Fullerton, facilities advisor

Affiliate Artists (Theater Emory)

Scott Little, director of technical theater, lighting design; Marianne Martin, costume shop manager/cutter-drafter, costume design; Robert Schultz, production stage manager, casting coordinator; Robert Turner, master electrician, lighting, sound design

Theater Studies Program

Theater is one of the richest and most rewarding of educational disciplines. It combines interests in creative arts, humanities, and social sciences. Through its integration of thinking and doing, of analysis and creative problem-solving, the study of theater develops mind, body, sensibility, and imagination. Theater studies is a core discipline of the liberal arts, and a liberal arts education in theater not only challenges and develops the student in theater, but also offers practical preparation for a variety of careers, including law, business, medicine, education, and communications. For the motivated student, the best preparation for a career in theater is an excellent broad-based undergraduate education, which is the focus of this department.

The Department of Theater Studies offers a major and a minor, as well as several introductory courses that fulfill college general education requirements. The major demands a wide study of the various subfields of the theater, with a strong core of dramatic literature. Advanced courses in administration, design, directing, acting, dramaturgy, and stagecraft are available to students with specialized interests.

Theater Emory, a resident professional theater, which produces seasons in partnership with the department, offers undergraduates the opportunity to perform with professional actors and to work with professional directors, designers, dramaturgs, technicians, and administrators in all aspects of the theater's operations. Highly respected in Atlanta's extensive theater community for the quality and diversity of its programming, Theater Emory functions as a laboratory in which students, both theater majors and non-majors, join faculty and guest artists in productions that we think of as theatrical research. All departmental faculty are working artists who combine classroom teaching with artistic responsibilities at Theater Emory. The Playwriting Center of Theater Emory hosts a biennial Brave New Works Festival of readings and workshops focused on the development of new plays; it also commissions new scripts, brings playwrights to campus, and supports the work of playwriting students.

Emory's unique combination of a liberal arts undergraduate program and a professional theater provides a strong and flexible training ground. Excellent teaching and mentoring are high priorities for the faculty; extensive interaction between students and faculty occurs in a variety of settings: small formal classes, individual consultations, master classes with guest teachers, rehearsal, backstage collaborations, and full performances. All of this makes the study and practice of theater at Emory demanding, but also memorable and rewarding.

Requirements for the Major

Students majoring in theater studies complete the following core requirements: Theater 201SWR; 121, 221, or 222; 131; 215; 216; 230 or 241; two semesters of 396R; and 490SWR, for a total of thirty hours. In addition, majors must complete three other courses (twelve credit hours), one (four hours) of which is to be taken in the concentration area of literature, history, and aesthetics. These are: Theater 311, 312, 313, 314, 315R, 316R, 317R, 319R, 365WR, 366WR, 372RWR, 375RWR, 389R, 495R, 497R, and 499R. The remaining two courses (eight hours) may come from any 200-level or higher course in any of the three concentration areas: literature, history, and aesthetics; directing and performance; or administration, design, and production. This will make a total of forty-two hours. Theater 101 does not count toward the major. Theater studies majors are expected to involve themselves in at least one Theater Emory project.

Requirements for the Minor

Students minoring in theater studies must complete Theater 201 and two semesters of 396R, plus four more courses in the department, one of which may be 121, 131, or 190. This will make a total of twenty-two hours. Repetition of courses for credit cannot count toward the minor. Theater 101 does not count toward the minor.

Honors Program

See “Honors Program,” page 33, and consult department for details.

Honors and Prizes

The Alice N. Benston Award in Theater Studies is awarded annually by departmental faculty to one or two graduating seniors or recent graduates who have shown exceptional dedication, promise, and intellectual rigor, to encourage their continuing education in theater. The Friends of Theater Emory Award recognizes a student who has made outstanding contributions to Theater Emory. The Fine Award honors a junior or senior major or minor in theater studies for outstanding acting. The college also awards the Sudler Prize each year in the arts for outstanding student achievement in studio art, creative writing, dance, music, or theater.

Introductory Courses

101. Introduction to the Theater

Fall, spring. A theoretical and practical initiation to theater as a collaborative art. Includes script analysis as well as basic instruction in acting, improvisation, stage design, and play direction.

121. Acting: Fundamentals

Fall, spring. An introductory course on the principles and practice of the actor's craft.

131. Stagecraft

Fall, spring. A theoretical and practical initiation to technical theater. Practical assignments will be oriented toward mounting productions staged by Theater Emory.

190. Freshman Seminar in Theater

An introductory seminar on a special topic in theater studies.

Literature, History, and Aesthetics

201WR. Reading for Performance

Fall, spring. The close reading of plays with a view to production. Exercises and projects explore how a text emerges in performance from the combined perspectives of actors, directors, designers, and audience.

215. History of Drama and Theater I

(Same as English 215.) Fall. A general history of Western drama from its origins to the neoclassical period, focusing on representative dramatic works and on the influences of the actor, staging, and the audience.

216. History of Drama and Theater II

(Same as English 216.) Spring. A general history of Western drama from the eighteenth to the twentieth centuries, focusing on representative dramatic works and on the influences of the actor, staging, and the audience.

