



BSC

Birmingham-Southern College

22
23 CATALOG

All information in this catalog pertains to the 2022-2023 academic year and is correct to the extent that the information was available during its preparation. However, Birmingham-Southern College reserves the right to change course offerings, tuition, fees, rules governing admission, requirements for graduation and the granting of degrees, and any other regulations affecting its students. Such changes are to take effect whenever the administration deems it necessary, whether or not there is actual notice to individual students. Given budgetary considerations and the decision to publish this catalog every year, the College chooses to tell students about interpretations or policy changes as they occur from time to time. Such information is made available through student publications or other means.

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

BIRMINGHAM-SOUTHERN COLLEGE CATALOG

August 2022

Vol. CI

The Birmingham-Southern College Catalog is published by Birmingham-Southern College, 900 Arkadelphia Road, Birmingham, Alabama 35254.

CORRESPONDENCE DIRECTORY

Administrative Affairs and General Matters President

Academic Information Provost

Academic Records and Transcripts..... Registrar

Admission Information..... Vice President for Enrollment Management

Financial Aid..... Director of Financial Aid

Financial Matters Vice President for Business and Finance

Gifts and Bequests Vice President for Advancement and Communications

Student Life Information..... Vice President for Student Development

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

BIRMINGHAM-SOUTHERN COLLEGE
 Birmingham, Alabama 35254
 Telephone: 205-226-4600 / 800-523-5793
 Website: www.bsc.edu

Birmingham-Southern College does not discriminate on the basis of race, color, national origin, ethnic origin, sex, sexual orientation, age, disability, genetic information, or status as a protected veteran in employment or the rights, privileges, programs, and activities generally accorded or made available to students at the school, administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Birmingham-Southern College does not discriminate with respect to students on the basis of religion, but consistent with its Methodist heritage and affiliation, may provide additional aid and options to individuals of particular religions. This statement of non-discrimination applies to educational programs, educational policies, admissions policies, educational activities, employment, access and admission, scholarship and loan programs, and athletic and other school-administered programs. Birmingham-Southern College is exempt from the religious discrimination provisions of Title VII of the Civil Rights Act of 1964 pursuant to 42 U.S.C. Sections 2000e-2(a) and 2000e(j).

Any persons having inquiries concerning compliance with implementation of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990, or other civil rights laws should contact one of the following individuals, whom Birmingham-Southern College has designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, David Eberhardt, Vice President for Student Development, Norton Campus Center, Room 230, 205-226-4722; Sandra Foster, Section 504 Coordinator/Disability Access

and Accommodation, Norton Campus Center, Suite 228, 205-226-7909; Dana Bekurs, Associate Dean of Students, Norton Campus Center, Suite 226, 205-226-4725; or EEO/AA Officer, Vanessa D. Crawford Jones, Assistant Director of Human Resources, Munger Hall, Room 308, 205-226-4644.

COMMUNICATING COMPLAINTS TO THE COLLEGE

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

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

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

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

For students receiving Veterans Affairs (VA) education benefits, any complaint against the College should be routed through the VA GI Bill® Feedback System by going to <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then investigate the complaint through appropriate channels and resolve it satisfactorily. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website at <http://www.benefits.va.gov/gibill>.

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GENERAL INFORMATION

MISSION OF THE COLLEGE

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

OUR COMMITMENT TO EDUCATION

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

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

In addition to completing general education requirements, students may choose a major offered by the College or, in consultation with a faculty committee, may design their own majors in order to pursue another specific academic interest or goal. We feel that allowing students to participate in the design of their own academic program encourages enthusiasm and responsibility, and adds to the intellectual vitality of the College.

We work hard to keep our programs flexible, our courses up to date, and our outlook toward education innovative. We value diversity in all of its senses. Experiential learning, to which the College has a strong commitment, complements classroom work. A number of learning experience formats are available to all students, including internships, international study-travel, service learning, and faculty-student research collaborations. We also provide for tutorials and independent study through which students may pursue topics of special interest in close cooperation with a faculty member.

Our obligation as a liberal arts college is to help students develop the capacity to make and communicate responsible decisions based on information accurately gathered and astutely analyzed. Faculty take this responsibility seriously and work to direct students toward developing skills in reading, writing, and speaking; in understanding the methods

and principles of the sciences and their significance in the modern world; in cultivating appreciation of the arts; in understanding and appreciating diversity in spiritual, social, political, and economic institutions and heritage; and in achieving competence in at least one field of knowledge that will help prepare students for their chosen profession or vocation. These skills and dispositions serve students well whether they choose to major in a traditional liberal arts field or one of our pre-professional programs. Our commitment to the assessment of student learning ensures that these goals are met.

Our faculty is composed of a talented and well-qualified group of individuals who recognize effective teaching as their primary obligation to the College. In class, they present well-informed, up-to-date material pertinent to their disciplines and strive to actively engage students with that material. Out of class, they make themselves available for student inquiries, individual instruction, and directed research. We believe personal attention to individual academic concerns and needs is an essential factor in the effectiveness of our teaching and it allows us to continue to enhance the healthy intellectual environment at the College.

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

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

The College operates on a four-one-four academic calendar, consisting of a fall term, the January Exploration term, and a spring term. Students typically enroll in four courses in the fall, one in the Exploration term, and four in the spring. A more limited number of courses is also offered over the summer. The Exploration term offers students the opportunity for intense investigation of a particular subject for a period of approximately four weeks. This may be a project proposed by a faculty member or one designed by a student and a faculty sponsor; it may be held on campus or anywhere off campus, domestic or foreign; it may be an overall introduction to a subject area or a specialized interest investigated in depth. Whatever the project chosen, Exploration term is a time intended to provide students with unique opportunities for creative, experiential, and independent study.

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

At Birmingham-Southern College, we take pride in our tradition of providing a high-quality liberal arts education; we are proud of our continued ability to take a flexible approach to maintaining proven educational goals and standards; and we value mutual respect among all segments of our college population. The information in this Catalog will help future students to understand our degree requirements, curriculum, and co-curricular activities, and will assist current students in taking full advantage of all that Birmingham-Southern College has to offer.

HONOR CODE

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

HISTORY OF THE COLLEGE

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

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

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

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

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

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

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

ACCREDITATION AND MEMBERSHIPS

Birmingham-Southern College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Questions about the accreditation of Birmingham-Southern College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

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

The College holds membership in the following organizations:
American Association of University Women
American Council on Education

Annapolis Group
 Association of Alabama Independent Colleges and Universities
 Association of American Colleges and Universities
 Association of Governing Boards of Universities and Colleges
 Campus Compact
 Council for Advancement and Support of Education
 Council of Independent Colleges
 General Board for Higher Education and Ministries
 National Association of College and University Business Officers
 National Association of Independent Colleges and Universities
 National Association of Schools and Colleges of the United Methodist Church
 National Collegiate Athletic Association
 Southern Athletic Association

CONSORTIAL ASSOCIATIONS

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

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

RESOURCES FOR STUDENT SUCCESS

Communication

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

Faculty Advising

Comprehensive advising is an integral part of the academic program at Birmingham-Southern College and of students' broader experiences at the College. All students are assigned a faculty advisor who assists in setting academic and professional goals, weighing options, and accessing resources that are available to ensure success at the

College. The student and the faculty advisor work together and have shared responsibility in the advising process. Ultimately, however, each student is responsible for understanding and completing the requirements for graduation.

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

Pre-Professional Programs

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

Academic Resource Center

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

Library and Information Services

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

Professional librarians provide a variety of research, instruction, and information services. They assist students in learning to locate, evaluate, and use information and support them in their research. Library orientation and instruction classes are taught by librarians to assist students in developing sound research techniques and information literacy skills. The Library staff oversees the maintenance and circulation of the collection and ensures the smooth operation of the facility.

Many of the Library's resources may be accessed online via the Library's website. Collections include more than 500,000 e-books, nearly 200 online databases, and access to over 100,000 e-journal titles. The building houses more than 250,000 titles selected to support instruction and research at the College as well as DVDs and print periodicals.

The Library is a Congressionally designated partial depository for United States government documents. Special collections house the College archives, the archives of the North Alabama Conference of the United Methodist Church, and rare books. Digitized collections include Birmingham-Southern College yearbooks dating back to 1907, as well as a number of student publications.

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

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

Counseling and Health Services

The staff in Counseling and Health Services is equipped to provide assistance in a variety of areas. Any currently enrolled student may utilize services, which are offered in a confidential and nonjudgmental environment.

The counseling staff typically works with short-term counseling needs ranging from adjustment to college, time and stress management, anxiety and depression, relationship concerns, and loss and grief. More involved concerns requiring a specific expertise may be referred to a mental health professional off campus as needed or requested. The staff is available for consultations and referrals for all members of the campus community, including faculty and staff.

The Office of Health Services provides personal care and assists individuals in maintaining a healthy lifestyle. Health Services provides on-campus healthcare by a full-time registered nurse at no additional charge. The College also partners with a local community health organization to provide further medical care through an on-campus urgent care center, with services covered by individual's health insurance plans. Services are available for all members of the campus community.

Career Services

The Birmingham-Southern College Career Services Office partners with the Krulak Institute to provide career counseling, assessment, and other tools and resources necessary for career development, as well as experiential learning opportunities, career planning, and professional development. Assistance is provided with networking, interview preparation, and résumé writing as part of an overall job search process. The Office also aids students in completing the application process for graduate and professional study.

Student Government

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

ACADEMIC POLICY AND INFORMATION

Academic Calendar

The academic calendar is divided into two terms, a fall term beginning in late August and concluding in December, and a spring term beginning in early February and concluding in May. The month of January is an Exploration term during which students engage in an academic project under the supervision of a faculty member. There is also a summer term on campus, including regular coursework and undergraduate research. The academic calendar, showing pertinent dates for the academic year, is posted on the College website.

Typically, courses in regular terms are scheduled for two or three days per week. Not all courses conform to this schedule; the College recognizes that different kinds of learning experiences may require different contexts for learning. Students should consult the class schedule as they plan their courses each term. A “Common Hour,” when no classes are held, is built into the schedule on Tuesdays and Thursdays for special programs, speakers, and College community activities.

Classification of Students

Students who are candidates for a bachelor’s degree are classified as follows: *first-year students*, if they have completed fewer than six units (regular units, excluding Exploration term units); *sophomores*, if they have completed at least six but fewer than 14 regular units AND a minimum of 6 Lecture and Arts credits; *juniors*, if they have completed at least 14 but fewer than 22 regular units AND a minimum of 12 Lecture and Arts credits; and *seniors*, if they have completed at least 22 regular units AND a minimum of 18 Lecture and Arts credits but have not completed remaining degree requirements. Transient students and special students are classified as *not-candidate-for-degree* students.

Unit System for Academic Credit

The basic measure of academic credit at Birmingham-Southern College is a “unit,” which reflects time spent in the classroom, lab, and/or studio, and completing course-related assignments. A unit is the equivalent of four semester hours or six quarter hours. Each one-unit course requires a minimum of 180 academic hours (150 clock hours; 9000 minutes).

Academic Load

Enrollment in three units is the minimum required for full-time status during a regular term (fall and spring). During the fall and spring term, a full-time student’s normal load is four full-unit courses or the equivalent. During the Exploration term, the normal full-time load is a project credited as one full-unit course.

Academic Overload

Students who have attained a minimum grade point average of 3.000 and obtained written academic advisor permission may enroll in a maximum of five units during the fall and spring terms. There is an additional tuition charge for any extra units beyond 4.75 units in a regular term. During the fall and spring terms, students may register for an additional half-unit beyond normal load without written academic advisor permission. No overload is permitted during the Exploration term.

Registration

Currently enrolled students register for the following term near the end of each fall and spring term. Students register for the Exploration and spring terms during the fall term prior to those terms; registration for the summer and fall sessions occurs during the spring term prior to those terms. A student who was not enrolled in the College during the previous term must be readmitted in order to register for courses.

Students are required to confirm their registration on the confirmation date for that term. Students who fail to confirm may be dropped from courses. After the end of the second week of fall or spring term classes, no student may register for credit. The last date to register a summer term course may be found in the summer term academic calendar.

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

Audited Courses

With the approval of the faculty advisor and the instructor teaching the course, a student may audit a course instead of taking it for credit. Students are required to attend class meetings and fulfill all course requirements. If the student does not meet these conditions, the course will not be entered on the student's transcript. A fee of \$500 is charged per audited unit.

Non-Graded Courses

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

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

Students who have accumulated at least 15 regular units of credit in residence at Birmingham-Southern College may elect to receive evaluations of “S” or “U” at the rate of no more than two per year. Transfer students may elect to receive evaluations of “S” or “U” at the same rate after earning a total of 15 units of college credit, eight of which must have been earned at Birmingham-Southern College.

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

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

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

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

Adding and Dropping Courses

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

To add or drop a course or to select grading options, a student must present to the Office of Academic Records a change-of-course form. After the first week of classes, a student must obtain the instructor’s signature to add a course. From the beginning of any regular term up until the end of the second week of classes, a student may add a course or elect the “S”/“U” or “audit” options. A student may drop a course without a grade through the end of the fourth week of classes. After the fourth week of classes and up until the end of the seventh week of classes, a student dropping a course will receive a grade of “W.”

A student dropping a course after the end of the seventh week during a regular term will receive a grade of “F” or “U” unless special permission for a “WP” or “WF” is granted by the Provost. Such permission will be granted only in the most exceptional circumstances (e.g., medical withdrawal), and only before the last day of classes in the term. With a medical withdrawal, *all* courses enrolled in during the term are dropped.

The Veterans Benefits Administration (VA) considers it unsatisfactory progress for a veteran or a person eligible for veteran's benefits to withdraw from a course after midterm.

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

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

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

Class Attendance

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

No student is authorized to attend a class or to receive credit unless properly registered for the course and unless the student's account with the Bursar's Office has been settled.

Observance of Religious Holidays

Birmingham-Southern College is committed to the spiritual development of a diverse student body. The College makes every reasonable effort to allow students to observe religious holidays of obligation without academic penalty. Holidays of obligation are those holidays during which the observant person, according to religious practice, cannot work. Within the first 15 days of the term, students should review course syllabi for potential religious conflicts, notify professors of potential conflicts, and make arrangements concerning missed work. Any questions or concerns can be addressed to the Provost or Chaplain of the College.

Accessibility and Accommodations

Birmingham-Southern College is committed to providing students with disabilities reasonable accommodations for equal access to programs and activities of the College. The Office of Accessibility Resources and Services works to ensure that all aspects of the College's education and campus life are accessible for students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the ADA Amendments Acts of 2008 (ADAAA). The Office of Accessibility Resources and Services with administration, faculty, and staff to promote an accessible and inclusive environment.

Students seeking academic or residential accommodations or meal plan modifications are responsible for contacting and initiating the process to obtain accommodations by emailing, calling, or visiting the Office of Accessibility Resources and Services located in the Norton Campus Center. Students who have completed the College's process to qualify for academic accommodations are responsible for discussing their needs with all of their instructors at the beginning of each term, including those accommodations they wish to utilize as well as specific arrangements for implementing each accommodation. Birmingham-Southern College will provide reasonable accommodations to aid in a student's academic success, but no accommodation can fundamentally alter an academic course. Additionally, general education requirements will not be waived. Detailed information for applicants and currently enrolled students may be found on the College's website.

Mid-Term Assessments

Approximately six weeks into each fall and spring term, faculty members assess the progress of the students in their courses. First-year students receive mid-term assessments regardless of their level of performance. Sophomore, junior, and senior students receive mid-term assessments at the discretion of their instructor, particularly when their performance in a course at midterm is the equivalent of a "C-" or lower. All students who receive mid-term assessments are expected to consult personally with their advisor and with their professor in order to discuss particular problems.

Final Examinations

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

GRADING SYSTEM

Definition of Grades

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

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

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

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

I	—	credit postponed until completion of assignments by end of next regular term
O	—	credit omitted until completion of a course designed to extend beyond one term
W	—	withdrawal without grade
WF	—	withdrawal with a grade of “F” (assigned for a medical withdrawal when a student withdraws from all courses after the seventh week of classes)
WP	—	withdrawal with a grade of “D” or above (assigned for a medical withdrawal when a student withdraws from all courses after the end of the seventh week of classes)
Z	—	audit

Other notations:

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

Quality Points

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

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

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

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

Incomplete Grades

I - Incomplete

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

O – Credit omitted until completion of a course designed to extend beyond one term

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

Change of Grade

With the exceptions of an incomplete grade, a grade of “O,” or grades submitted in error (calculation or reporting), a grade once recorded by the Registrar shall not be changed without prior approval from the Provost, who shall consult with the course instructor in evaluating any grade-change request. A change in grade requested by a student must be initiated no later than the end of the fourth week of the next regular term unless an extension of time is approved by the Provost.