311. Greek Tragedy and Comedy in Performance

A consideration of several representative Greek tragedies and comedies with regard to the possibilities and problems involved in staging.

312. Shakespeare in Performance

A consideration of several of Shakespeare's plays and the possibilities and problems of staging. A related laboratory covers acting issues in detail, including: scansion, emphasis, and shaping; gesture, movement, and space; soliloquy; images and antitheses.

313. History of American Drama

A history of the American theater and its plays, including consideration of the actor, staging, audience, and their influence on the development of American theatrical art, performance style, and dramatic literature.

314. Twentieth Century Musical Theater

A study of the history and forms of musical theater in America since the turn of the twentieth century.

315R. Studies in Period Drama

A systematic reading of a group of plays from a major period. Course will focus on the style and historical context of the period.

316R. Studies in Genre

A systematic reading of plays through dramatic structure as genre, exploring such major forms as tragedy or comedy.

317R. Studies in a Major Figure

A consideration of the work of a major theatrical figure (dramatist, director, designer).

319R. Dramaturgy Tutorial

Variable credit. Prerequisite: permission of instructor. An introduction to the many roles of the dramaturg. Research assignments focus on the dramaturgical work surrounding a Theater Emory production.

340WR. Arts Writing and Criticism

(Same as Journalism 340WR.)

365WR. Modern Drama

(Same as English 365WR.) Development of modern drama from the late nineteenth century to 1950, including dramatists such as Ibsen, Shaw, Yeats, Synge, O'Neill, and Williams.

366WR. Contemporary Drama

(Same as English 366WR.) Selected works of the contemporary theater since 1950, including dramatists such as Beckett, Bond, Fones, Gens, Pinter, Shepard, and Wilson.

372RWR. Playwriting

(Same as English 372RWR.) Workshop in writing plays.

375RWR. Advanced Playwriting

(Same as English 375RWR.) Prerequisite: Theater 372RWR or permission of instructor. Intensive workshop in writing plays for advanced students.

490WR. Aesthetics and Criticism of the Theater

Fall. Prerequisite: Theater 201WR. A seminar, capstone to the theater studies major, covering major critical texts that interrogate the nature of the theatrical event.

Interpretation and Performance

221. Scene Work

An introduction to the challenges of acting scenes. This process-oriented course will focus on the development of character relationship through principles of objective, circumstance, habit, activity, age, and emotion.

222. Speeches and Monologues

A systematic approach to the art of conjuring another time and place. Each student will develop several narrative speeches of audition length. Topics include storytelling, sound sense, movement, shaping, and opposites.

223. Voice and Diction

An overview of voice and diction for actors. Through group exercises and individual instruction, students will learn techniques to achieve proper breath support, vocal production, vocal range, and articulation necessary for stage performance.

224. Movement for the Actor

A course designed for the physical actor. This laboratory-focused course will explore and develop a variety of processes unique to the construction of the actor's physical form and coordination. Topics include center, balance, kinesthetics, and rhythm in the context of stage combat, mime, clowning, and physical relationship in scene work.

251. Directing I

Fall. Prerequisites: Theater 201 or a 200-level or higher acting course, or permission of instructor. A theoretical and practical introduction to the art of staging plays, including script analysis, rehearsal techniques, and presentation of scenes.

321. Advanced Scene Work

Prerequisite: Theater 221. Advanced work on character and relationship through a variety of approaches.

322. Developing a Role

Prerequisites: Theater 222 and permission of instructor. Each actor works on two substantive roles, with an emphasis on generating and shaping through-lines.

324R. Period Styles

Prerequisite: permission of instructor. Advanced work on scenes in a variety of period styles. Topics include center, sticking point, kinesthetics, fashion and manner, mask, language/text work, characterization, and status.

351. Directing II

Prerequisite: Theater 251 or permission of instructor. Includes continued script investigation of a major play, visualization, actor coaching, and analysis of the through-lines of characters in the play.

370R. Creating New Works

Prerequisites: 200-level theater class or permission of instructor. A workshop for the creation of new works by actors, designers, directors, and writers. Projects may include performances created from improvisation, adaptations of fiction or nonfiction, experimentation with classics, and self-scripted monologues.

400R. Acting Tutorial

Variable credit. Prerequisite: permission of instructor. An advanced course focused on specified individual needs and interests of an advanced student actor. Can be taken only twice.

421R. Applied Acting Laboratory

Variable credit. Prerequisite: permission of instructor or consent of department. A course in a specialized area of acting, normally connected with a dramatic literature course and/or a Theater Emory production.

451R. Directing Tutorial

Prerequisites: Theater 351 and/or consent of department. Advanced problems in staging plays, including a fully mounted production of a one-act or full-length play.

Theater Administration, Design, and Production

230. Principles of Design

A theoretical and practical understanding of the process involved in conceiving and executing a stage design and the interrelationship of the various design disciplines.

231. Costume Design

Prerequisite: Theater 230 or permission of instructor. An introduction to the theory and practice of costume design. Includes script analysis from a visual perspective as well as exercises to develop basic design skills.

232. Scene Design

Prerequisite: Theater 230 or permission of instructor. An introduction to the theory and practice of scene design. Includes historical research, script analysis from a visual perspective, and exercises to develop basic design skills.

233. Lighting Design

Prerequisite: Theater 230 or permission of instructor. An introduction to the theory

and practice of lighting design, including script analysis from a visual perspective as well as classroom and practical exercises.

234. Sound Design

Prerequisite: Theater 230 or permission of instructor. An introduction to the theory and practice of sound design, including script analysis and practical exercises in analog and digital sound.

241. Theater Administration

A lecture/laboratory course on how artists accomplish their work in the face of changes in values, government mandates, and the economy.

330R. Stagecraft II

Variable credit. Prerequisite: Theater 131 or permission of instructor. An advanced tutorial on practical problems in properties and craftwork for theater.

331R. Costume Design Tutorial

Prerequisite: Theater 231 and/or permission of instructor. An in-depth approach to the art, practice, and history of costume design. Work will center on conceptualization, research, and design.

332R. Scene Design Tutorial

Prerequisite: Theater 232 and/or permission of instructor. An in-depth approach to the art, practice, and history of scene design. Work will center on conceptualization, research, and design.

333R. Lighting Design Tutorial

Prerequisite: Theater 233 and/or permission of instructor. An advanced course in the theory and practice of lighting design, including lighting for the theater, dance, concert, film, and video.

334R. Sound Design Tutorial

Prerequisite: Theater 234 and/or permission of instructor. An advanced course in the theory and practice of sound design, including sound design for theater, dance, and film.

341R. Administration Tutorial

Prerequisite: Theater 241 and/or permission of instructor. A lecture/laboratory course focused on practical problems in theater administration, including budgeting, contracting, publicity, and stage management. Practical assignments oriented to Theater Emory's season.

Special Courses

300R. Production Laboratory

Variable credit. A course offered to advanced students undertaking substantial responsibilities in productions staged by Theater Emory.

389R. Special Topics in Theater Studies

Individual courses designed to introduce students to special topics in theater.

396R. Colloquium in Theater

Spring. A one-credit course required for majors and minors. Must be taken twice to complete major/minor. Comprised of lectures, workshops, and panel discussions with faculty, guest artists, and alumni in addition to attendance at other arts events.

397R. Directed Studies in Theater

Variable credit. Prerequisite: permission of department. Special projects, research, and readings under the direction of a faculty member.

495RWR. Honors Project in Theater

Variable credit. Prerequisites: qualification for honors and consent of department. A supervised project in any area of theater.

497R. Senior Project in Theater

Variable credit. Prerequisite: consent of department. A supervised project in any area of theater for seniors.

499R. Special Project in Theater

Variable credit. Prerequisite: consent of department. A supervised project in any area of theater.

Women's Studies

Professors

Frances Smith Foster, Charles Howard Candler Professor of English and Women's Studies: English, women's studies, African American studies; Lynne Huffer, women's studies

Associate Professors

Irene Anne Browne: sociology and women's studies; Carla Freeman: anthropology and women's studies; Rosemarie Garland-Thomson: women's studies; Pamela Hall: philosophy and women's studies; Mary Ellen Odem: history and women's studies; Beth Reingold: political science and women's studies; Pamela Scully: women's studies and African studies; Kimberly Wallace-Sanders: liberal arts and women's studies

Assistant Professor

Holloway Sparks: women's studies

Associated Faculty

Deborah Ayer (English); Deepika Bahri (English); Angelika Bammer (German); Peggy F. Barlett (anthropology); Edna Bay (liberal studies); Matthew Bernstein (film studies); Martine Watson Brownley (English); Elizabeth Bounds (theology); Julia Bullock, (REALC); Patricia Cahill (English); Rong Cai (Chinese studies); María M. Carrión (Spanish); Cathy Caruth (comparative literature and English); Sheila T. Cavanagh (English); Saralyn Chesnut (liberal studies); Cheryl Crowley (Japanese studies); Wendy Dirks (anthropology); Amy D'Unger (sociology); Timothy Dowd (sociology); Nancy Eiesland (theology); Wendy Farley (religion); Martha Fineman (law); Robyn Fivush (psychology); Joyce Burkhalter Flueckiger (religion); Sarah Freeman (nursing); Eric Goldstein (history); Carole L. Hahn (educational studies);

Leslie Harris (history); Wan-Li Ho (Chinese studies); Carol Hogue (public health); Fleda Jackson (public health); Cathryn Johnson (sociology); Mark Jordan (religion); Dalia Judovitz (French); Walter Kalaidjian (English); Bruce M. Knaft (anthropology); Corinne A. Kratz (African studies and anthropology); Barbara G. Ladd (English); Gary Laderman (religion); Kay Levine (law); Deborah E. Lipstadt (religion); Valerie Loichot (French); Kim Loudermilk (feminist theory); Joy McDougall (theology); Rosemary M. Magee (liberal studies); Eleanor C. Main (political science); Catherine Manegold (journalism); Kristin Mann (history); Elissa Marder (French); Patricia A. Marsteller (biology); James S. Meyer (art history); Mary Elizabeth Moore (religion); Patricia Owen-Smith (psychology); Bobbi Patterson (religion); Cynthia Burchell Patterson (history); Laurie L. Patton (religion); Michael Peletz (anthropology); Judith Rohrer (art history); Susan M. Socolow (history); Debra Spitulnik (anthropology); Juliette Stapanian-Apkarian (Russian); Claire Sterk (public health); Dianne Stewart (religion); Karen A. Stolley (Spanish); Sharon Strocchia (history); Sheila Tefft (journalism); Natasha Trethewey (creative writing); Allan E. Tullos (liberal studies); Emilie V. Siddle Walker (educational studies); Neal H. Walls (theology); Nagueyalti Warren (African American studies); Regina Werum (sociology); Dana White (liberal studies); Cynthia Willett (philosophy); Gina Wingood (public health), Kathryn Yount (public health)