Academic Fresh Start

Students who have been absent from college for a period of five or more years may, upon admission or readmission, choose to have all prior grades and credits removed from computation of their total credits and their grade point average. This grade waiver option must be requested upon admission or readmission, and it may be exercised only one time.

All requests for waiver of grades exercised under the option described above are supervised by the Provost’s Office, which reserves the right to request appropriate academic information and to interview candidates for admission or readmission to help ascertain their ability and determination to succeed in their academic work.

Courses Repeated and Redeemed

Any course repeated is undertaken with the understanding that the second grade earned will take precedence over the original grade earned. All work attempted and all grades earned will be shown on the student’s transcript. A student who has passed a course with a grade of “C” or higher may only repeat the course on an audit basis. Courses may not be redeemed by contract. A student who has earned a grade of “C-” or below in a course may redeem the course under the following conditions:

- (1) A course may be redeemed only by repeating the same course at Birmingham-Southern College.
- (2) No credit will be granted for the first time the course was taken, and the first course will be listed on the student’s transcript as “redeemed.” The grade from the first course will appear on the transcript but will not be used to compute the student’s grade point average.
- (3) A student may redeem a course a second time, but in such a case both the second and third grade will be used to compute the student’s grade point average.
- (4) A student receiving a grade of “C-” or below in a first-year explorations in scholarship seminar may redeem the unit from the regular curriculum. The course chosen to redeem the unit must be approved by the faculty member whose course is being redeemed, the student’s advisor, and the chair of the department of the faculty member whose course is being redeemed. In the case of redemption, no credit will be granted for

the original course. It will remain listed on the transcript as “redeemed.” If redeemed, the grade for the original course will appear on the transcript but will not be used to compute the student’s grade point average.

Grade Appeal Policy

Birmingham-Southern College supports the academic freedom of faculty members in assigning students a final grade. If a student believes an error has been made in the calculation or recording of a final grade, the student should immediately alert the professor. Beyond such errors, formal appeals of final grades are granted only when there is **clear and convincing** evidence that the final grade was “arbitrary and capricious, irrational,” or “made in bad faith” [Susan M. V. New York Law School, 556 N.E. 2nd 1104, 1107 (1990), 76 N.Y. 2nd 241, 557 N.Y.S. 2nd 297]. Students should understand that an allegation that a final grade was arbitrary and capricious, irrational or made in bad faith is a *serious* charge and should not be made unadvisedly.

If a student wishes to appeal a final grade, the student must contact the professor no later than 30 calendar days after the beginning of the next regular term. If this consultation fails to resolve the issue, the student may contact the appropriate department chair, who will then contact the professor concerned. If the complaint remains unsettled, the student may contact the appropriate area chair next. If the matter is then still unresolved, the student may file a written appeal with the Provost on a form provided by the Provost’s Office.

After reviewing the appeal, the Provost may deny the appeal or may request that the Faculty Advisory Committee select a three-person committee from the full-time faculty of the College. Two members of this committee must come from the department involved, and the third will come from outside the department. The committee will determine its own procedures and review the case with the following stipulation: the burden of proof for demonstrating a breach of standards rests with the student, and the student must provide documentation of attempts to resolve the issue through previous consultations.

When the review is complete, the committee will notify the Provost of its decision. The Provost will have the final decision in determining whether a change of grade is necessary. The Provost will inform the student in writing of the decision and send copies of this same letter to the committee, the faculty member, the appropriate department chair, and the appropriate area chair. The entire grade appeal process is normally finalized by the end of the next regular term after the term of the grade under appeal.

Transcripts

Students or alumni requesting transcripts of their academic record should submit a transcript request to the Office of Academic Records well in advance of the time the transcript is needed. Request forms and instructions for online requests and electronic

delivery are available on the College's website. All financial obligations must be satisfactorily discharged before a transcript is issued.

COURSEWORK AT OTHER INSTITUTIONS

Transfer Credit

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

Courses with a grade of "C" or higher may be transferred. Developmental, orientation, and vocational courses are not transferable. All transfer units awarded appear on the Birmingham-Southern College transcript as credit only with the notation "TR" and are not computed in the cumulative grade point average. A Birmingham-Southern College course equivalent designation (or "000" for non-equivalent courses) is listed on the transcript. Credited courses may be reviewed for equivalency to designated Explorations learning outcomes courses at the College. No more than 96 quarter hours or 64 semester hours (16 units) of credit are accepted for transfer from a community college or other accredited institution.

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

Transient Credit

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

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

Pre-approved transient courses with a grade of “C” or higher may receive academic credit. All transient units awarded appear on the Birmingham-Southern College transcript as credit only with the notation “TR” and are not computed in the cumulative grade point average. Transient courses may be applied toward graduation requirements, including the academic area requirement, and major and minor requirements, if approved as such.

Transient courses may not count as learning outcomes designated courses for Explorations. Transient courses will be converted from semester or quarter hours into Birmingham-Southern College units. Semester hours are divided by four and quarter hours by six to equal unit values. For example, a transient course of three semester hours will be converted to a 0.75-unit of academic credit. Students who have completed more than 15 regular units may not take courses at a community college for academic credit at Birmingham-Southern College. Birmingham-Southern College courses may not be redeemed by transient courses. Transient courses do not count toward satisfying the College’s residency requirement.

Advanced Placement and International Baccalaureate Credit

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

Advanced Placement Equivalences

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Art (General)	1	1	4 (submitted portfolio)	AR 111 or AR 112
Art (Drawing)	1	1	4 (submitted portfolio)	AR 150
Art History	1	1	4	ARH 215 or ARH 216

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Biology	1	1	4	BI 125
Chemistry	1	1	4	CH 111
Chinese	2	1 (gram) 1 (gram)	4 4	CHN 101 CHN 102
Computer Science	2	1 (prncpls) 2 (A)	4 4	CAC 170 CAC 180
Comparative Politics	1	1	4	PS 238
Economics	2	1 (macro) 1 (micro)	4 4	EC 201 EC 202
English*	2	1 (gram) 1 (lit)	5 5	EH 102 EH 200
Environmental Studies	1	1	4	UES 150
History	2	1 (Euro) 1 (Amer)	4 4	HI 103 HI 151 or HI 152
Latin	2	1 (gram) 1 (lit)	4 4	LA 102 LA 245
Mathematics	2	1 2	4 (AB) 4 (BC)	MA 231 MA 231 and MA 232
Music Literature	1	1	3	MU 121
Music Theory	1	1	4	MU 150
Physics	2	1 1	5 (C-M) 5 (C-E&M)	PH 121 PH 122
Political Science	1	1	4	PS 101

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Psychology	1	1	4	PY101
Spanish	2	1 (gram) 1 (lit)	4 5	SN 220 SN 280
Statistics	1	1	4	MA 207

**elective credit only*

International Baccalaureate Equivalencies

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course
Art	Credit considered on an individual basis			
Biology	1	1	6	BI 125
Chemistry	1	1	6	CH 111
Computer Science	1	1	6	CAC 170
Economics*	1	1	6	EC 201
English*	2	1 1	6 6	EH 102 EH 200
History	1	1	6	HI 151 or HI 151
Mathematics	2	2	6	MA 231 and MA 232
Music Literature	Credit considered on an individual basis			
Philosophy	1	1	6	PL 201
Physics	2	2	6	PH 121 and PH 122

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course
Spanish	1	1 (standard)	6	SN 220
	1	1 (higher)	6	SN 280
Theatre	1	1	5	THA 104

**elective credit only*

ACADEMIC PROGRESS

Satisfactory Academic Progress

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

Academic Probation

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

- (1) Failure to earn above a 1.000 grade point average in any regular term.
- (2) Failure to meet the academic year grade point requirement for the Birmingham-Southern College average and cumulative average. The minimum acceptable grade point average at the end of the first year is 1.500. At the end of the sophomore year it is 1.800. At the end of the junior year and thereafter it is 2.000.
- (3) Failure to satisfy the Provost of the College that satisfactory progress is being made toward a degree.

During the probationary period, a student may not hold any student office, participate in intercollegiate athletics, or make any public appearances as a representative of the College. Student-athletes should consult with the athletics compliance officer for specific guidelines concerning participation in athletics while on academic probation.

A student remains on academic probation until successfully completing at least three full-unit courses or the equivalent during a regular term, or two full-unit courses during a summer term, and must satisfy the Provost that there is consistent progress toward a degree by meeting the academic year grade point average requirements.

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

Academic Suspension

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

Disciplinary Suspension

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

Academic Dismissal

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

Withdrawal from the College

A student who is enrolled during any term may request withdrawal from the College. Permission to withdraw is granted only by the Provost. All withdrawals must be completed by the last day of classes that term. A student who discontinues studies without permission of the Provost will receive an “F” in all courses that term.

In order to obtain permission to withdraw, a student should first consult with the Assistant Provost; the student must then complete the withdrawal form and be sure to achieve proper check-out with several offices on campus: Residence Life, Financial Aid, Bursar, Campus Police, and the Office of Academic Records. International students who request to withdraw must complete additional paperwork with the Sklenar Center for International Programs. If the student must withdraw for medical reasons, the student’s request must be supported by a physician’s or a counselor’s letter.

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

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

To return to Birmingham-Southern College after a withdrawal, the student must complete the application for readmission available on the College's website. A readmission fee of \$50 is charged. If the withdrawal occurred for medical reasons, the student must obtain and submit documentation from the physician or counselor clearing the student to return to the College.

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

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

Application for Degrees

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

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

Commencement

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

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

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

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

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

ACADEMIC RECORDS

The Right to Privacy

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

Directory information includes the student's name, address, e-mail address, telephone listing, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended, and participation in officially recognized activities and sports. A student's directory information is not usually provided to anyone who requests it, including persons outside the College. A student may withhold

directory information by notifying the Office of Academic Records in writing. A request to withhold directory information remains in effect as long as the student continues to be enrolled, or until the student files a written request with the Office of Academic Records to discontinue the withholding. All students are responsible for keeping the College informed of their correct mailing address, both school and home. Any change in address should be updated by the student through the address change function online. Parent address change information should be submitted to the Office of Academic Records.

Non-directory information makes up the remainder of the student's education record. The education record includes, but is not limited to, academic, disciplinary, financial aid, health, student account, and other information directly related to a student's enrollment at Birmingham-Southern College. Students may give permission to allow their education record to be disclosed to a designated individual(s) by signing the *FERPA Release Form – Student Consent for Access to Education Records*. The FERPA release form is available on the Office of Academic Records home page. FERPA also allows a student's academic record to be shared without the student's direct consent with parents or guardians who certify their student is claimed as a dependent for IRS purposes.

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

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

ACADEMIC HONORS

Dean's List of Distinguished Students

The Dean's List of Distinguished Students is compiled at the end of both the fall and spring terms. It consists of the names of those students who have maintained a grade point average of 3.500 or higher on work attempted during the term. To qualify for the Dean's List, a student must take at least three full-unit courses and receive a grade of "C"

or higher for each enrolled course. No student is eligible for the Dean's List in any term during which the student has received an incomplete grade ("I" or "O"). Grades of "S" are not included in determining Dean's List eligibility.

Honors at Graduation

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

Academic Awards

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

Honor Societies

Alpha Epsilon Delta recognizes excellence in pre-medical scholarship.

Alpha Kappa Delta is an international sociology honor society.

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

Alpha Psi Omega is a national theatre honor society for those demonstrating a high standard of accomplishment in theatre.

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

Kappa Alpha Omicron is an international environmental honorary for students at the sophomore-level or higher recognizing outstanding academic achievement in urban environmental studies.

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

Kappa Mu Epsilon recognizes excellence in the field of mathematics.

Kappa Pi recognizes excellence in the fields of studio art and art history.

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

Omicron Delta Epsilon recognizes outstanding scholarly achievement in the field of economics.

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

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

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

Phi Beta Kappa, the nation's oldest academic honor society, was founded in 1776. The Beta of Alabama Chapter at Birmingham-Southern College was founded in 1937. Election to Phi Beta Kappa is based on scholarly achievement in a broad program of intellectual interest within the context of a liberal education. High grades alone, particularly if earned in a narrowly conceived vocational or pre-professional program, are not sufficient reason for election. Students are elected by the resident members of Phi Beta Kappa after a careful analysis of grades and course distribution. Candidates for election must be pursuing a liberal arts degree of adequate breadth; candidates for degrees other than Bachelor of Arts or Bachelor of Science are considered only if they have fulfilled the general program for the liberal arts degree. Election is limited to those students who will complete degree requirements by the June following election. At no time may Phi Beta Kappa elect more than ten percent of the graduating class to membership; students with less than a 3.400 grade point average may not be considered for membership, although the criteria for election are somewhat different for transfer students.

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

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

Pi Sigma Alpha recognizes academic achievement in the field of political science.

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

Sigma Beta Delta recognizes academic accomplishments by students in business.

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

Theta Alpha Kappa recognizes academic achievements of students in religion and theology.

ACADEMIC PROGRAMS

GRADUATION REQUIREMENTS

Degrees Conferred

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

Requirements for the Bachelor's Degree

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

- (1) Total units: successfully complete a minimum of 32 units (30 regular term units and 2 Exploration term units). No more than two Exploration term units may count toward graduation. Additional Exploration term units count toward the cumulative grade point average and will also appear on the student's transcript. Additional Exploration term units cannot substitute for regular term units.
- (2) General education: successfully complete the Explorations curriculum requirements listed in the following section of this catalog.
- (3) Major: successfully complete a concentration consisting of a minimum of eight units. For the Bachelor of Arts degree or the Bachelor of Science degree, no more than 20 units in a disciplinary or interdisciplinary major and its supporting courses (including Exploration terms) may be presented toward the 32 units required for graduation.
- (4) Academic areas: successfully complete at least one regular term unit in each of four academic areas: fine and performing arts (art, art history, music, theatre); social sciences (economics, political science, psychology, sociology); natural sciences (astronomy, biology, chemistry, physics, UES 150, UES 160); and humanities (Arabic, Asian studies, Chinese, English, Greek and Roman studies, Hebrew, history, Latin, philosophy, religion, Spanish, and excluding EH 102, EH 208, and language courses at or below the intermediate level). These academic area courses may be used to fulfill general education and major requirements.
- (5) Grade point average: earn a minimum grade point average of 2.000 (a "C" average) on all work completed at Birmingham-Southern College and a minimum grade point average of 2.000 on all work completed for a major or minor. Students who pursue an interdisciplinary major must maintain a minimum grade point average of 2.000 in the required courses in each of the disciplines.

(6) Lecture and arts events: attend 24 approved lecture and arts events. A list of approved lectures, performances, recitals, and events will be published through electronic means. Incoming transfer students are credited with three lecture and arts events for each term attended before coming to Birmingham-Southern College up to a maximum of twelve. Events which fulfill the graduation requirement of 24 lecture and arts events must contain significant artistic or intellectual content and be open to the entire College community or designated specifically for the Harrison Honors Program. These are limited to Provost's Forums, campus fine and performing arts events, and approved presentations by invited speakers to the College. Students may not receive lecture and arts event credit for events in which they are participants.

(7) Residency: complete at least two years of work (18 units – 16 regular term units and 2 Exploration term units) at Birmingham-Southern College. A student who has transferred to the College from another institution must complete at least five units in the major discipline, and, if declaring a minor, earn at least half of the required units at Birmingham-Southern College.

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

(8) Discharge all obligations and college duties.

Explorations Curriculum Requirements

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

- communicate effectively
- solve problems creatively
- engage their social and political world
- connect their coursework to the wider world
- engage in self-directed teaching and learning

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

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

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

In order to assist students in their purposeful exploration, we have designed a curriculum around each of the five values mentioned above. Curriculum requirements are met by successful completion of specifically-designated courses germane to each of the values. There is no one way to satisfy Explorations curriculum requirements. Students should use the following framework to craft their own unique exploration.