Requirements for Major

To major in women's studies a student must complete eight courses (thirty-two semester hours), including Women's Studies 100, 301, 302, and the senior seminar 490S (the senior seminar is offered **only** in the fall). Women's studies majors must also complete a minor in another department (e.g., English, history, philosophy, political science, anthropology, sociology). The minor will be standard minor defined by the other department. The student may use one cross-listed course that originates in the minor department for both the major and the minor (e.g., Women's Studies 230/Psychology 305: The Psychology of Gender). The double major consists of a major in women's studies and a major in another department and does not require an additional minor field. Again, the student may use one cross-listed course to satisfy both majors. All courses counting toward the major must be taken for a letter grade.

Requirements for Minor

Women's Studies offers a minor concentration that is designed to complement majors in other departments, especially but not exclusively in the humanities and social sciences. The minor is intended to offer students an introduction to the interdisciplinary study of women, gender and feminist theory and to introduce new perspectives on established disciplines. Each student works closely with an adviser to design an individual program. A total of five courses (twenty semester hours) is required for the minor in women's studies, including Women's Studies 100, 301 or 302, and the senior seminar 490S (the senior seminar is offered **only** in the fall). Although each student designs an individual program, the minor also include some requirements that delineate the basic concerns of women's studies as a distinct interdisciplinary project. The program also offers a variety of lectures, workshops, presentations, and

internships that enhance and identify central themes in course offerings. All courses counting towards the minor must be taken for a letter grade.

Required Courses

100. Introduction to Women's Studies

Examines women, gender and feminist theory from an interdisciplinary perspective, integrating approaches from the humanities and the social sciences. (Fulfills GER social sciences requirement.)

100S. Introduction to Women's Studies

Seminar version of Women's Studies 100 for first-year students only. (Fulfills GER social sciences requirement.)

301. Histories of Feminist Thought

Prerequisite: Women's Studies 100. Different versions of this course will be offered examining the historical development of feminist thought in a diverse range of cultures and regions, such as North America, Latin America, the Caribbean, Africa, Asia, and Europe with attention to colonial/post-colonial and diasporic contexts.

302. Contemporary Feminist Theory

Prerequisite: Women's Studies 100. Explores central problems in contemporary feminist theory that have arisen in different disciplines, with attention to the differences among different kinds of feminism and different theories of women's identities.

490SWR. Senior Seminar in Women's Studies

Exploration of selected topics pertaining to women, gender, and feminist theory. Each year the seminar has a specific theme that is designed to integrate central questions, topics, and problems of method. This course is offered **only** in the fall. (Fulfills GER postfreshman writing requirement.)

Elective Courses

231. Sociology of Sex and Gender

(Same as Sociology 225.) An examination of the nature, causes, and consequences of sex roles in our society, including how male and female roles are learned through socialization and how they affect work and family. (Fulfills GER social sciences requirement.)

305. The Psychology of Gender

(Same as Psychology 305.) Theories and research examining the development of gender roles from infancy through adulthood.

322. Sexuality, Society, and Culture: Introduction to Lesbian and Gay Studies

(Same as Interdisciplinary Studies 315 and Anthropology 322.) This course is an introduction to the study of minority sexualities across cultures and through time. It will bring together anthropological analyses and studies in history in order to consider various kinds of lesbian, gay, bisexual, and transgender behaviors and identities. (Fulfills GER social sciences requirement.)

328WR. Women, Religion, and Ethnography

(Same as Religion 328WR and Anthropology 328WR.) Cross-cultural ethnographic study of women's religious lives. (Fulfills GER social sciences requirement.)

333. Language, Gender and Sexuality

(Same as Anthropology 325.) Cross-cultural examination of how language reflects, maintains, and constructs gender identities. Topics include differences in male/female speech, the grammatical encoding of gender and childhood language socialization.

335. Women's Health: Anthropological and Feminist Perspectives

(Same as Anthropology 335.) Exploration of issues pertaining to women's bodies and health, juxtaposing Western women's Health problems with those faced by women in the non-Western (i.e., developing) world. The disciplinary/analytical perspectives of medical anthropology and feminist scholarship will be compared.

336. Multicultural History of Women in the United States

(Same as History 336.) Examines the lives of diverse groups of women in the United States in the nineteenth and twentieth centuries, focusing on race, class, ethnic, and regional differences among women. (Fulfills GER historical, cultural, international perspective.)

340. Women in Cross-Cultural Perspective

(Same as Anthropology 324.) Cross-cultural study of gender and women's lives in diverse cultures, including the United States. Comparative study of work, child-rearing, power, politics, religion, and prestige.

342WR. Globalization and Transnational Culture

(Same as Anthropology 352WR.) This course explores the changing shape of the global economy and its relationship to "local" culture and gendered identities. Through transnational flows of capital, labor, tourism, media, consumer goods, etc., we will study local cultural practice and question whether a global economy implies global culture. (Fulfills GER historical, cultural, international perspective and postfreshman writing requirement.)

349. Gender and Crime

(Same as Sociology 349.) Explores the intersection between gender and crime. Course topics include gender differences in offending, social constructions of offending, the criminalizing of bodies, and experiences with the court system.

352R. Gender and Religion

(Same as Religion 352R and Jewish Studies 352.) An exploration of the roles, images, and status of women in Jewish life from the biblical period through the present, using historical and religious documents, fiction, and film.

357. Gender Politics

(Same as Political Science 357.) Overview of the role of gender in defining and shaping politics, political systems, political beliefs, political behavior, and public policy in the American and/or international context.

358. Women and the Law

(Same as Political Science 358.) Comprehensive analysis of legal issues relevant to women's status in society. Constitutional and statutory law addressed.

359. Women and Religion in China

(Same as Chinese Studies 359.) This course examines what impacts the religious traditions of China, including Confucianism, Taoism and Mahayana Buddhism, have had upon shaping the social experiences, roles and images of women in twentieth century China, Taiwan and Hong Kong. (Fulfills GER historical, cultural, international perspective.)

360WR. Chinese Women in Film

(Same as Chinese Studies 360WR.) An examination of woman as trope in modern Chinese cinema and literature in the twentieth century. (Fulfills GER historical, cultural, international perspective and postfreshman requirement.)

361WR. Tale of the Genji

(Same as Japanese Studies 361WR.) This course will use the text of *Genji* as a center point from which to explore various issues in poetry, aesthetics, the visual arts and cultural memory in Japan.

362WR. Japanese Women Writers

(Same as Japanese Studies 360WR.) This course familiarizes students with the multiplicity of the female voices that (re)emerged in Japanese literature from the Meiji period to the late twentieth century. (Fulfills GER postfreshman writing requirement.)

365. Lesbian/Gay/Queer Studies

Examining lesbian/gay/queer histories and cultures through the study of literature, film, archival sources, oral histories, and contemporary scholarship. Considers identity, representation, gender, race, class, community development, and political movements.

370. Beauty Myths: The Politics of Appearance in Contemporary America

This course examines the idea of feminine beauty in a patriarchal culture. Its purpose is to investigate how beauty operates and to consider how students might position themselves individually and collectively in relation to beauty as a dominant ideology.

381. Studies in African American Women's Literature

(Same as English 381.) Explores the diversity of African American women's writing, with special attention to their self-representation.

382R. Studies in Women's Poetry

(Same as English 382R.) Selected works of British and American women, including such authors as Browning, Rossetti, Dickinson, Plath, Levertov, Sexton, Rich, and Lorde.

383R. Studies in Women's Fiction

(Same as English 383R.) Study of selected novels by women in English. Theme and selection of novelists vary and include private lives, politics, social vision, and self-representation.

385R. Special Topics in Women's Studies

Offerings vary each semester.

466WR. Women and Development

(Same as Sociology 466WR.) We will look at gendered theories of development in the public/private spheres, the family, labor, sexuality, race, population, globalization and the environment, feminism, colonialism, post-colonialism, revolution, and alternatives to development. (Fulfills GER postfreshman writing requirement.)

475S. Advanced Seminar (variable topics)

Advanced seminar for juniors and seniors only on selected topics in women's studies.

485R. Internship in Women's Studies

Prerequisite: Women's Studies 100. Offers students the opportunity to learn across boundaries by combining a weekly seminar with hands-on work experience in a variety of possible organizations dealing with gender issues in such areas as law, politics, health care, labor, environment, family, and sexuality.

495 A/BWR. Honors Research

Independent research for students eligible and selected to participate in the women's studies Honors Program. (Fulfills postfreshman writing requirement after completion of the honors thesis.)

497R. Directed Readings in Women's Studies

Offered every semester by special arrangement with a member of the women's studies core or associated faculty. (Variable credit.)

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Fall Semester 2007

August 25 <i>Saturday</i>	Orientation begins
August 28 <i>Tuesday</i>	Freshman Convocation
August 29 <i>Wednesday</i>	Registration. Late fee (\$50), if registration is permitted after this date.
August 30 <i>Thursday</i>	First day of semester; classes begin
September 3 <i>Monday</i>	Labor Day holiday (no classes)
September 7 <i>Friday</i>	Last day of Add/Drop/Swap period (Deadline–4:00 p.m.) Last day for approved schedule changes, late registration or cancellation of registration with full refund, minus deposit. Last day to drop without record.
September 14 <i>Friday</i>	Applications for degree to be granted at end of this semester are due in Office of Undergraduate Education (300 White Hall). Applications after this date incur a late fee (\$25).
September 14 <i>Friday</i>	Last day for approved letter-grade/satisfactory-unsatisfactory (L/G–S/U) schedule changes.
September 21 <i>Friday</i>	Deadline for completion of incomplete work.
October 8–9 <i>Monday–Tuesday</i>	Fall Break (no classes)
October 12 <i>Friday</i>	Last date for students to declare a major to be recorded by pre-registration.
October 19 <i>Friday</i>	Last day for withdrawal without academic penalty. After today a grade of WF or Friday WU may be assigned. (See “Partial Withdrawal” for additional information.)
November 2 <i>Friday</i>	Pre-registration for spring semester begins