(1) Effective Communication. Students should be able to communicate effectively in written, oral, and artistic forms to a variety of audiences. Students develop these skills in three courses:

- one first-year seminar in writing and critical thinking (EH 102 or EH 208)
- one writing reinforcement course within the major (WR)
- one course in creative expression (CE)

EH 102 or EH 208 – First-Year Seminar in Writing and Critical Thinking.

Students will be able to

- demonstrate sound logic, awareness of complex issues, and connections
- produce a clear thesis, unified and coherent paragraphs, appropriate transitions between paragraphs, and an organized structure
- produce paragraphs with clear topic sentences, well-chosen examples, and supporting details
- use appropriate quotations, well-integrated into sentences, and properly cited in MLA style
- revise, edit, and proofread for varied sentence structure, careful diction, standard grammar and punctuation, and authorial voice and audience

WR – Writing Reinforcement. Students will be able to

- address specific purposes, contexts, and audiences
- develop ideas to meet the demands of the rhetorical situation
- utilize appropriate genre and disciplinary conventions (i.e., organization, content, presentation, style)

- identify sources suitable to the genre or academic discipline
- employ syntax and mechanics standard to genre or disciplinary practices
- demonstrate the ethics of academic writing

CE – Creative Expression. Students will be able to

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

(2) *Creative Problem Solving*. We expect students to be able to identify and solve problems using a variety of methods. They further develop these abilities through four courses from a range of disciplines:

one course in quantitative analysis (QA)

one course in scientific methodologies (SM)

two courses from two different disciplines in the interpretation or analysis of people, societies, artifacts, or theories (IA)

QA – Quantitative Analysis. Students will be able to

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

SM – Scientific Methodologies. Students will be able to

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

IA – Interpretation or Analysis. Students will be able to

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

(3) *Civic Engagement*. Fully engaged citizens articulate their place in the world by attending to historical, social, economic, and geographical differences; such citizens are equally capable of attending to competing interests by weighing the costs of privileging one perspective over another. To assist students in refining this attention, we invite them to participate in three courses or experiences among the following, with no more than two of the three coming from any one option:

courses in a foreign language

courses whose primary concerns are the understanding of subject matter within a global perspective, be that a cultural, political, social, economic, historical, linguistic, or aesthetic framework (GP)

courses whose primary interests are in competing ethical, moral, or community interests (CI)

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

GP – Global Perspectives. Students will be able to

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

CI – Community Interests. Students will be able to

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

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

one designated first-year explorations in scholarship seminar (ES)

one connection in scholarship senior experience, which serves as the capstone within the major and includes a required public presentation

one experiential learning (EL) experience completed any time

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

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

EL – Experiential Learning. Students will be able to

- connect relevant experiences to academic knowledge, personal and professional development, and civic and social engagement
- adapt and apply skills, abilities, theories, or methods gained in one situation to another situation
- articulate a developing sense of self as a lifelong learner

(5) *Self-Directed Teaching and Learning*. Taking ownership of your own learning and becoming a self-directed, self-authorized learner is central to all outcomes of a liberal arts education, including Explorations general education requirements, disciplinary majors, and co-curricular experiences. To support the development of the habits and dispositions of a self-directed learner, we require a first-year seminar and two self-identified courses outside other general education requirements and the first major:

IDS 142 Living a Life of Significance

Two units outside the primary disciplinary designation of the first major and beyond courses used to fulfill other Explorations requirements. Courses used for a minor, academic distinction, or a second major may be used to fulfill this requirement. Partial unit courses in DA, MS, MU, and THA may be grouped as a single unit to fulfill this requirement when they are not used towards other general education requirements or the first major.

IDS 142 Living a Life of Significance

- frame useful questions about learning and living a life of significance
- draw inferences based on experiences and observations
- compare, analyze, and synthesize across different examples and cases
- evaluate and critique situations based on justifiable criteria
- make short-term and long-term plans for effective learning and living a life of significance

Explorations Curriculum Policies

Regularly enrolled Birmingham-Southern College students must fulfill learning outcomes designation requirements with scheduled courses (or in the case of the EL requirement, courses, E-Term projects, or contracts) taken at the College. Only individual courses that include an EL designation may fulfill more than one requirement, regardless of the number of designations assigned to a course.

Advanced Placement (AP) or International Baccalaureate (IB) credits may not be used to fulfill Explorations curriculum requirements, but may be used towards graduation requirements, including the academic areas requirement. See the “Coursework at Other Institutions” section of this catalog for more information.

Courses with learning outcomes designations are indicated in the “Courses” section of this Catalog. A listing of these courses can be found on the College website under the

Explorations curriculum. The *Schedule of Classes*, published by the Office of Academic Records, will serve as the official record of learning outcomes designated courses for each term.

Exploration Term

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

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

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

Students must successfully complete at least two Exploration terms. Each project counts as an Exploration term unit. A transfer student who meets only the minimum residency requirements for a degree must complete two Exploration term projects.

For those majors where the Exploration term is used for the senior project (499), the senior project must receive a letter grade. All other Exploration term projects (299) receive "S"/"U" or a letter grade as determined by the faculty sponsor.

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

EXPERIENTIAL AND ENGAGED PROGRAMS

Krulak Institute for Leadership, Experiential Learning, and Civic Engagement

The Krulak Institute supports and promotes experiential learning at Birmingham-Southern College. Experiential learning invites students to integrate classroom knowledge with real-world experiences. Internships, community service-learning, study abroad, and undergraduate research with a faculty member, for example, require participants to integrate what they know with what they do. Through thoughtful, critical reflection, students involved in experiential learning gain insight into who they are and who they want to be: as future professionals, as lifelong learners, and as engaged citizens. Likewise, innovative Exploration Term projects and individualized study opportunities invite students to engage in learning that explores the intersection between individual, academic, and professional interests.

Experiential Learning

The College values experiential learning as an integral part of a student's pathway to graduation. Experience, coupled with critical reflection, serves as a crucial component of developing the creative problem solving and critical thinking skills essential for lifelong learning and professional preparation. Thus, the College requires all students to complete at least one experiential learning (EL) designated course or project. "Experiential learning" and EL serve as the designation for experiential learning courses or projects that have been reviewed by a faculty committee to ensure alignment with recognized criteria for a quality learning experience.

An experiential learning (EL) project fulfills the following criteria:

(1) the project provides opportunity for students to exercise judgment, make decisions, and learn from mistakes through an experience that is

- *authentic* (not contrived or an assignment created to mimic the real world)
- *immersive* (not a one-time event but ongoing in a way that requires a significant amount of thought, energy, and time)
- *accountable* or *responsive* to an external person, group or community. Such accountability might derive from the relationship with a research mentor, from duties completed for an employer at an internship site, from support provided to students in a class when working as a teaching fellow, or from the cultural accountability that comes with living and studying abroad.

(2) the project includes specific learning objectives tied to academic content or students' personal/professional aspirations

(3) the project sets expectations that students engage in critical reflection before, during, and after the experience. The reflection should reveal the student's developing understanding of relevant academic content, themselves, and their relationship to a larger community

(4) the project includes support from a faculty member or a provost-approved staff member who can serve as a guide for individual students or student cohorts as they reflect on and learn from their experience

(5) the project fulfills of the EL learning outcomes, which include the ability to

- connect relevant experiences with academic content knowledge
- explore the relationship between relevant experiences and self-knowledge (values, professional aspirations, abilities)
- analyze the relationship between relevant experiences and public values and interests

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

Students may participate in regularly offered EL opportunities or may initiate their own projects. All EL projects must be approved in advance by the appropriate faculty committee. Project titles appear on the academic transcript.

A full list of available opportunities and additional information is available from academic advisors and from the Krulak Institute.

Exploration Term and Contract Learning

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

Exploration Term Projects

The January Exploration Term provides an opportunity for academic exploration not possible during the regular term, including opportunities for study-travel or focused creative production. First-year students take part in on-campus projects. Sophomores, juniors, and seniors may develop their own contracted projects. See the "Exploration Term" section in this catalog for more information.

Individualized Study Contracts

Students may design learning experiences that reflect their individual academic and career interests through the contract learning process with a faculty member or faculty committee. Contracted experiences may be initiated during any academic term. Contracted learning experiences include independent study courses, teaching fellowships, and individualized majors/minors. All individualized contracted learning experiences require approval of a faculty committee. See the “Individualized Majors” section of this catalog for more information.

Students initiate individualized learning experiences with a faculty member who plays an active role in the experience. All contracts detail the objectives of the course, project, or major; timetable for work to be completed; a bibliography; and the means by which the course, project, or major will be evaluated. For a unit of credit, students must complete at least 150 clock hours of work associated with the contract during the term, including time spent reading, writing, or completing other assignments, as well as time on site for an internship experience. The department chair of the faculty sponsor, the student’s academic advisor, and the Contract Learning Committee review and must approve all proposals. Should the faculty sponsor be a department chairperson, the course should also be approved by another member of the department or by the Provost. To elect “S”/“U” credit, a student must have at least 15 units of college credit; otherwise, independent study projects receive letter grades. Contract titles and descriptions appear on the academic transcript, and contracts are kept on file in the Office of Academic Records.

Contracts are not an alternative for existing courses in the curriculum. Courses may not be redeemed by contract. Not-candidate-for-degree students are not allowed to design and contract individualized learning experiences. Individualized courses usually carry the designation of the supervising discipline. The college-wide designations “GEN,” “IDS” (interdisciplinary studies), “SBS” (social and behavioral sciences), “FN” (fine arts), and other interdisciplinary designations are also available as alternatives for courses that do not fall clearly within a single discipline. Courses with non-disciplinary designations do not satisfy Explorations curriculum requirements. Exploration term contracts are numbered 299 or 499; regular term independent study contracts are numbered 293, 393, or 493; regular term internships are numbered 297, 397, or 497; and regular term teaching fellowships are numbered 298, 398, and 498. A maximum of two units counting toward graduation may be independently contracted.

Off-campus internship projects are directed by Birmingham-Southern College faculty members who share supervision with a field supervisor in the partnering agency. Unless designated as an Experiential Learning project, internships may not be used to fulfill general education requirements. Unless a discipline specifies otherwise, all off-campus projects are evaluated “S” or “U.” Internship prerequisites are determined by each discipline.

Bonner Leader Program

Kristin Harper and Hattie O'Hara, Program Coordinators

Since 1990, the Bonner Foundation has offered one of the largest, oldest, and most successful models for service-based scholarships. The Bonner Leader Program at Birmingham-Southern College utilizes institutional aid and the federal work-study program to provide students with financial support for community-based work throughout their tenure at the College. Each fall, a cohort of Bonner Leaders is selected from the incoming class through a competitive application process. Bonner Leaders receive a scholarship and a federal work-study position that requires engagement in eight to ten hours of community service per week. Service hours include regularly-scheduled Bonner meetings and activities that equip students to assume increasing levels of responsibility and leadership with their community engagement activities. As students progress, the focus of their community work narrows, providing an opportunity to participate in specific projects identified by a particular community partner. Bonner Leaders intentionally integrate their community work with their academic work, enhancing both in the process. Supported by the Krulak Institute, the BSC Bonner Leader program follows the Bonner Developmental Model and is supported by a national network of Bonner schools.

Bunting Center for Engaged Study and Community Action

Kristin Harper, Director

The Bunting Center for Engaged Study and Community Action promotes active civic engagement by encouraging participation in service-learning projects with local, national, and international agencies or organizations. Service-learning combines academic study, community work, and intentional reflection. The essential question posed by Bunting Center experiences is *how do we develop the best combination of knowledge, skills, and values that will make a positive difference in our communities?*

The Bunting Center provides opportunities for the Birmingham-Southern College community to

- engage in the community beyond the gate
- recognize and challenge assumptions
- interact across cultures
- reconsider ways of knowing and sources of knowledge
- understand and practice civic involvement
- channel personal and academic interests to address community-identified needs
- act to recognize and correct injustice
- prepare for lives of active citizenship

Opportunities for service-learning include the following:

Community Partnerships are student-initiated and facilitated activities available throughout the school year. Students develop ongoing relationships with area agencies as they engage in service work. Recent partnerships have included First Light Women's Shelter, Oak Knoll Health and Rehabilitation Center, NorthStar Soccer Ministries, Birmingham Education Foundation, Desert Island Supply Company, Red Mountain Park, Cahaba Valley Health Care, Greater Birmingham Ministries, Jones Valley Teaching Farm, McCoy Adult Day Care, STAIR, Urban Ministry, and Bush Hills STEAM Academy.

Alternative Spring Break offers a collaborative service during spring break where students can deepen their understanding of themselves and of another culture or place while engaged in service. Participants prepare as a team prior to travel. During recent spring breaks, teams have worked in San Francisco; Boston; Nashville; the Mississippi Gulf Coast; Washington, DC; as well as in Birmingham.

Service-Learning Exploration Term Projects provide students and faculty with intensive, course-based service-learning in local, national and international communities. Recent projects have included teaching English at the Buiga Sunrise School in Uganda; supporting sustainability initiatives in Las Juntas, Costa Rica; direct action initiatives to address homelessness in Birmingham; and community engagement work at Glide Memorial United Methodist Church in San Francisco. Details and requirements are included in the Exploration Term bulletin each year. Scholarships are available to support students interested in service-learning travel projects.

Service-Learning Integrated Courses are regular term course offerings in various disciplines which incorporate community-based work. All service-learning integrated courses are experiential learning (EL) designated in the Explorations general education program. Service-learning integrated courses meet the following criteria:

- involve activity that addresses a need in the community (campus, local, regional, or global) that aligns with course or project learning outcomes
- incorporate structured student reflection
- involve collaboration with an appropriate community organization/agency
- require a significant investment of time outside the classroom (10-15 hours for a full-unit course; community work may be scheduled during class time)

Service-Learning Integrated Regular-Term Courses:

BA 351	ED 320
CH 418	ED 360
ED 312	EH 165
ED 313	EH 207
ED 315	EH 228
ED 316	EH 235
ED 317	EH 245
ED 319	LS 300

PVS 201/SO 201
RE 208
RE 325

SO 376
THA 104
UES 260

Hess Center for Leadership and Service

Kent S. Andersen, Director

The Hess Center for Leadership and Service encourages individuals to realize their full leadership potential so that they can contribute to the communities that matter to them. Guided by the assumption that anyone can lead, Hess Center programming enables participants to understand, analyze, and practice leadership.

The Hess Center poses the following question to those who participate in its programs: *how do we enact and cultivate effective leadership?* This mission is achieved through programming for students, faculty, staff, and the larger community. Four programs in the Hess Center for Leadership and Service serve students: the Distinction in Leadership Studies, the Hess Fellows advocacy and anti-poverty internships, the First-Year Leadership Challenge, and the *Compass* student publication.

The Academic Distinction in Leadership Studies Program

The Distinction in Leadership Studies (DLS) program provides students with the opportunity to develop a rigorous understanding of the concept of leadership and enhance their leadership practice. Details about the program can be found in the “Major, Minor, and Distinction Requirements” section of this catalog.

Hess Fellows Advocacy and Poverty Internships

The Hess Fellows Program matches students with non-profit advocacy and anti-poverty organizations for intensive summer internships. Students involved in these internships learn about advocacy, poverty alleviation, community engagement, and non-profit management. They participate as full members of the agencies, building organizational capacity by conducting research, facilitating coalitions among constituencies, leading community outreach programs, organizing lobbying efforts, or conducting program evaluations. Anti-poverty internships are facilitated by the Shepherd Higher Education Consortium on Poverty, a coalition of more than twenty colleges and universities offering such internships to their students. Students in the Hess Fellows program participate in workshops before and after their internships and complete written reflections on their experiences during the internship. Applications for internships are due in November each year and participants are selected through a competitive process.

The First-Year Leadership Challenge

The First-Year Leadership Challenge is a co-curricular experience offered during the month of January that prompts students to identify their leadership strengths and position themselves for success at Birmingham-Southern College and beyond. The Challenge introduces leadership concepts and practices relevant for campus involvement. Students meet weekly to participate in activities and simulations with other first-year students. The Challenge is a joint effort between the Office of Student Development and the Hess Center for Leadership and Service. Participants are nominated by faculty and staff during the fall term.