November 22–25 <i>Thursday–Sunday</i>	Thanksgiving recess
December 11 <i>Tuesday</i>	Last day of classes Deadline for completion of Honors Program for fall 2007 graduates.
December 12 <i>Wednesday</i>	Reading period
December 13–14 <i>Thursday–Friday</i>	Final examination period
December 17–19 <i>Monday–Wednesday</i>	Final examination period
December 19 <i>Wednesday</i>	End of semester

Spring Semester 2008

January 15 <i>Tuesday</i>	Orientation and registration. Late fee (\$50), if registration is permitted after this date.
January 16 <i>Wednesday</i>	First day of semester; classes begin
January 21 <i>Monday</i>	Martin Luther King Jr. holiday (no classes)
January 24 <i>Thursday</i>	Last day of Add/Drop/Swap period (Deadline–4:00 p.m.) Last day for approved schedule changes, late registration, or cancellation of registration with full refund, minus deposit. Last day to drop without record.
February 1 <i>Friday</i>	Last day for approved letter-grade/satisfactory-unsatisfactory (L/G–S/U) schedule changes.
February 8 <i>Friday</i>	Deadline for completion of incomplete work.
February 8 <i>Friday</i>	Applications for degree to be granted at end of this semester are due in Office for Undergraduate Education (300 White Hall). Applications after this date incur a late fee (\$25).

February 8 <i>Friday</i>	Summer preregistration begins
March 7 <i>Friday</i>	Last date for students to declare a major to be recorded by preregistration.
March 7 <i>Friday</i>	Last day for withdrawal without penalty. After today a grade of WF or WU may be assigned. (See “Partial Withdrawal” for additional information.)
March 10–14 <i>Monday–Friday</i>	Spring recess (no classes)
March 28 <i>Friday</i>	Preregistration for fall semester begins
April 28 <i>Monday</i>	Last day of classes Deadline for completion of Honors Program for spring 2008 graduates.
April 29–30 <i>Tuesday–Wednesday</i>	Reading period
May 1–2 <i>Thursday–Friday</i>	Final examination period
May 5–7 <i>Monday–Wednesday</i>	Final examination period
May 9 <i>Friday</i>	Degree candidates’ grades due in Office of Undergraduate Education (300 White Hall) by 10 a.m.
May 11 <i>Sunday</i>	Baccalaureate
May 12 <i>Monday</i>	End of semester Commencement

Summer Semester 2008

Session 1

May 19 <i>Monday</i>	Registration
May 20 <i>Tuesday</i>	Classes begin

May 23 <i>Friday</i>	Last day of “Add/Drop/Swap” for approved schedule changes or cancellation of registration with full refund. (Deadline—4:00 p.m.)
May 26 <i>Monday</i>	Memorial Day holiday (no classes)
May 28 <i>Wednesday</i>	Last day for approved letter grade, satisfactory/unsatisfactory (L/G – S/U) schedule changes
June 11 <i>Wednesday</i>	Last day for Emory College students to withdraw from courses without incurring academic penalty
June 25 <i>Wednesday</i>	Last day of classes
June 26–27 <i>Thursday–Friday</i>	Exams for Session 1
Session 2	
June 30 <i>Monday</i>	Registration
July 1 <i>Tuesday</i>	Classes begin
July 3 <i>Thursday</i>	Deadline for submission of application for degree to be granted at the end of the summer semester
July 3 <i>Thursday</i>	Last day of “Add/Drop/Swap” for approved schedule changes or cancellation of registration with full refund (Deadline—4:00 p.m.)
July 4 <i>Friday</i>	Independence Day holiday (no classes)
July 9 <i>Wednesday</i>	Last day for approved letter grade, satisfactory/unsatisfactory (L/G–S/U) schedule changes
July 23 <i>Wednesday</i>	Last day for Emory College students to withdraw from courses without incurring academic penalty
August 6 <i>Wednesday</i>	Last day of classes
August 7–8 <i>Thursday–Friday</i>	Exams for Session 2

Fall Semester 2008

August 23 <i>Saturday</i>	Orientation begins
August 26 <i>Tuesday</i>	Freshman Convocation
August 27 <i>Wednesday</i>	Registration. Late fee (\$50), if registration is permitted after this date
August 28 <i>Thursday</i>	First day of semester; classes begin
September 1 <i>Monday</i>	Labor Day holiday (no classes)
September 5 <i>Monday</i>	Last day of Add/Drop/Swap period (Deadline—4:00 p.m.) Last day for approved schedule changes, late registration or cancellation of registration with full refund, minus deposit Last day to drop without record
September 12 <i>Friday</i>	Applications for degree to be granted at end of this semester are due in Office of Undergraduate Education (300 White Hall). Applications after this date incur a late fee (\$25).
September 12 <i>Friday</i>	Last day for approved letter-grade/satisfactory-unsatisfactory (L/G–S/U) schedule changes
September 19 <i>Friday</i>	Deadline for completion of incomplete work
October 10 <i>Friday</i>	Last date for students to declare a major to be recorded by pre-registration
October 13–14 <i>Monday–Tuesday</i>	Fall break (no classes)
October 17 <i>Monday–Tuesday</i>	Last day for withdrawal without penalty. After today a grade of WF or WU may be assigned. (see “Partial Withdrawal” for additional information)
October 31 <i>Friday</i>	Pre-registration for spring semester begins