The Compass Student Publication

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

Internships and Mentorships

Katy Smith, Director of Internships

Internships

The College provides resources for assisting students in identifying and pursuing internship opportunities. An internship refers to work activity undertaken by a student at a professional work site (e.g., a company or nonprofit organization) with the primary aim of enhancing student learning. Formal and informal networks provide avenues through which students can identify and access potential internship sites. In addition to their own connections, students can contact faculty and staff in the Krulak Institute for assistance in identifying and applying for relevant internships opportunities.

Career Exploration

In partnership with the office of Career Services, the Krulak Institute sponsors opportunities for students to learn about and prepare for careers, to explore career options, and to develop the skills that will help them succeed. Opportunities include panel discussions, networking events, and internships.

Panther Partnerships Mentoring Program

The Panther Partnership Mentoring Program is a selective program that pairs students with a professional in their field of interest for an eight-month, structured mentoring experience. Students participate in monthly meetings with their mentors, clarifying personal interests and professional aspirations while achieving individualized goals.

Students also benefit from professional development seminars covering topics such as networking, résumé building, and interview skills. Students are selected through an application and interview process in April and are introduced to their mentors in September.

Sklenar Center for International Programs

Anne Ledvina, Associate Director

Global and international engagement and awareness is fundamental to a liberal arts education and serves as the primary focus of the Sklenar Center. Students can participate in both in-person and virtual global opportunities. Programs in the Sklenar Center include study abroad at universities and institutes across the globe, in-person and virtual global internships, research opportunities, and faculty-led travel projects offered during Exploration Term, summer, and integrated into regular-term courses. Opportunities are available for all majors.

The Sklenar Center assists students in applying for internationally-focused scholarships and fellowships including the U.S. Student Fulbright Program and a variety of other U.S. Department of State scholarships including Boren, CLS (Critical Language Scholarship), and Gilman.

Study Abroad/Exchange

The Sklenar Center supports students through all phases of travel, from pre-departure through re-entry. The College maintains exchange agreements or partnerships with institutions in all regions of the world. Need and merit aid are available for students participating in College-sponsored programs.

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

- (1) maintain a minimum grade point average of 2.500 or higher if required by the host institution
- (2) comply with Sklenar Center and host institution deadlines for program application and scholarships
- (3) complete a study abroad transient pre-approval form prior to enrollment at the host institution and an enrollment verification form once matriculated
- (4) complete Study Abroad course (IS 101)
- (5) remain enrolled full time and in good standing while studying abroad

(6) complete a re-entry evaluation and provide an official transcript from the host institution

Study Abroad Credit

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

DONALD C. HARRISON HONORS PROGRAM

William P. Hustwit, Director

Interdisciplinary education—viewing issues from various disciplinary perspectives and integrating fields of knowledge—is the hallmark of the Donald C. Harrison Honors Program. The Harrison Honors Program fosters students’ intellectual curiosity, immerses them in a supportive learning community, promotes opportunities for rigor and growth, and instills an education that shapes a life. The program achieves its mission through intensive seminars developed specifically for Harrison Scholars and the Honors project, which adds breadth, depth, and complexity to the capstone experience at Birmingham-Southern. The Harrison Honors Program serves as a complementary approach to fulfilling the College’s Explorations general education curriculum requirements.

Admission to the Harrison Honors Program is competitive. Prospective students may apply by February 1 for priority admission to the program, or they may apply after admittance to the College. Interested students should contact the Director of the Harrison Honors Program.

Harrison Scholars who remain in good standing with the program and attend the minimum number of lecture and arts events for their class standing enjoy priority registration within their class cohort. Each Harrison Scholar is also eligible for a \$3,000 research stipend to be used in the junior or senior year or after completing four and one-half HON units.

Harrison Honors Program Requirements

The Honors Program component of a Harrison Scholar's general education consists of five units of Honors seminars and one unit of independent study, the Harrison Honors project. The specific general education requirements met by Honors courses and those met by regular courses will vary from student to student, depending on which Honors courses the student elects to take. In the first year, most Harrison Scholars will complete the Honors first-year experience, "Cornerstone" (HON 142/HON 143). Students may take one Honors Exploration Term project and one Teaching Experience in Honors, which may both count toward the five units of Honors seminars. Students who participate in study abroad programs that include interdisciplinary courses may also request to count one such course per regular term abroad toward their Honors requirements. Harrison Scholars complete their remaining general education coursework in the regular curriculum of the College. Students may also enroll in Honors courses offered by the honors programs in the Birmingham Area Consortium of Higher Education (BACHE). The Harrison Honors project is considered a general education course outside the major and its supporting courses, and outside the minor, if one has been declared.

Typically, Harrison Scholars complete their Honors seminars by the end of the junior year, submit a proposal for the Honors project to the Honors Committee during the latter half of the junior year, and execute the Honors project during the senior year. Students who wish to deviate from this progression of coursework must consult with the director. All Harrison Scholars present the results of their capstone projects publicly.

Upon completion of the program, Harrison Scholars should be able to

- identify and pursue on their own initiative interdisciplinary connections/implications within areas of study
- engage in scholarly inquiry of an interdisciplinary topic
- present a clear thesis and scholarship for a general audience

The notation "Harrison Scholar" is placed on the academic transcripts of students who meet the graduation requirements of the Harrison Honors Program.

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

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

Director, Harrison Honors Program
Birmingham-Southern College
Box 549030
Birmingham, Alabama 35254
(205) 226-7840
whustwit@bsc.edu

CHARLES B. VAIL COLLEGE FELLOWS PROGRAM

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

The program has a two-tiered design. Students in the first tier, Research Fellows and Teaching Fellows, receive academic credit for their project. Teaching Fellows register a contract learning form for 298, 398, or 498, Teaching Experience; Research Fellows register a contract learning form for 293, 393, or 493, Independent Study. Students in the second tier, Distinguished Fellows, receive a \$1,000 tuition scholarship rather than academic credit. Participation in the Vail College Fellows Program is competitive and noted on the student's transcript.

ACADEMIC MAJORS

Declaration of a Major

Students may major in any of the areas listed below. Before the end of the sophomore year students must make a formal declaration of their proposed major. Students should be aware that certain majors may require more than eight regular terms to complete. All majors require a capstone experience and presentation.

Majors

Accounting
 Applied Computer Science
 Architectural Studies
 Art (Bachelor of Arts, Bachelor of Fine Arts)
 Art History
 Asian Studies
 Biology
 Business Administration
 Chemistry
 Economics
 Education (Bachelor of Science in elementary/collaborative education K-6;
 teacher certifications in secondary education 6-12)
 English
 Global and Comparative Studies
 Health Sciences
 History

Mathematical Finance
Mathematics
Media and Film Studies
Music (Bachelor of Arts, Bachelor of Musical Arts)
Musical Theatre
Philosophy
Philosophy, History, and Law
Physics
Political Science
Psychology
Religion
Sociology
Spanish for the Workplace
Theatre Arts
Urban Environmental Studies (Bachelor of Arts, Bachelor of Science)

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

Individualized Majors

An individualized major is created in response to specific needs and interests of the student. Individualized majors draw from existing courses and are appropriate to the institutional mission and are typically multi- or interdisciplinary in focus. However, an individualized major differs from an interdisciplinary major in that it is not a planned program of study designed by prior agreement between two or more disciplines. Criteria under which individualized majors would be considered include the following:

- a program of study designed to broaden the undergraduate experience prior to entering a specific professional career (e.g., political journalism, communications)
- a program of study designed to provide background for graduate study or to aid in preparation for a specific goal (e.g., art/psychology to prepare for graduate school in art therapy)
- a program of study designed around the student's personal interests (e.g., Russian studies, medieval and Renaissance studies)

Individualized majors are designed during the student's sophomore year in consultation with a faculty committee consisting of at least three faculty members representing the various disciplines involved. One of these committee members is designated chair. The student must present a proposal to the committee outlining objectives for the major, and a suggested program comprising no fewer than eight and no more than 20 units with at least six units in one discipline, if possible above the introductory level. It must also

include at least one and preferably two courses that provide a synthesis of the areas covered in the major (one of these courses may be the senior Exploration term project). There shall be a distribution of 100-400 level courses with several 300-400 level courses included, at least one of which shall be at the 400 level. EH 102 and Exploration term projects should not be listed in the areas of concentration as these are requirements of the College.

The student will include in the proposal a brief statement establishing the rationale for the major, and why existing majors and minors fail to meet the student's academic needs. The proposal shall also be accompanied by an endorsement from the committee chair which supports the aims of the major and verifies that the proposed major can be accommodated by the College's existing disciplines and programs. Before approving the program, the student's faculty committee will advise the student and make any necessary revisions.

The program is drawn up into a contract. The student should then submit the completed and signed proposal to the director of the Exploration Term and Contract Learning Committee by the end of the sophomore year. Once the student's faculty committee and the Exploration Term and Contract Learning Committee have approved it, the contract is sent to the Provost for final approval.

All revisions to the requirements of the major should be completed prior to the end of the junior year. Any changes made in the major after it has been approved must be initialed by the Exploration Term and Contract Learning Committee chairperson. An individualized major does not exempt students from the degree requirements of the College. For further information, contact the Office of Exploration Term and Contract Learning or a faculty member in one of the areas of the individualized major.

DUAL DEGREE PROGRAMS

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

Dual Degree Programs

Engineering
Environmental Studies
Law
Nursing
Pre-Pharmacy

ACADEMIC MINORS

Students may concentrate additional studies in any of the areas listed below. Minors are not required for graduation, but students who pursue a minor should do so thoughtfully, and should declare it prior to the end of the sophomore year. Students must maintain at least a 2.000 grade point average in the minor, and none of its course requirements may be evaluated “S” or “U.” In addition, no course counted toward the major may also be counted toward a minor unless specifically exempted from this exclusion. Exemptions appear in the descriptions of majors found in this catalog.

Students who elect to pursue a minor are encouraged to spread their elective courses over the remaining disciplines in order to gain the benefits of a broad liberal arts education.

Minors

Accounting
Applied Computer Science
Arabic Studies
Art
Art History
Asian Studies
Biology
Business Administration
Chemistry
Chinese
Data Science
Economics
English (literature and writing)
Gender and Women Studies
Greek and Roman Studies
History
Human Rights and Conflict Studies
Latin American Studies
Mathematics
Media and Film Studies
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Spanish for the Workplace
Theatre Arts
Urban Environmental Studies

ACADEMIC DISTINCTIONS

Distinction programs complement and enhance disciplinary majors and minors, and provide students with concentrated focus on a particular issue or applied area of study. Academic distinctions are not required for graduation. Programs are multi- or trans-disciplinary, include introductory courses and capstone requirements, and may incorporate experiential learning requirements. Unless specifically noted, courses used to fulfill distinction program requirements may also be used to fulfill general education and major or minor requirements. Completion of an academic distinction is announced at graduation.

Academic Distinctions

Black Studies
 Leadership Studies
 Poverty Studies
 Public Health Studies

MAJOR, MINOR, AND DISTINCTION REQUIREMENTS

Accounting

Bachelor of Science

Nancy Hartin, Sylvester Makoko, Bert Morrow, Tracy Smith

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

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

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

- demonstrate an understanding of the fundamental principles and language of accounting
- analyze and synthesize the elements of a situation, formulate alternatives, and recommend an implementable course of action
- demonstrate an ethical foundation and practice professional responsibility
- demonstrate the ability to communicate effectively in both oral and written form

Major Requirements

The following courses are required (14 units):

AC 221
AC 321
AC 322
AC 324
AC 341
AC 342
AC 361
AC 421
AC 428
AC 495 or AC 499
BA 201
BA 372
EC 202
MA 207

Minor requirements

The following courses are required (5 units):

AC 221
AC 321
AC 322
two units from the following:
AC 324
AC 341
AC 421
AC 428
AC 444

Applied Computer Science

Bachelor of Science

Amber Wagner, Anthony Winchester

In the workplace of the future, having conceptual awareness of and practical facility with technology will continue to grow in importance. This program provides graduates with an understanding not only of the fundamentals of coding and building programs but also an informed appreciation for how technological change intersects with legal, ethical, business, scientific, social, and cultural domains, and the background to envision and champion new applications. Courses consist of foundational concepts within the field of computer science coupled with an array of special topics where computer science is applied.

The applied computer science major requires a set of core courses to establish a foundation of programming skills as well as theoretical and critical study of computer science. Following this core, students individualize their major by choosing one of four tracks. The capstone course requires the student to produce a project relative to the track chosen by the student.

The computer engineering track deepens students' understanding of electronic circuits and prepares them to work with embedded systems and the Internet of Things. Students will take additional math courses as well as specialized applied computer science courses.

The software engineering track develops students' programming and software design skills. Additional math courses are required to enhance problem solving abilities and theoretical knowledge. The curriculum enhances software design, implementation, and testing skills.

The creative media manipulation track encourages the application of computer science foundations to the arts. Students will take a variety of arts courses in order to build a better understanding of space, movement, film, and design.

The industry track provides the foundations of computer science and allows room to apply the major to another field. If this track is selected, it is highly recommended that students choose a minor that will apply the concepts learned in the applied computer science program.

The data science minor intertwines statistics, programming, data analytics, and presentation skills into one program enabling students to critically analyze quantitative and qualitative data within various fields. As part of the minor, an internship or research project will be required, further extending the skills learned in required coursework.

Upon completion of the applied computer science major, a student will be able to

- organize and manipulate data
- write code for computational problems
- optimize alternative computational approaches for enhancing the creation and presentation of raw material

Major Requirements

Computer Engineering Track

The following courses are required (15 units):

CAC 180 or CAC 181

CAC 190

CAC 210

CAC 220

CAC 240

CAC 310

CAC 320

CAC 420

CAC 430

CAC 470

MA 231

MA 232

MA 317

PH 121

PH 122

Software Engineering Track

The following courses are required (14 units):

CAC 180 or CAC 181

CAC 190

CAC 210

CAC 220

CAC 310

CAC 320, CAC 350, or CAC 397

CAC 410

CAC 430

CAC 440

CAC 470

MA 231

MA 232

MA 240

PH 121

Creative Media Manipulation Track

The following courses are required (13 units):

CAC 180 or CAC 181

CAC 190

CAC 210

CAC 220

CAC 310

CAC 430

CAC 470

MFS 220

MFS 320

two units from the following:

AR 111

AR 112

AR 222

AR 321

AR 324

AR 325

AR 333

two units from the following:

THA 201

THA 210

THA 211

THA 212

Industry Track

The following courses are required (13 units):

AR 111

AC 180 or CAC 181

CAC 190

CAC 210

CAC 220

CAC 310

CAC 430

CAC 470

MA 207, MA 209, or MA 231

four units from the following* with at least two units at the 300/400 level and at least one unit in CAC:

AC 444

AR 333

BA 201

CAC 170

CAC 175

CAC 230

CAC 240

CAC 277, CAC 377, or CAC 477

CAC 320

CAC 330

CAC 340

CAC 350

CAC 397	MFS 220
CAC 410	MFS 320
CAC 420	MU 154
CAC 440	PL 241
CAC 450	PL 253
EH 240	PY 370
MA 240	THA 201
MA 305 or PH 305	THA 210
MA 317	THA 211
MA 454	THA 212

*The following courses have additional prerequisites not included in the major: AC 444, MA/PH 305, MA 317, MA 454, and PY 370.

Minor Requirements

Minor in Applied Computer Science

The following courses are required (5 units):

CAC 180 or CAC 181

CAC 190

one additional unit in CAC at the 200 level

two additional units in CAC at the 300 or 400 level

Minor in Data Science

The following courses are required (5 units):

CAC 180 or CAC 181

CAC 350

CAC 397 or MA 372

CAC 450

one unit from the following:

MA 207

MA 209

PY 221

SBS 204

Courses used to fulfill major or minor requirements in other disciplines may be used to fulfill CAC major requirements. Only two courses in the data science minor may count towards the CAC major. Courses taken to fulfill the applied computer science minor may not be counted towards a data science minor and vice versa.

Arabic Studies

Lamia Benyoussef

Spoken by approximately 300 million people in the Middle East and North Africa and one of the six official languages of the United Nations, Arabic is a strategic language for United States national security and economic interests in the Arab world. The study of Arabic language and culture can increase opportunities in such diverse areas as government, military, business, banking, industry, and education. Through the Arabic studies minor, students acquire language skills, learn the history and diversity of the Arabic-speaking world, and acquire tools to live and work in an increasingly interconnected world.

Minor Requirements

The following courses are required (5 units):

three units from the following:

ARB 101

ARB 102

ARB 190

ARB 201

ARB 202

ARB 270

ARB 300

ARB 310

ARB 320

two units from the following:

ARB 155

ARB 165

ARB 177

ARB 280

HI 265

RE 210

RE 212

RE 215

RE 235

RE 255

RE 322

RE 341

RE 343

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

Students may enroll in a 200-level Arabic language course by passing the equivalent placement test and with the consent of the instructor.

For RE and HON courses in which the Arab or Muslim world is not the only focus, class research projects must be related to the Arabo-Islamic world for the course to count towards the minor in Arabic studies. Research topics must be preapproved by both RE and ARB faculty.

Courses required for the RE major may count for the minor in Arabic studies provided that class research projects are related to the Arabo-Islamic world. Research topics must be preapproved by both RE and ARB faculty.

Architectural Studies

Bachelor of Arts

William G. Holt III and Pamela Venz, Program Coordinators

The architectural studies major combines visual design with historical, analytical, and theoretical approaches to the study of architecture as an art form that impacts social and community development. The major is designed to provide a foundational understanding of architecture as a multidiscipline pursuit with both classroom and real-world experiences. Graduates of the major will be prepared to further their studies in post-graduate architecture and/or urban design and planning programs as well as a variety of other fields which focus on art and/or community development.

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

- apply analytical skills related to architectural history and design and urban planning
- integrate interdisciplinary approaches to architectural design and urban planning
- identify and communicate the relationship between architecture, urban planning and community development
- apply design principles and tools to architecture and urban spaces

The following courses are required (15 units):

AR 111

AR 112

AR 150

AR 311

AR 312

ARCH 372

ARCH 397

ARCH 470

ARH 215 or ARH 216

MA 231

PH 121

THA 212

UES 110

UES 380

one unit from the following:

ARH 277, ARH 377, or ARH 477 (when the topic is related to architecture)
 ARH 311
 ARH 312
 ARH 313
 ARH 314
 ARH 315
 ARH 405

It is highly recommended that students also complete AR 356, PH 122, and SO 373.

Art

Bachelor of Arts, Bachelor of Fine Arts

Jim Neel, Kevin Shook, Jürgen W. Tarrasch, Pamela Venz

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

With academic advisor approval, an art major may elect a maximum of two teaching experiences in the area of concentration. This is done in the sophomore, junior, or senior year by enrolling in AR 298, AR 398, or AR 498. Students with a studio concentration must demonstrate that they are competent to undertake college-level work in the visual arts.

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

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

Major Requirements

Bachelor of Fine Arts in Studio Art

The following courses are required (17 units):

AR 111
 AR 112
 AR 150
 AR 250

AR 372

AR 471

AR 472

AR 499

ARH 215

ARH 216

five units of studio art (AR) at the 300 level or above

two additional units in art history (ARH)

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

Bachelor of Arts in Studio Art

The following courses are required (13 units):

AR 111

AR 112

AR 150

AR 250

AR 372

AR 471

ARH 215

ARH 216

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

two additional units in art history (ARH)

Minor Requirements

The following courses are required (5 units):

two units from the following:

AR 101

AR 111

AR 112

AR 131

AR 150

AR 222

AR 250

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

ARH 215 or ARH 216

Studio art majors with art history minors may use ARH 215 and/or ARH 216 to satisfy both major and minor requirements. However, other art history courses cannot be used to satisfy both major and minor requirements.

Art History

Bachelor of Arts

Timothy B. Smith, Kathleen Spies

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

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

- demonstrate knowledge of visual communication techniques through the analysis of visual images
- formulate and argue a sound, original thesis thoroughly supported by evidence
- think critically about visual images and their function in society
- interpret works of art and architecture as historically determined documents, situating them within social and historical contexts relative to their original production and reception
- communicate ideas in a clear, coherent, well-organized manner and utilize appropriate documentation

Major Requirements

The following courses are required (12 units):

ARH 215

ARH 216

ARH 250

ARH 473

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

two units in studio art (AR)

Minor Requirements

The following courses are required (5 units):

ARH 215

ARH 216

two additional units in art history (ARH)

one unit in studio art (AR)

Art history majors with studio art minors may use ARH 215 and/or ARH 216 to satisfy both major and minor requirements. However, other art history courses cannot be used to satisfy both major and minor requirements.

Asian Studies

Bachelor of Arts

Daniel Coyle, Program Coordinator

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

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

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

Major Requirements

The following courses are required (11 units):

AN 101

AN 303 or AN 323

AN 470

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

four elective units chosen from courses in the Asian studies curriculum, at least two of which must be at the 300 level or above

Minor Requirements

The following courses are required (5 units):

AN 101

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

Courses in the Asian studies curriculum:

AN 150	CHN 300
AN 277, AN 377, or AN 477	CHN 310
AN 303	EC 310
AN 323	EC 430
AN 330	HI 265
ARB 101	HON 312
ARB 102	HON 330
ARB 155	PL 207 or HON 204
ARB 201	PL 246
ARB 202	PL 256
ARB 277, ARB 377, or ARB 477	PL 263
CHN 101	RE 150
CHN 102	RE 210
CHN 201	RE 222
CHN 202	RE 225
CHN 270	RE 275
CHN 277, CHN 377, or CHN 477	RE 343
CHN 290	UES 330
CHN 295	

Biology**Bachelor of Science**

Sarah M. Beno, Kevin M. Drace, Andrew T. Gannon, Megan Gibbons, Victoria K. Gibbs, Centdrika Hurt, Peter A. VanZandt

Biology, the study of life from molecules to ecosystems, is one of the most interesting and important areas of modern scientific inquiry, with profound implications for society.

Breakthroughs in basic research in biology are leading to practical applications in medicine, agriculture, and environmental management. The biology department of Birmingham-Southern College offers students the opportunity to participate in the excitement of biology as part of a learning community of faculty and students through investigative study in the classroom, laboratory, field, and library; through collaborative undergraduate research projects; and through formal and informal consultation, advising, and discussions. By participating in these activities, students actively learn both the process and content of modern biological science.

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

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

A pre-professional program in biology/environmental studies is offered, and courses in biology can be combined with courses in other disciplines for an individualized major to meet specialized career goals.

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

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

- apply the process of science
- demonstrate critical thinking and quantitative reasoning
- communicate and collaborate with other scientists
- articulate the relationships between science and society
- demonstrate knowledge of the core concepts of biology

Major Requirements

The following courses are required (12-13 units):

BI 115

BI 125 or HON 126

BI 215

BI 225

BI 475 or BI 499

CH 111 and CH 112, or CH 149

five elective units in BI, one of which must be at the 400 level; one elective must have a significant field component (BI 206, BI 232, BI 332, BI 411, or BI 473); one elective must have a significant molecular lab technique component (BI 304, BI 402, BI 405, BI 474, or CH 428); the field or the molecular techniques course may also satisfy the 400-level requirement; CH 308 or CH 428 may count as an elective in biology

one research-intensive unit (BI 393, BI 402, BI 405, BI 411, BI 471, BI 473, BI 474, or BI 493) or one experiential learning independent research experience (an on- or off-campus experience approved by the biology department to meet this requirement); credit-bearing research-intensive courses may count as one of the elective units in biology and may also satisfy the 400-level requirement

Internships (BI 297, BI 397, BI 497), Exploration term projects (BI 299), and teaching experiences (BI 298, BI 398, BI 498) may not count toward the major.

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

Capstone Experience in Biology

The biology faculty challenges our majors to move beyond a conceptual understanding and truly embrace the discipline. We strive to establish and maintain a community of learners actively and personally seeking to become scientists. Although mastery of the concepts of biology is needed, only application of the scientific method can transform a science student into a student scientist. All biology majors will complete the following requirements:

- (1) Complete a minimum of one research-intensive course or experience, concurrent with or followed by BI 475 or BI 499. Research may be conducted as a contracted experiential learning experience off campus if the student has at least a 3.000 grade point average in science courses and if suitable supervision can be arranged. Interdisciplinary research projects are also encouraged.
- (2) Give a fifteen-minute oral presentation of their research results and analysis to the discipline and the College community.
- (3) Write a thesis in formal research style presenting the experimental results and analysis.

Minor Requirements

The following courses are required (6-7 units):

- BI 115
- BI 125 or HON 126
- BI 215
- BI 225
- CH 111 and CH 112, or CH 149
- one additional unit in BI at the 300 level or above

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

Black Studies

Desireé Melonas, Program Coordinator

The Distinction in Black Studies (DBST) program examines the complexities of the Black experience from different perspectives. The purpose of the distinction is to introduce students to the political, social, economic, and historical dimensions animating the lives of Black people in Africa and the African diaspora. In the effort to examine multiple aspects of the Black experience, this program is transdisciplinary, meaning that students will engage content, think, integrate methodological practices, and produce work at the intersections of disciplines to arrive at a fuller understanding of the condition of Black people occupying various regions of the globe. Because of the transdisciplinary nature of this field of study, this program complements and enriches any major area of study and prepares students for life in an increasingly multi-ethnic and global society.

Upon completion of the Distinction in Black Studies, students will be able to

- apply knowledge and skills to address problems faced by people of African descent
- examine current and historical events, phenomena, circumstances, and discourses having to do with Black people using different critical and theoretical frameworks (political, social, historical, economic, religious, and psychological)
- explore constructions of blackness and their implications
- integrate different methodological practices to arrive at a fuller understanding of the condition of Black people in the United States and other areas of the world

Distinction Requirements

The following courses are required (4½ units):

BST 201

BST 470

three units from the following:

EH 232 or HI 232

GRS 260 or PS 260

HI 221

HI 247 or PS 247

MFS 260

MU 128

PS 202

PY 245

SO 235

2.500 minimum grade point average in all coursework completed at the College

Special topics courses offered in other disciplines relating to Black studies are subject to approval by the Black studies program coordinator.

Business Administration

Bachelor of Science

Paul A. Cleveland, Mary Pritchett Harrison, Nancy Hartin, Rick A. Lester, Bert Morrow, Sara H. Robicheaux, Ream A. Shoreibah, Tracy Smith, Jack A. Taylor

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

Mission Statement

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

Vision Statement

Birmingham-Southern College's department of business administration will be built on the distinction of teaching organizational leadership and management in a traditional liberal arts setting. The department will be dedicated to fostering a collaborative learning community that nurtures and develops students and which is driven by entrepreneurial thinking, global and cultural awareness and ethical practice.

The business administration major requires a set of core courses designed to provide a foundation in the historical, theoretical, critical, and analytical study of business. Following this core, students individualize their major by choosing one of four tracks: finance, management, marketing, or international business.

The finance track gives students the opportunity to further their understanding of financial decision making within an organization. Students not only learn how these decisions affect individual organizations, but also how they affect society as a whole. Students study how firms acquire and allocate funds, how financial markets operate, and how these markets affect economic welfare. The study of finance includes the use of models to develop analytical approaches to problems.

The management track offers students a deeper knowledge of motivating personnel within an organization. Students develop strategies for acquiring, developing, and utilizing talented and skilled individuals. The curriculum also includes solving human resources problems, evaluating employee performance, and analyzing human behavior within an organization.

The marketing track prepares students to effectively navigate competitive market forces and build demand for a product or service through superior writing, analyzing, and decision-making skills. Students develop the ability to identify, communicate, and deliver sustaining value to a targeted market. In addition, students build experience understanding a target market's needs and how to effectively address those desires.

The international business track allows students to deepen their knowledge of business within a cross-border context. In addition to studying strategy formulation and implementation in a global environment and related managerial issues, students will have the opportunity to study abroad or choose other courses as a means of deepening their understanding of cross-cultural issues and language appreciation.

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

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

Major Requirements

Finance Track

The following courses are required (16 units):

AC 221
AC 222 or AC 324
BA 201
BA 320
BA 350
BA 363
BA 372
BA 400
BA 474
BA 495 or BA 499

EC 201

EC 202

MA 207

MA 231

two courses from the following:

BA 330

BA 375

BA 414

EC 303

Management Track

The following courses are required (16 units):

AC 221

AC 222

BA 201

BA 311

BA 320

BA 350

BA 363

BA 372

BA 400

BA 409

BA 445

BA 495 or BA 499

EC 201

EC 202

MA 207

one course from the following:

BA 301

BA 330

BA 352

EC 350

SO 235

SO 235 has a prerequisite not included in major requirements.

Marketing Track

The following courses are required (16 units):

AC 221

AC 222

BA 201

BA 311

BA 320

BA 350
BA 363
BA 372
BA 400
BA 475
BA 495 or BA 499
EC 201
EC 202
MA 207

one course from the following:

BA 301
BA 351
PY 211
PY 250

one course from the following:

BA 330
BA 352
EH 204
EH 207
EH 218

PY 211 and PY 250 have prerequisites not included in major requirements.

International Business Track

The following courses are required (16 units):

AC 221
AC 222
BA 201
BA 301, BA 397, or study abroad*
BA 311
BA 320
BA 350
BA 363
BA 372
BA 400
BA 495 or BA 499
EC 201
EC 202
MA 207

one course from the following:

BA 474
BA 475
HRC 434
PS 235

one unit of modern foreign language (ARB, CHN, SN, or other via BACHE) at the 300 level or higher**

*Study abroad must be for a full term (Fall, Spring, or Summer).

**The 300-level or higher course in modern foreign language may require prerequisites not included in major requirements.

Modern foreign language courses required for the international business track may be used to meet minor requirements in Spanish for the workplace and Chinese.

Minor Requirements

The following courses are required (6 units):

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

Courses required for the accounting major may be used to meet the minor requirements in business administration.

Chemistry

Bachelor of Science

*Scott C. Dorman, Daniel S. Graham, Kate L. Hayden, David J. A. Schedler,
Laura K. Stultz, Walter E. Turner II*

The study of chemistry may lead to careers in healthcare, teaching, and government and industrial research, or to graduate or dental school. Students wishing to prepare for teaching chemistry in secondary schools should complete a chemistry major and confer with the education department concerning additional requirements in education.

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

- develop and test hypothesis
- design and execute experiments
- defend and interpret experimental results
- report chemistry explanations in a variety of formats to different types of audiences

Major Requirements

The following courses are required (14 units):

CH 111 and CH 112, or CH 149

CH 211

CH 212

CH 225

CH 306

CH 308

CH 410

CH 411

CH 412

CH 418 or CH 428

MA 231

MA 232

PH 121

PH 122

Courses required for the chemistry major may be used to meet minor requirements in biology (with the exception of CH 428), mathematics, and physics.

Minor Requirements

The following courses are required (5-6 units):

CH 111 and CH 112, or CH 149

CH 211

CH 212

CH 225

CH 306, CH 418, or CH 428

Chinese

Yan Tong

With more than 5000 years of history, China stands as the world's oldest continuous civilization. The Chinese language is spoken by over 1.3 billion people, more than any other in the world, and is one of the six official languages of the United Nations. With China's increasing cultural presence, economic power, and political influence on the world stage, proficiency in Chinese increases opportunities for student success in fields such as government, business, marketing, law, technology, international affairs, integrative medicine, education, industry, and global studies.

The Chinese minor is designed to help students acquire speaking, listening, reading, and writing/typing skills essential for communicative competence; understand Chinese culture; and meet the challenges of an increasingly interconnected and globalized world.

Minor Requirements

The following courses are required (6 units):

five units from the following:

CHN 101

CHN 102

CHN 201

CHN 202

CHN 270

CHN 290

one unit from the following:

CHN 300

CHN 310

More than half of the courses counting toward the minor must be taken at Birmingham-Southern College. Students may enroll in a 200-level course by passing the equivalent placement test and with the consent of the professor.

Economics

Bachelor of Science

Randy Cragun, Umesh Ghimire, Kathleen Greer

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

Students majoring in economics will acquire an understanding of the basic tools of the discipline: theoretical models and quantitative methods. Students develop the capacity to use these tools to assess the effects of policies and to critically evaluate research practice and conclusions. An economics major provides a firm foundation for a career in public policy analysis, finance, market analysis, business management, banking, or teaching, and for graduate study in economics, business, public policy, and law.