November 27–30 <i>Thursday–Sunday</i>	Thanksgiving recess
December 9 <i>Tuesday</i>	Last day of classes Deadline for completion of Honors Program for fall 2008 graduates
December 10 <i>Wednesday</i>	Reading period
December 11–12 <i>Thursday–Friday</i>	Final examination period
December 15–17 <i>Monday–Wednesday</i>	Final examination period
December 17 <i>Wednesday</i>	End of semester

Spring Semester 2009

January 13 <i>Tuesday</i>	Orientation and registration. Late fee (\$50), if registration is permitted after this date
January 14 <i>Wednesday</i>	First day of semester; classes begin
January 19 <i>Monday</i>	Martin Luther King Jr. holiday (no classes)
January 22 <i>Thursday</i>	Last day of Add/Drop/Swap period (Deadline–4:00 p.m.) Last day for approved schedule changes, late registration, or cancellation of registration with full refund, minus deposit Last day to drop without record
January 30 <i>Friday</i>	Last day for approved letter-grade/satisfactory-unsatisfactory (L/G – S/U) schedule changes
February 6 <i>Friday</i>	Deadline for completion of incomplete work
February 6 <i>Friday</i>	Applications for degree to be granted at end of this semester are due in Office for Undergraduate Education (300 White Hall). Applications after this date incur a late fee (\$25).

February 6 <i>Friday</i>	Summer preregistration begins
March 6 <i>Friday</i>	Last date for students to declare a major to be recorded by preregistration
March 6 <i>Friday</i>	Last day for withdrawal without academic penalty. After today a grade of WF or Friday WU may be assigned. (See “Partial Withdrawal” for additional information.)
March 9–13 <i>Monday–Friday</i>	Spring recess (no classes)
March 27 <i>Friday</i>	Preregistration for fall semester begins
April 27 <i>Monday</i>	Last day of classes Deadline for completion of Honors Program for spring 2008 graduates
April 28–29 <i>Tuesday–Wednesday</i>	Reading period
April 30–May 1 <i>Thursday–Wednesday</i>	Final examination period
May 4–6 <i>Tuesday–Wednesday</i>	Final examination period
May 8 <i>Friday</i>	Degree candidates’ grades due in Office for Undergraduate Education (300 White Hall) by 10:00 a.m.
May 10 <i>Sunday</i>	Baccalaureate
May 11 <i>Monday</i>	End of semester Commencement

Summer Semester 2009

Session 1

May 18 <i>Monday</i>	Registration
May 19 <i>Tuesday</i>	Classes begin

May 22 <i>Friday</i>	Last day of “Add/Drop/Swap” for approved schedule changes or cancellation of registration with full refund (Deadline–4:00 p.m.)
May 25 <i>Monday</i>	Memorial Day holiday (no classes)
May 27 <i>Wednesday</i>	Last day for approved letter grade, satisfactory/unsatisfactory (L/G–S/U) schedule changes
June 10 <i>Wednesday</i>	Last day for Emory College students to withdraw from courses without incurring academic penalty
June 24 <i>Wednesday</i>	Last day of classes
June 25–26 <i>Thursday–Friday</i>	Exams for Session 1
Session 2	
June 29 <i>Monday</i>	Registration
June 30 <i>Tuesday</i>	Classes begin
July 2 <i>Thursday</i>	Deadline for submission of application for degree to be granted at the end of the summer semester.
July 2 <i>Thursday</i>	Last day of “Add/Drop/Swap” for approved schedule changes or cancellation of registration with full refund. (Deadline–4:00 p.m.)
July 3 <i>Friday</i>	Independence Day holiday (no classes)
July 8 <i>Wednesday</i>	Last day for approved letter grade, satisfactory/unsatisfactory (L/G–S/U) schedule changes
July 22 <i>Wednesday</i>	Last day for Emory College students to withdraw from courses without incurring academic penalty
August 5 <i>Wednesday</i>	Last day of classes
August 6–7 <i>Thursday–Friday</i>	Exams for Session 2