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

- demonstrate logical analysis using economic theories
- engage in observation and inference from data and apply statistical methods

- formulate empirical theses and research questions
- present economic ideas in writing and speech
- explain the usefulness and limitations of theoretical models and quantitative methods of economics

Major Requirements

The following courses are required (13 units):

EC 201

EC 202

EC 308

EC 309

EC 460

EC 470

MA 231

SBS 204 or MA 207

five additional units in EC, four of which must be at the 300 or 400 level; BA 372 and BA 474 are acceptable in fulfilling this requirement

The core courses in the major are two introductory courses (EC 201 and EC 202), two intermediate courses (EC 308 and EC 309), and introductory courses in calculus (MA 231) and statistics (MA 207 or SBS 204). It is recommended that these six courses be completed prior to taking other economics courses at the 300 and 400 level.

Minor Requirements

The following courses are required (5 units):

EC 201

EC 202

three elective units in EC at the 300 or 400 level

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

Education

Bachelor of Science

Gay F. Barnes, Ann Dominick, Louanne C. Jacobs, Kelly A. Russell, Amelia G. Spencer

The idea of purposeful and intentional teaching focused through a liberal arts lens captures the vision of teacher education shared by the education department. We believe that purposeful and intentional teachers demonstrate intellectual curiosity and philosophical, pedagogical, and academic grounding. We seek to develop teachers who practice reflective and intentional teaching and advocacy for the community, profession, and all children. Our unique programs stress local and civic engagement starting in the first year.

Birmingham-Southern College's education department acknowledges that our nation and communities face critical challenges and need caring, innovative, and skilled educators to be a part of the solution. The education major requires students to take a core set of courses designed to provide a foundation in the historical, theoretical, and critical study of education. After completing core courses, students choose one of three tracks: Elementary/Collaborative K-6 Education, Secondary 6-12 Education, or Professional Studies in Education.

The elementary/collaborative education degree program (Track I) offers students dual certification endorsement in both elementary and special education.

The secondary education track (Track II) results in secondary candidates receiving a degree in their subject area and take a series of education courses to complete the College's state-approved Teacher Education Program (TEP) with certification.

The professional studies in education track (Track III) is a non-certification track designed for students seeking careers in which they work with children/youth and/or families in environments other than a traditional classroom setting.

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

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

Teacher Education Program

Students who fulfill requirements for the elementary/collaborative education major are eligible for Alabama State Department of Education dual certification in Elementary Education and Collaborative Teacher K-6 (Special Education). Students may seek certification at the secondary level (6-12) in biology, mathematics, or history/general social science. Students seeking certification in secondary education have single subject certification options in biology, history, or mathematics for grades 6-12. Comprehensive certification is offered for majors in history (history/general social science).

All certification candidates are required to meet the requirements for a major in their chosen field as well as courses required by the Alabama State Department of Education. For example, elementary/collaborative students are required to take three math courses, three science courses, and three English courses. These courses may coincide with courses taken to meet the Explorations curriculum.

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

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

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

Remedial courses may not be used to meet approved program requirements.

A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

Eligibility for the Teacher Education Program

Students pursuing teaching certification must apply and be admitted to the Teacher Education Program (TEP). Application forms include a self-evaluation.

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

- (1) Completion of at least 10 units of credit or the equivalent.
- (2) A minimum cumulative grade point average of 2.500, a minimum BSC grade point average of 2.500, a minimum professional studies grade point average of 2.500, and a minimum teaching field grade point average of 2.500. Grades of “C” or higher in all courses in professional studies (ED, EPY). A grade of “C-” is not acceptable.
- (3) Successful interview and ePortfolio review with two or more members of the faculty.
- (4) Submission of a writing sample (see certification officer for details).
- (5) Evidence of teaching aptitude as demonstrated by successful completion of ED 299, and ED 201 or EPY 260.
- (6) Successful completion of fingerprinting for background review.

Field Experiences and Internship

Students enrolled in the Teacher Education Program participate in three levels of field experiences. The first level involves primarily observation and working with students in small groups and is typically done in education courses at the 200 level and/or exploratory experiences during the Exploration term. The second level involves working with children and youth in a specified content area such as reading, mathematics, social studies, or science. These are completed in the methods courses within a major. The third and most in-depth experience is the internship (student teaching), a series of placements in two or more schools for a minimum of a full term.

The internship measures a student's synthesis of all previous coursework. Students seeking the non-certification option, professional studies in education, must participate in a full-time internship in educational settings such as not-for-profits, camps, children and youth ministry organizations, and advocacy organizations. Students seeking certification through the collaborative education track and the secondary education track must participate in an internship in a public or private school (see requirements below). For secondary teacher candidates who are seeking certification in two or more distinct teaching fields (i.e., mathematics and biology), an additional student teaching term is required.

Application for Internship for Students Seeking Certification (Tracks I and II)

Teacher candidates must make formal application for internship. The student's application is not complete until the student successfully demonstrates readiness in an interview with faculty prior to the term when teacher candidates expect to begin the teaching internship. The criteria for approval to student teach are as follows:

- (1) A minimum cumulative grade point average of 2.500, a BSC grade point average of 2.500, a minimum professional studies grade point average of 2.500, and a minimum teaching field grade point average of 2.500. Grades of "C" or higher in all courses in professional studies (ED, EPY). A grade of "C-" is not acceptable.
- (2) Grades of "C" or higher in all courses in professional education studies. A grade of "C-" is not acceptable.
- (3) A satisfactory interview and ePortfolio review, with two or more members of the education faculty, to assess performance.
- (4) A minimum passing score set by the Alabama State Department of Education on all Praxis tests required by the Alabama State Department of Education.

Eligibility for the Teaching Certificate (Tracks I and II)

The education faculty may need to change requirements in the Teacher Education Program in order to comply with regulations and policies of the Alabama State Board of

Education, which grants the teaching certificate. Students should consult a faculty advisor or the certification officer in education concerning current certification requirements.

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

Elementary/Collaborative Education Program K-6

Secondary Education Program 6-12

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

- (1) Complete the College's graduation requirements.
- (2) A minimum cumulative grade point average of 2.500, a BSC grade point average of 2.500, a minimum professional studies grade point average of 2.500, and a minimum teaching field grade point average of 2.500.
- (3) Demonstrate proficiency in teaching by earning a minimum grade of "B-" in all student teaching internships.
- (4) Pass the Key Assessments completed during internship.
- (5) Pass edTPA required by the Alabama State Board of Education.

Alabama Educator Certification Assessment Program (AECAP), of which the edTPA is a part, is a precondition of professional educator certification. Passing scores on all portions of the edTPA are required for the Birmingham-Southern College education department to recommend a candidate for certification. The edTPA is not a graduation requirement of the College. In the event that a teacher candidate does not achieve a passing score on the required edTPA submission, the following action steps will be followed.

- (1) The candidate must schedule a meeting with the edTPA supervisor and department chair to discuss the candidate's score report and to determine a course of action.
- (2) If deemed appropriate by the edTPA supervisor, the candidate will immediately revise and resubmit the "failed" portions of the edTPA to Pearson within a time frame established by the edTPA supervisor.

(3) If the edTPA needs significant revisions or must be entirely redone, the candidate will have two options.

Option 1: The candidate can choose to graduate with a non-certification major. Candidates who select this option may not seek the College's support for an additional opportunity to retake the edTPA and will be required to sign official documentation affirming this decision. Candidates who select this option will not be recommended for Alabama Certification.

Option 2: The candidate can choose to retake the edTPA in a fall or spring term, thus delaying graduation. The candidate will receive an incomplete grade in the internship course and will be required to enroll in a remedial internship course during the next fall or spring term. This course is worth one and one-half units and lasts six weeks. Candidates who choose this option should be mindful of financial aid regulations. Some courses may not be covered because they are not in the required program. Candidates can only re-enroll in the remedial internship course one time.

Elementary/Collaborative Education

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

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

The following courses are required (19 units):

ED 201
 ED 219
 ED 299
 ED 312
 ED 313
 ED 315
 ED 316
 ED 317
 ED 320
 ED 324
 ED 360
 ED 410
 ED 411
 ED 472
 ED 499
 EPY 223
 EPY 260
 EPY 320

Additional courses beyond the Explorations general education curriculum are also required to meet state certification requirements. Students should consult the College's education certification officer to be certain that all courses required for certification are completed.

Background clearance is required for all education courses that include field experiences.

Secondary Education

Ann Dominick, Louanne C. Jacobs, Advisors

The secondary education program leads to recommendation to the Alabama State Department of Education for Class B certification for grades 6 through 12. Candidates for this certificate must complete coursework in general studies, professional studies, teaching field, internship, and a major. They may seek single certification or comprehensive certification. Current Alabama Department of Education course requirements for these certifications are available in the education office.

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

ED 201

ED 299

ED 319

ED 323

ED 412

ED 413

EPY 223

EPY 260

EPY 320

one from the following:

ED 342

ED 343

ED 345

one program in the major from the following:

single major certification (students complete major requirements in biology, history, or mathematics)

or

comprehensive certification in general social science (grades 6-12; students complete major requirements in history with courses also in political science, sociology, and economics)

Background clearance is required for all education courses that include field experiences.

Professional Studies in Education (Non-certification)

Gay F. Barnes and Amelia G. Spencer, Advisors

The non-certification track, professional studies in education, provides students who are interested in education the ability to look at how the theories of teaching and learning can be applicable to other fields. This program does not lead to certification; instead, students will be able to apply the pedagogical theories to support education-related interests. A primary expectation of the non-licensure track is that it will provide students with a strong educational foundation to seek admission into graduate programs. Students completing this track are well equipped to enter graduate programs and pursue careers in non-traditional environments such as not-for-profits, camp directorships, children and youth ministry, advocacy, or educational policy.

The following courses and programs are required (16 units and program units):

ED 201
 ED 216
 ED 219
 ED 299
 ED 312
 ED 313
 ED 315
 ED 324
 ED 420
 ED 472
 EPY 223
 EPY 260
 EPY 320

one from the following*:

EH 204
 EH 218
 EH 240

one from the following:

BST 201
 HRC 200
 PVS 201

one from the following*:

SO 202
 SO 205
 SO 208
 SO 213
 SO 235
 SO 290

*The following courses have additional prerequisites not included in the major: EH 204, EH 218, EH 240, SO 202, SO 205, SO 208, SO 235, SO 290.

English

Bachelor of Arts

Kent S. Anderson, Arnab Chakraborty, William Tynes Cowan, Rachel Gevlin, Jessica N. Hines, Michael McInturff, Sandra L. Sprayberry, Joseph Stitt, Melinda Rainey Thompson, Laura E. Tolbert

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

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

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

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

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

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

- explain the literary history, genealogy, and/or context of a given text
- apply critical and analytical frameworks for interpretation of a given text
- demonstrate intellectual curiosity and comfort with ambiguity
- produce prose with a clear, confident voice

Major Requirements

The following courses are required (12 units):

EH 105 or EH 205
EH 250
EH 260
EH 300
EH 470

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

- EH 362
- EH 375
- EH 381
- EH 389
- EH 390

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

- EH 330
- EH 360
- EH 380

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

- EH 350
- EH 351
- EH 384
- EH 385

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

- EH 392
- EH 395
- EH 396

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

- EH 400
- EH 410
- EH 420

two elective units (excluding EH 208), at least one of which must be at the 300 or 400 level

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

- EH 350
- EH 351
- EH 360
- EH 362
- EH 380
- EH 381

EH 330 and EH 389 may also count as a “pre-1900” course if the major author(s) under consideration wrote before 1900. Students should consult with their advisors carefully as they seek to fulfill category requirements and the requirement of taking two “pre-1900” courses.

Minor Requirements

Minor in Literature

The following courses are required (5 units):

- two 200-level literature courses, one of which must be EH 250 or higher
- three 300-level literature courses

Minor in Writing

The following courses are required (5 units):

five units from the following:

- EH 204
- EH 205
- EH 207
- EH 218
- EH 301
- EH 302
- EH 303
- EH 305
- EH 493 (when a contracted advanced writing course)
- MFS 222

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

Gender and Women Studies

Victoria Ott, Program Coordinator

The gender and women studies minor serves to help students examine the social construction of gender through analytical processes. As a supplement to a disciplinary major, this minor provides students with an interdisciplinary study of the elements that have shaped gendered experiences and helped define masculine, feminine, and other gendered identities through time, across cultures, and within social spheres. Students completing the gender and women studies minor will gain skills in integrating interdisciplinary knowledge and using multiple methodologies to study gendered experiences from critical and empirical perspectives. The minor, moreover, will enhance students' chosen majors, as analytical study through the lens of gender broadens the students' understanding of their disciplines. These skills will help prepare students for graduate study and for a variety of fields such as public health, education, social service, business, and government.

Minor Requirements

The following courses are required (5 units):

GWS 200 or Exploration term equivalent

four units from the following and/or with GWS prefix:

ARB 155	HI 210
ARB 280	HI 249
ARH 277, ARH 377, or ARH 477	HI 277, HI 377, or HI 477
BA 125	HI 309
EH 226	PS 249
EH 228	PS 300
EH 230	PS 310
EH 235	PY 245
EH 245	RE 343
EH 268	RE 375
EH 420	SO 215
GRS 250	SO 339
GRS 265	

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

Global and Comparative Studies**Bachelor of Arts**

Vincent T. Gawronski, Program Coordinator

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

The major enables students to analyze problems of global and/or comparative scope, generalize from that analysis, identify potential outcomes consistent with the theoretical models, and apply these theoretical models to different levels of global and comparative analysis. Students in the major are strongly encouraged to achieve fluency in a foreign language. The global and comparative studies major prepares students for graduate study in the social sciences or law, to enter public service, and/or to join the private for-profit or not-for-profit sectors.

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

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

Major Requirements

The following courses and experiences are required (13 units):

EC 201

GCS 100

GCS 470

GCS 472

SBS 204

SBS 304

completion of an approved engaged global or international experience

seven units from the following; at least four units must be at the 300 or 400 level, at least three units must come from at least two of the disciplines (economics, political science, sociology), and at least one 300- or 400-level unit must come from the list of approved electives; any modern foreign language course numbered 270 or higher may also count as an approved elective (many 300- and 400-level courses listed below have a prerequisite):

Economics

EC 308

EC 310

EC 340

EC 410

EC 430

Political Science

PS 235	PS 366
PS 238	PS 368
PS 240	PS 370
PS 338	PS 400
PS 340	PS 434
PS 342	PS 445

Sociology

SO 215	SO 373
SO 235	SO 376

Approved Electives

AN 101	HI 349
AN 150	HRC 200
AN 323	HRC 434
AN 330	PL 246
GCS 277, GCS 377, or GCS 477	PL 256
GCS 370	RE 210
GCS 393 or GCS 493	RE 222
HI 244	RE 227
HI 245	RE 275
HI 248	RE 276
HI 261	RE 343
HI 265	UES 310
HI 345	UES 330
HI 347	UES 370

The approved engaged global or international experience may include an internship, service learning, experiential learning, volunteer, mission trip, or Exploration term experience with a global or international focus. Studying abroad for a summer, term, or academic year can also satisfy this requirement. Approval must be sought from the global and comparative studies program coordinator or a committee member before the experience occurs. In a 750-word reflection essay, the student will assess how the concepts, theories, and methods emphasized in the major helped the student to navigate the engaged global or international experience.

Courses in the global and comparative studies major that are also listed with other disciplines may be used to satisfy requirements in other majors or minors at the discretion of the designated discipline.

Greek and Roman Studies

Mary Hamil Gilbert

Greek and Roman studies educates students in the languages, literature, and history of ancient Greece and Rome. These civilizations greatly influenced the artistic, scientific, social, and political traditions of early modern societies, and they continue to affect us today both directly and indirectly. Studying the cultures of Greece and Rome gives students insight into a world very different from their own; one that, nevertheless, has shaped the world in which they live.

Minor Requirements

The following courses are required (5 units):

LA 101*

LA 102

three units from the following:

any GRS course

any additional LA course

ARH 215

ARH 311

EH 280

EH 268

HI 255

HI 214

PL 251

PS 260

THA 230

One Exploration term course in a topic related to Greek and Roman studies can be used to satisfy the minor requirements.

*If a student with high school Latin experience tests out of LA 101 and enrolls directly in LA 102, a fourth elective can substitute for LA 101.

Health Sciences

Bachelor of Science

Kevin Drace, Program Coordinator

Healthcare has become a profoundly influential force in modern human society. The provisioning of care represents a substantial part of the global economy and stimulates advances in cutting-edge research and technology. The healthcare industry also employs a significant and expanding portion of the workforce.

Healthcare professionals deliver care through identifying, assessing, preventing and treating disease; advising healthy choices in diet and lifestyle; assisting with rehabilitation; and managing health systems. Due to the rapidly evolving nature of the healthcare industry, students seeking to be professionals will benefit from the critical thinking, quantitative, and problem solving skills that are central to a liberal arts education.

The health sciences major is designed to help students master the core competencies and concepts of human biology, and to expose them to advanced content in disciplines central to human biology. To achieve these goals, the program stresses a core foundation in the natural sciences, with an additional emphasis on the social sciences.

Students choose electives based on their individual interests and career goals, and they should consult with the College's health professions program advisor to ensure that they complete all of the requirements needed to prepare for entry into professional programs of interest after graduation. An optional experiential learning experience allows students to apply their academic knowledge through research, internship, or service learning. The major culminates in a capstone experience investigating the latest trends in the health sciences to be presented by the student during the senior conference.

This major is suitable for students pursuing post-graduate training in allied health and related careers, including nursing, physical therapy, pharmacy, occupational therapy, pathology assistant, physician assistant, genetic counseling, medical technology, medical assistant, nutritionist, clinical laboratory research assistant and more. Alternatively, students interested in such careers can earn a different major and take the necessary preparatory courses for allied health careers as free electives. Students seeking careers with an emphasis on the prevention of disease, injury, or illness at the societal level could also consider earning a distinction in public health. The health sciences major is not appropriate for students pursuing entry into medical, dental, veterinary, optometry, or graduate school; these students typically need different courses and research experience to be qualified and competitive for these programs. Students earning a health sciences major may not also earn a biology minor.

Upon completion of the health sciences major, students will be able to

- apply core concepts of natural and social science to human biology and healthcare
- apply the scientific method to answer health-related questions
- analyze and interpret health-related data
- integrate social and natural science perspectives when describing issues in the field of human biology and healthcare

Major Requirements

The following courses/experiences are required (13-14 units):

BI 115

BI 125

BI 215

BI 225

CH 111 and CH 112, or CH 149

HS 203

HS 242

HS 475 or HS 499

PY 101

PY 224

three units from the following, with at least one unit in biology or chemistry, at least one unit in psychology or sociology, and at least two units at the 300 or 400 level:

BI 304

BI 308 or CH 308

BI 402

BI 405

CH 211

CH 418

CH 428

HS 200

PY 217

PY 312

PY 313

PY 314

SO 370

CH 418, CH 428, and SO 370 have prerequisites not included in major requirements.

History

Bachelor of Arts

*William Hustwit, Randall David Law, V. Markham Lester, Victoria Ott,
Mark S. Schantz*

The history faculty engages students in an inquiry into the past. By reconstructing earlier civilizations and perceiving various ages within a time frame stretching from prehistory to the present, the history student comes to see an age in relationship to what came before and what follows. A sense of continuity is developed that expands mental horizons, permits fruitful comparisons to be made with the present, and allows a more acute awareness of one's surroundings. The effort to understand the peoples of the past makes use of various skills and techniques including the evaluation of evidence, employment of

imagination, research skills in diverse sources of information, and effective oral and written communication skills. A primary concern of the study of history is change. The student who is conscious of the continuous process of change is better prepared for the conditions of change taking place today.

The concentration in public history prepares students for careers and advanced degrees in public history, an exciting and challenging field that has experienced strong growth in recent decades. Public historians practice history outside of the academic classroom by serving as mediators of historical knowledge in partnership with the public and community institutions through preserving and interpreting historical records and using them to contextualize important issues for today's public. This can be done through many venues and media, including museums, libraries, living history sites, documentary film, historic preservation, historical societies, government service, and physical and digital archives. Students graduating with the concentration in public history fulfill the requirements for the Bachelor of Arts in history and take additional courses, including an introductory course, an internship with a partnering institution, and other courses outside of history that complement their training in the field.

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

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

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

Major Requirements

Major in History

The following courses are required (11 units):

HI 102, and either HI 103 or HI 110

HI 151 or HI 155

HI 152

HI 300

HI 400

five elective units, two at the 200 level and three at the 300 level;

at least one must be in United States history, one in European

history, and one in Latin American, Asian, or Middle Eastern history

Major in History with concentration in Public History

The following courses are required (13 units):

HI 102, and either HI 103 or HI 110

HI 151 or HI 155

HI 152

HI 251

one unit from the following:

HI 204

HI 205

HI 206

HI 221

HI 300

HI 400

three elective HI units at the 300 level; at least one must be in United States history, one in European history, and one in Latin American, Asian, or Middle Eastern history

a public history internship (either during Exploration term or by contract in a regular term)

two units chosen from two of the following areas:

Art History

ARH 215

ARH 216

ARH 316

Business Administration

BA 201

BA 351

Computing and Digital Humanities

CAC 150

CAC 170

CAC 230

EH 240

HI 300 is typically completed in the sophomore or junior year.

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

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

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

Minor Requirements

The following courses are required (5 units):
one HI unit (classroom course) at the 100 level
one HI unit (classroom course) at the 200 level
two HI units (classroom courses) at the 300 level
one additional unit in HI (classroom course)

Graduation with Disciplinary Honors in History

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

- (1) Complete the requirements for a major in history.
- (2) Attain a 3.500 or better grade point average in all history courses taken at the College.
- (3) Earn a departmental designation of “with honors” for the project in HI 401.

Human Rights and Conflict Studies

Amy Cottrill, Program Coordinator

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

Minor Requirements

The following courses are required (5¼ units):

HRC 300

five units, one from each of the following areas and an additional unit chosen from any of the areas:

Representation

EH 230 or HON 230

EH 231 or HON 231

EH 329

EH 384

EH 395

HON 224

PY 245

RE 225

RE 390

Historical and Social Context

HI 210

HI 232

HI 244

HI 345

HRC 200

HRC 434 or PS 434

PL 253

PS 330

PS 368

Consequences and Effects

AN 323

EH 228

RE 325

RE 331

RE 345

Bunting Center service-learning project or Exploration term experience

Hess Center/Leadership Studies internship

other Exploration term project approved by human rights faculty

Social Change

EH 229

HI 155

HI 226

HI 331

PL 200

PS 235

PS 307

RE 353

SO 235

UES 360

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

Latin American Studies

Vincent T. Gawronski, Program Coordinator

The minor in Latin American studies provides a multifaceted preparation for a wide range of careers in the public and private sectors. To facilitate the student's understanding of the importance of Latin America on the global stage, the minor provides a broad-based study of language and literature, history, politics, and culture. The goal of the Latin American studies minor is to heighten the student's awareness and knowledge of the complexities of Latin America as a region and the vast diversity of Latinos living in the United States. Ideally students who minor in Latin American studies will travel to Latin America at some point during their undergraduate coursework. The College offers a variety of opportunities for study abroad, international internships, and scholarship aid for such travels through the Sklenar Center for International Programs.

Consistent with the College's policies for an academic minor, no courses counted toward a major may be counted toward the Latin American studies minor unless specifically exempted from this exclusion.

Minor Requirements

The following courses are required (6 units):

HI 261

PS 240

SN 270 or equivalent (may be waived through a proficiency exam)

three units from the following:

ARH 405

EH 230

EH 395

HON 230

HRC 200

LAS 277, LAS 377, or LAS 477

MU 126 (when taught on a Latin American topic)

PS 366

PS 393 (when taught on a Latin American topic)

SN 359

SN 365

SN 377 (when taught on a Latin American topic)

SN 477 (when taught on a Latin American topic)

SN 402

Leadership Studies

Kent S. Andersen, Program Coordinator

The Distinction in Leadership Studies (DLS) program examines the theory and practice of leadership. Because leadership and the capacity to lead shape all aspects of organizational and social life, the program complements and enriches any major area of study or career trajectory, providing students with both theoretical and practical tools for facilitating change and addressing leadership challenges. The program culminates in an applied research project in the senior capstone, and includes an introductory theory course, a community-based practicum, and two additional leadership studies designated courses from other disciplines. Courses in the program may be used to fulfill other requirements, including general education and disciplinary major requirements. To earn the Distinction, students must attain at least a 2.500 grade point average on all coursework at the College.

The leadership studies student will

- collaborate with others to address matters of public concern
- identify and assess competing ethical, moral, or community interests (CI in Explorations)
- apply critical and theoretical conceptions of leadership to new situations
- articulate critically reflective insights based on the examination of leadership experiences

Distinction Requirements

The following courses are required (4 units):

LS 200

LS 300

LS 400

two additional units from leadership studies designated courses

minimum 2.500 grade point average on all coursework at the College

Leadership studies designated courses:

AN 323

ARH 311

ARH 312

BA 320

BA 400

CH 418

EH 229

EH 232 or HI 232

EH 261 or HON 261

HI 205

HI 210

HI 244

HI 245

HI 309

HI 345

HRC 200

MFS 250

MU 371

PL 307

PS 240

PS 307

PS 310

PS 325

PS 340

PS 355	SO 235
PY 308	SO 370
RE 215	THA 104
RE 235	THA 403
RE 353	UES 310
RE 375	UES 380

Designated courses address leadership in some way and require a project focused on leadership. Regular term courses that fulfill leadership studies requirements are noted in the course description and can be identified in Self-Service. Exploration term projects that qualify as leadership studies designated courses will be noted in the *Exploration Term Bulletin*. With permission of the program coordinator, students may complete an independent study contract or internship to fulfill program requirements. Other courses may also qualify: students who see a connection to leadership in a particular course and wish to use the course to fulfill program requirements should contact the professor and the program coordinator at the beginning of the term to complete a DLS course contract.

The Intercultural Leadership Summer Program at the European Study Center in Strasbourg, France, may be used to fulfill one of the designated course requirements. Contact the program director for additional information about this option.

Upon enrollment in a leadership studies designated course, students must indicate to the professor at the beginning of the term that they intend to use the course in fulfillment of the DLS requirements, and should plan to complete a project or paper focused on leadership in order to earn credit towards the DLS program.

Mathematical Finance

Bachelor of Science

*Jeffrey T. Barton, Paul A. Cleveland, Kathleen Greer, Douglas A. Riley,
Sara H. Robicheaux*

Mathematical finance is the interdisciplinary study of financial markets. The major employs economic theory to evaluate how time, risk, opportunity costs, and information can create incentives for a particular decision; develops advanced mathematical tools necessary to study and understand financial markets; and provides a foundation in business finance. A major in mathematical finance provides an academic framework to explore the role of financial markets and intermediaries in the allocation (and misallocation) of capital. Among the topics studied in mathematical finance are financial markets, banks and other financial intermediaries, asset valuation, portfolio allocation, regulation and corporate governance. Students who enjoy abstract economics analysis, applied financial analysis, and advanced mathematics will find the major interesting and challenging.

Upon completion of the mathematical finance major, students will be able to

- use mathematical methods to solve quantitative problems
- engage in observation and inference from data and apply statistical methods
- present a coherent explanation of their work to a group of peers

The major requires a set of core courses designed to provide a foundation in mathematics, economics, accounting, and finance. Following this core, students individualize their majors by choosing one of two tracks: financial economics or mathematics.

The financial economics track offers students a deeper knowledge of economics and finance. This track involves intensive data analysis and applied economics. This track is recommended for students interested in private and public sector careers.

The mathematics track provides a grounding in economic theory comparable to that provided by the general economics major and exposes students to rigorous and extensive training in mathematics. This track is recommended for students contemplating graduate studies in economics or finance, or those interested in careers that require strong quantitative skills or professional designations from organizations such as the Society of Actuaries, Casualty Actuarial Society, and Chartered Financial Analyst Institute.

Major Requirements

Financial Economics Track

The following courses are required (15 units):

AC 221
BA 372
BA 474
EC 201
EC 202
EC 303
EC 309
EC 404
EC 460
EC 470
MA 207
MA 231
MA 232
MA 310
MA 441

Mathematics Track

The following courses are required (15 units):

AC 221
BA 372
BA 474
EC 201
EC 202
EC 309
MA 231
MA 232
MA 310
MA 311, MA 317, or MA 461
MA 321
MA 335
MA 441
MA 470
MA 472 or MA 499

Students earning a mathematical finance major under the mathematics track may not also earn a mathematics major or minor.

Mathematics

Bachelor of Science

Jeffrey T. Barton, Catherine Cashio, Bernadette Mullins, Tricia Phillips, Allie D. Ray, Douglas A. Riley

Students often encounter mathematics as a finished product laid out neatly in a textbook. At Birmingham-Southern College students experience mathematics as a process that relies on curiosity, intuition, critical thinking, and effective communication to produce important and useful results. Through taking both theoretical and applied courses and working closely with faculty, students develop their skills as questioners, critical thinkers, and communicators of technical material, all abilities valued by employers in a variety of fields.

The mathematics major welcomes and attracts students with diverse interests and career goals, and mathematics majors find that they have many options available to them once they graduate. Many continue their education by attending medical school, law school, or mathematics graduate school. Some have pursued graduate degrees in fields ranging from engineering to business administration to biostatistics, while others have begun their careers in fields including actuarial studies and education with employers such as NASA, Blue Cross Blue Shield, Alabama Power, and many others.

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

- use mathematical methods to solve quantitative problems
- write a valid proof of a mathematical statement
- present a coherent explanation of mathematical work to a group of peers

Major Requirements

The following courses are required (13 units):

MA 231

MA 232

MA 310

MA 311

MA 335

MA 451 or MA 455

MA 458 or MA 461

MA 470

MA 472 or MA 499

four units from the following, at least three of which must be in MA, at least one of which must be at the 300 or 400 level:

CAC 180 or CAC 181

MA 207 or MA 209

MA 240

MA 277, MA 377, or MA 477

MA 305

MA 317

MA 320

MA 321

MA 372

MA 422

MA 441

MA 451

MA 454

MA 455

MA 458

MA 461

PH 121 or PH 122

MA 207 and MA 209 may not both count toward the mathematics major.

A student may be exempt from MA 207, MA 231, and MA 232 by placement, AP credit, or IB credit.

Students planning on graduate study in pure mathematics are encouraged to take MA 317, MA 451, MA 455, MA 458, MA 461, and MA 499. Those planning graduate work in applied mathematics are encouraged to take MA 305, MA 317, MA 321, MA 441, MA 451, MA 454, MA 461, MA 472, PH 121, and PH 122.

Mathematics majors planning on seeking employment immediately upon graduation are encouraged to take MA 207, MA 305, MA 317, MA 321, MA 372, and MA 441 as mathematics electives, and MA 472 for their senior project. Those intending on an actuarial career should also plan on taking relevant courses in related disciplines, particularly AC 221, BA 372, BA 414, EC 201, EC 202, and EC 309.

Students planning to attain secondary teaching certification must take MA 207, MA 240, MA 320, and MA 317.

Courses used to fulfill major or minor requirements in accounting, applied computer science, business, economics, physics, and urban environmental studies may be used to fulfill major requirements in mathematics. The following courses used to fulfill minor requirements in data science may also be used to fulfill major requirements in mathematics: CAC 180, CAC 181, MA 207, and MA 209.

Minor Requirements

The following courses are required (5 units):

MA 231

MA 232

MA 310

one elective unit in MA at the 200 level or above

one elective unit in MA at the 300 level or above

Teaching experience courses may not count toward the minor.

Media and Film Studies

Bachelor of Arts

Teddy Champion

The media and film studies major considers the processes by which film and media are produced and consumed. In this program, “media” refers to various forms of representation and communication, including traditional arts and letters, print and broadcast news, the trade press, television, photojournalism, film, the Internet, digital systems, and emerging information and communication technologies.

The media and film studies major incorporates historical, analytical, and theoretical approaches to understanding the form and function of human communication. The major also includes the production of media with an emphasis on storytelling through interdisciplinary courses in film production, journalism, photojournalism, photography, and computer science, and by engaging in production-oriented projects.

The major requires a set of core courses designed to provide a foundation in historical and analytical study and elementary production of various film and media.

Following this core, students individualize their major by choosing electives in one of two concentrations: media production or media history, theory, criticism. Each student is also required to engage in an independent professional project or internship and to participate in an interdisciplinary senior seminar.