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Emory University Campus Map Legend

building #	map grid #	building #	map grid #	building #	map grid #	building #	map grid #
1385	D5	1385 Oxford Road Building	3650	D4	1804	G5	Perdromine Arts Studio / Burlington Road Building
2151	D6	1403 Oxford Road Building	1010	E4	2120	F2	Photography, University
1270	E3	1425 Clifton Road Building	3220	D1	3220	C5	Physical Sciences Center for (located at Atwood Chemistry Center)
1925	E2	1525 Clifton Road Building	2151	D6	2240	C5	Physician's Parking Deck
3235	E2	1539 Clifton Road Parking Deck	2041	D5	2340	F4	Physician's Parking Deck
1999	D1	1559 Clifton Road Building and Deck	6351	E5	1830	D5	Pitts Theology Library
1300	E5	1599 Clifton Road Building and Deck	6351	E5	1830	D5	Psychology Library
1270	E6	1600 Clifton Road Building	5018	F1	2950	E2	Psychology Library
560	E2	1655 Clifton Road Building	5018	F1	2950	E2	Psychology Library
1130	D7	1762 Clifton Rd. Bldg.	2260	F5	2320	E2	Quadrangle (The Quad)
1000	D6	Administration Building	1751	F4	2320	E2	Recycling Center
2190	F2	Admission Office, Bostonville Jones Center	1380	F5	1518	E5	Rich Memorial Building
3010	F4	AIDS Training Network	950	E2	1518	E5	Rollins Research Center
1460	D4	Alabama Hall	820	E1	1940	E3	Rollins Research Center
1980	E5	Anthropology Building	1641	D1	1940	E3	Rollins Research Center
7480	E2	Art History Library	1600	E4	2020	F5	School of Law
2040	E5	Atwood Chemistry Center	1590	E5	1020	E4	School of Medicine
1835	D6	Atwood Chemistry Center	181	D6	3130	E5	Schwartz Center for Performing Arts
1925	D6	Atwood Chemistry Center	600	A6	3130	E5	Smith Hall
526	F6	Baptist Student Center	940	E2	38	C3	South Hall
1200	F5	Black Student Alliance	3260	E5	6100	C3	SPICED House
1330	C2	Black Student Alliance	1721	E1	3861	I2	Student Activities and Academic Center
1261	A6	Branch Campus	1580	E5	1170	D5	Talbot Hall (Sociology)
1590	E5	Branch Campus	3070	E5	3120	F3	Testing and Evaluation (Rock House)
1595	D5	Branch Campus	1580	E5	3120	F3	Thomas Hall
70	D3	Campus Services Building A	1721	E1	3160	E3	Tower Apartments
1350	D3	Campus Services Building B	1580	E5	1900	F4	Tower Apartments
1081	C3	Campus Services Building C	3070	E5	1249	D5	Tower Apartments
1802	C3	Campus Services Building D	1552	H1	3391	E4	Tull Energy Plaza
1803	D3	Campus Services Building E	3680	E5	320	C1	Turman Residential Hall (North, East, & South)
1360	D3	Campus Services Building F	3680	E5	320	C1	Turman Residential Hall (North, East, & South)
1860	D3	Campus Services Building G	3680	E5	320	C1	Turman Residential Hall (North, East, & South)
1610	D3	Campus Services Building H (Steam Plant)	970	C2	3860	H1	University House Services Warehouse
33	A2	Cardinal Athletic Field	1130	D6	90	G5	Victim Facility House
1200	D5	Cardinal School of Theology	3265	F5	700	C2	Visual Arts Building
800	D5	Canon Chapel	3090	F5	950	B2	Wellness Center/Facility Staff Assistance Program
1970	F6	Catholic Center	3265	F5	950	B2	Wellness Center/Facility Staff Assistance Program
1973	F6	Catholic Center	1711	G1	377	B1	Wellness Center/Facility Staff Assistance Program
8510	D1	CDC, U.S. Centers for Disease Control & Prevention	2031	F5	377	B1	Wellness Center/Facility Staff Assistance Program
1715	F6	Center for Humanistic Inquiry	950	B2	378	B1	Wellness Center/Facility Staff Assistance Program
1257	A6	Center for Lifelong Learning	1555	H1	1380	D5	White Hall
1340	F3	Center for Rehabilitation Medicine	1950	B2	1941	E5	White Hall
3210	E4	Center for the Study of Education	1340	F5	1941	E5	White Hall
3210	E4	Center for the Study of Education	1340	F5	1941	E5	White Hall
38	C6	Chapel Park	3110	E4	1800	D4	Woodruff Memorial Research Building
2040	F5	Chemistry Center, Sanford S. Atwood	3100	E3	1402	D5	Woodruff Physical Education Center
280	F4	Children's Healthcare of Atlanta at Egleston	500	D3	1402	D5	Woodruff Physical Education Center
3300	I3	Clairmont Campus, Pinckney	2420	E1	1515	D2	Woodruff Residential Center
3306	I2	Clairmont Residential Centers A, B, C, D	1784	E5	3190	E2	Woodruff Residential Center
3307	I2	Clairmont Residential Centers E, F, G, H	1784	E5	3190	E2	Woodruff Residential Center
3009	E2	Citizen Tower	3271	C4	1880	E5	Woodruff Library - Center for Library and Information Resources
7901	C2	Citizen Tower	3271	C4	1880	E5	Woodruff Library - Center for Library and Information Resources
3380	H3	Citizen School, The (at Clairmont Campus)	3272	D4	2440	F1	Yerkes National Primate Research Center and Neurosciences Center
3210	F4	Cox Hall (Food Court and Ballroom)	3272	D4	2440	F1	Yerkes National Primate Research Center and Neurosciences Center
1440	E3	Division of Allied Health	3272	D4	2440	F1	Yerkes National Primate Research Center and Neurosciences Center

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