Students in the history, theory, criticism concentration study the literary, psychological, sociological, and political impacts of film and mass media on how people think, process information, and form beliefs. The production concentration asks students to produce media texts, including narrative film, documentary, web-based media, photography, art, music, or traditional print journalism.

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

- demonstrate significant familiarity with storytelling through film and media from the 20th century to the present
- analyze stylistic and structural features of film and media texts
- communicate written research, analysis, and conclusions in a clear, well-organized manner
- express themselves through narrative using conventional tools of digital media

Major Requirements

The following courses are required (11 units):

MFS 100
 MFS 210
 MFS 220
 MFS 222
 MFS 310 or MFS 322
 MFS 397
 MFS 470

four units from the following, with three units coming from one concentration and one unit from the other concentration:

Media History, Theory, Criticism

AR 131	MFS 260
AR 324	MFS 277
ARB 165	MFS 310*
ARH 216	MFS 360
EH 204	MFS 377
EH 240	MU 322
EH 248	PL 263
EH 349	PS 111
EH 384	PS 195
EH 420	PS 300
HON 284	PS 345
IDS 115	RE 230
MFS 250	

Media Production

AR 222	EH 305
AR 324	HON 216
BA 352	MFS 245
CAC 170	MFS 320
CAC 230	MFS 322*
CAC 330	MFS 340
CAC 340	MFS 341
EH 204	MFS 477

*Students may take both MFS 310 and MFS 322, with one counting as the required Writing Reinforcement (WR) course and the other counting as a track elective.

Students should complete either MFS 100 or MFS 210 as early as possible, and prior to determining their concentration area.

Neither credit by examination in the AP and IB programs, nor individualized educational experiences, with the exception of an approved internship or independent project, may be used to satisfy requirements in the major.

Special topics courses pertaining to media studies offered by other departments may be counted as track electives with the approval of the MFS program director.

Courses in the media and film studies major that are also listed with other disciplines may be used to satisfy requirements in other majors or minors at the discretion of the designated discipline.

Minor Requirements

The following courses are required (5 units):

- MFS 100
- MFS 220
- three additional units in MFS

Music

Bachelor of Arts, Bachelor of Musical Arts

Jeremy N. Grall, Jeff Kensmoe, Lester Seigel

The Department of Music traces its history to the 1952 merger of the College's music program with the Birmingham Conservatory of Music, an independent school founded in 1895, providing distinctive quality in musical education and training. Students study music for many reasons: as a crucial part of the liberal arts experience, to train for a career in performance or in myriad music-related careers, and as preparation for graduate

study. For all students, the department offers private lessons and music ensembles as well as courses in music appreciation, history, literature and theory, within the liberal arts perspective essential for all well-educated musicians.

All lessons and courses offered by the department are designed to help students increase their enjoyment of and ability to create music. The department encourages collegiality and respect among all students and seeks to cultivate talent and challenge students musically and intellectually.

The department offers two distinctive degrees, both of which provide music majors with a program of strength and rigor: the Bachelor of Arts and the Bachelor of Musical Arts. The B.M.A. is an individualized music-intensive degree which allows students creative design of their degree plan beyond the traditional concentration areas, utilizing interdisciplinary courses, internship experiences, and other means. For students who demonstrate the requisite ability and desire more intense focus on performance, there is a track within the Bachelor of Arts degree leading to Disciplinary Honors in Music upon graduation.

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

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

- hear, identify, and work with musical elements including rhythm, pitch, harmony, structure, timbre, and texture
- demonstrate the ability to apply musical notation through performance
- recognize and articulate an understanding of compositional process and musical style with reference to artists, technologies, events, and cultural forces through the major periods of history
- use research tools and analysis to develop and defend judgments and write about music

Bachelor of Arts

The Bachelor of Arts with a major in music is designed for students who wish to study music in a broad liberal arts context. The major is balanced among four types of music study: theory, literature and history, applied study in performance, and ensemble participation. In the senior year, students present a solo recital or the results of an independent research topic (a correlative paper is required).

The Bachelor of Arts with a major in music with emphasis in songwriting consists of upper-level courses in music, including composition and arranging, resulting in a portfolio of original songs to be presented as the capstone project in a performance during the student's senior year.

Major Requirements

Major in Music

The following courses are required (11 units):

MU 151
 MU 152
 MU 153
 MU 155
 MU 156
 MU 221
 MU 222
 MU 251
 MU 252
 MU 499

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

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

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

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

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

Major in Music with Emphasis in Songwriting

The following courses are required (14 units):

MU 151
MU 152
MU 153
MU 155
MU 156
MU 221
MU 222
MU 251
MU 252
MU 352
MU 355, to be taken twice for a total of 1 unit
MU 371
MU 450
MU 499

two and one-half units in applied study over three regular terms from the following:

MS 310
MS 320
MS 360
MS 410
MS 420
MS 460

one unit in ensemble from the following:

MU 112
MU 113
MU 211
MU 215
MU 217
MU 341

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

The following courses are recommended for the songwriting emphasis: BA 201, EH 205, EH 302, or IDS 209.

Minor Requirements

The following courses are required (6 units):

MU 121
two units in music theory numbered MU 151 or above
two units in performance numbered MS 300 or above; achieve proficiency level two
one unit from the following:
MU 112
MU 113

MU 211
MU 215
MU 217
MU 242
MU 341
MU 343

Graduation with Disciplinary Honors in Music

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

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

Bachelor of Musical Arts

The Bachelor of Musical Arts degree is designed for students who wish to focus in-depth in music studies and create a formal connection with an area of study outside of music. A unique trait of this program is the intentional pairing of a musical area of concentration with a non-music area, determined in consultation with faculty advisors and formalized in the second term of the sophomore year. For further information, refer to the *Music Student's Handbook*. By the end of the sophomore year, students submit their degree plan for approval by the music faculty at an interview.

The sound and media track provides B.M.A. students with an interdisciplinary study of music, sound design, and media. This track is designed for students who wish to develop a strong foundation in classical and commercial music, and to pursue its interdisciplinary application in current artistic and commercial media. In addition to a traditional education in music theory and music history, which students take in the core B.M.A. music courses, students apply this knowledge to the creation of film scores that are either arranged or

composed, sound and visual design, and media theory. Accordingly, students will take a more guided approach in their non-music core courses in performance and ensemble, as well in their non-music courses.

The voice, drama, and multimedia track provides B.M.A. students with an interdisciplinary study of singing and its employment in various settings, such as opera, musical theatre, and multimedia. This track is designed for students who wish to develop a strong foundation in classical music and opera, and to pursue its interdisciplinary application to other types of theatrical performance media. In addition to a traditional education in classical music theory, music history, and performance, students apply this knowledge of performance to theatre, acting, and media and film. Accordingly, students will take a more guided approach in their non-music core courses in performance and ensemble, as well in their non-music courses.

Major Requirements

The following courses are required (19 units):

MU 151

MU 152

MU 153

MU 155

MU 156

MU 221

MU 222

MU 251

MU 252

MU 499

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

MS 310

MS 320

MS 330

MS 340

MS 350

MS 360

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

MU 112

MU 113

MU 211

MU 215

MU 217

MU 242

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

five units outside music that comprise a coherent course of studies relating to the student's area of concentration in music; courses used to fulfill this requirement form part of the total degree proposal that is to be approved by the music faculty senior capstone public presentation of at least thirty minutes
completion of the piano proficiency requirement

Sound and Media Track

The following courses are required (19 units):

MU 151
MU 152
MU 153
MU 155
MU 156
MU 221
MU 222
MU 251
MU 252
MU 322
MU 328
MU 352
MU 450
MU 499

two units in applied study (any instrument/composition)

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

MU 115
MU 215
MU 217

five units outside music that comprise a coherent course of study and chosen in consultation with music and media and film studies faculty*

senior capstone public presentation of at least thirty minutes
completion of the piano proficiency requirement

*While the choice of non-music courses will be guided by student projects, examples of appropriate courses include AR 222 or MFS 100, MFS 210, MFS 220, MFS 320, and/or MFS 340.

Voice, Drama, and Multimedia Track

The following courses are required (19 units):

MU 151
MU 152
MU 153
MU 155
MU 156

MU 221
 MU 222
 MU 251
 MU 252
 MU 322
 MU 371
 MU 425
 MU 450
 MU 499

two units in applied study (may be repeated for credit) over four regular terms from MS 320 and/or MS 420

two units in ensemble from the following, with one unit coming from opera workshop and a mainstage musical production:

MU 112
 MU 211
 MU 242
 THA 201

five units outside music that comprise a coherent course of study and chosen in consultation with music faculty*

senior capstone public presentation of at least thirty minutes

completion of the piano proficiency requirement

*While the choice of non-music courses will be guided by student projects, examples of appropriate courses include MFS 100, MFS 220, MFS 222, THA 120, and THA 323.

Musical Theatre

Bachelor of Arts

The musical theatre major provides students with a combination of courses in dance, music, and theatre that is intended to prepare them for careers as performers in musical theatre. The musical theatre major is more specialized than the theatre major, and faculty members will offer students guidance at the end of the sophomore year on whether the musical theatre degree or theatre degree is the most appropriate program.

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

- perform acting goals and tactics
- execute theatre designs using appropriate technology
- demonstrate strong collaborative skills and production process
- perform informed analysis of theatre practices

Major Requirements

The following courses are required (13-14 units):

one unit in DA

one unit in MS 320

MU 150

THA 111, THA 211, or THA 212

THA 120

two units (4 projects) in THA 201, including one dramatic performance,
one musical performance, and one experience as a technician

THA 223

THA 230

THA 320

THA 323

THA 403

THA 472 or THA 499

meet the level of piano proficiency for musical theatre majors as determined by the
Department of Music or enroll in MS 110 and/or MS 310

Philosophy

Bachelor of Arts

Daniel Coyle, William T. Myers, Charles Prusik

Western philosophers from Plato to Whitehead have attempted systematically and consistently to do what every reflective person does fragmentarily and haphazardly: reflect on beliefs about the physical world, moral and religious commitments, aesthetic experiences, relations of the individual to the community, and other phases of human experience. In doing so, philosophers have hoped to deepen their insights into the meaning of human existence and to explore the possibilities for individuals to participate creatively in the reconstruction of their values to meet the new conditions of the contemporary world.

In this process philosophers have also undertaken to examine critically what is elsewhere taken for granted. They have developed analytical techniques such as various systems of logic, studies of the nature and limits of the human understanding, and linguistic analysis.

Collegiate courses in philosophy are invitations to undergraduates to participate in this intellectual heritage and to develop analytical techniques essential to the discipline.

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

- make appropriate use of scholarly literature relevant to the topic in defense of a thesis
- sympathetically articulate the views of scholarly literature which present arguments that run contrary to one's own thesis
- construct a cogent argument in defense of a thesis
- write in a clear and well-organized manner in defense of a thesis
- speak in a clear and well-organized manner in defense of a thesis

Major Requirements

The following courses are required (9 units):

PL 241

PL 250

PL 251

PL 252

PL 253

PL 470

one 300-level writing reinforcement (WR) course, taken in the junior year
two courses in PL at the 300 or 400 level (except PL 398 and PL 498)

Minor Requirements

The following courses are required (5 units):

PL 250

PL 251

PL 252

one unit in PL at the 300 or 400 level

one elective unit in PL

Graduation with Disciplinary Honors in Philosophy

Philosophy majors may graduate with honors in philosophy by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy.
- (2) Attain a 3.500 or better grade point average in all courses taken at Birmingham-Southern College.
- (3) Attain a 3.500 or better grade point average in all philosophy courses taken at Birmingham-Southern College.
- (4) Earn a departmental designation of "with honors" for the project in PL 470. Minimum requirements are a 25-page paper that earns a grade of "A-" or better.

Philosophy, History, and Law

Bachelor of Arts

V. Markham Lester and William T. Myers, Program Coordinators

The philosophy, history, and law major exposes students to some of the knowledge and skills useful for success in law school and in a legal career including, among other things, the philosophy of law, the historical development of the United States *Constitution*, accounting, writing, and economic analysis. Students may choose either a history track emphasizing the past as a process of change, particularly as it has affected our nation's system of law, or a philosophy track emphasizing the development of analytical techniques essential to the study of philosophy and law.

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

- make appropriate use of scholarly literature relevant to the topic in defense of a thesis
- sympathetically articulate the views of scholarly literature which present arguments that run contrary to one's own thesis
- write and speak in a clear and well-organized manner in defense of a thesis
- demonstrate an understanding and appreciation for the philosophy of law and the law's role in society
- demonstrate an understanding of the development of constitutional law in the United States

Major Requirements

History Track

The following courses are required (13 units):

AC 221

EC 201 or EC 202

EH 208

HI 151

HI 152

HI 225 or HI 226

HI 300

HI 400

PL 241

PL 251 or PL 252

PL 275

two additional units in HI at the 300 level

Philosophy Track

The following courses are required (13 units):

AC 221

EC 201 or EC 202

EH 208

HI 151

HI 152

HI 225 or HI 226

PL 241

PL 251

PL 252

PL 275

PL 470

two additional units in PL at the 300 level

Graduation with Disciplinary Honors in Philosophy, History, and Law

History track majors may graduate with honors in philosophy, history, and law by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy, history, and law.
- (2) Attain a 3.500 or better grade point average in all courses required for the major.
- (3) Earn a departmental designation of “with honors” for the project in HI 401. The project must deal with some aspect of legal history.

Philosophy track majors may graduate with honors in philosophy, history, and law by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy, history, and law.
- (2) Attain a 3.500 or better grade point average in all courses required for the major.
- (3) Earn a departmental designation of “with honors” for the project in PL 472. The project must deal with some aspect of legal philosophy.

Physics

Bachelor of Science

Duane H. Pontius Jr., Matthew W. Rhoades, Mark E. Rupright

Physics majors fall into two categories: those who do not plan a career in physics but may be interested, for example, in the teaching of physics in secondary schools, or continuing their professional training in some area such as medicine or law; and those who intend that the bachelor's degree will be their terminal degree, or who plan to do graduate work in physics or engineering.

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

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

Major Requirements

The following courses are required (14½ units):

CH 111 or CH 149

MA 231

MA 232

PH 121

PH 122

PH 201

PH 304

PH 305

PH 306

PH 310

PH 320

PH 402

PH 404

PH 410 or PH 499

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

Prospective majors are advised to complete MA 231 and MA 232 as soon as possible.

Students who expect to work professionally in the field of physics or attend graduate school in physics or engineering should additionally take MA 310, MA 311, and PH 412. Students wishing to prepare for teaching physics in secondary schools should complete the physics major and confer with the education department concerning additional requirements in education.

Courses used to fulfill major or minor requirements in mathematics may be used to fulfill major requirements in physics.

Minor Requirements

The following courses are required (5 units):

PH 121

PH 122

PH 201

PH 306

one unit from the following:

PH 304

PH 310

PH 320

PH 402

PH 404

Political Science

Bachelor of Arts

Vincent T. Gawronski, Clinton Jenkins, Desireé R. Melonas

Political science is the analysis of power dynamics within and between societies and nation-states. We conduct theoretical and practical analysis to explore, explain, and predict political behavior at the individual, group and institutional levels. Comparative studies of the United States, Europe, Latin America, and Asia as well as insights from sociology, political psychology, media studies, and economics are utilized in the study of power across cultures. The results of research need to be communicated to a variety of audiences; we work together to develop the skills to do this effectively. Our students are encouraged to participate in internships, collaborate with practitioners, and work in political settings.

The political science major is intended for those students who wish to attend law school, pursue graduate studies, enter public service, or work in the private for-profit or non-profit sectors. In recent years, political science majors have gone on to become Truman Scholars, Fulbright and Rotary scholarship winners, elected public servants, lobbyists and policy analysts, noted lawyers, business entrepreneurs, Foreign Service Officers, journalists, authors, and community leaders.

Upon completion of the political science major, students will be able to

- articulate the fields of American politics and comparative politics
- appraise and apply political theories of varied traditions
- formulate relevant research questions and hypotheses
- rigorously apply critical thinking, research, and analysis skills
- demonstrate competency in the oral and written communication of research results in a professional and engaging manner

Major Requirements

The following courses are required (12 units):

PS 101

PS 202 or PS 235

PS 238

PS 470

PS 472

SBS 204

SBS 304

five elective units in PS with at least three at the 300 or 400 level

Minor Requirements

The following courses are required (5 units):

PS 101

PS 238

three elective units in PS or SBS, two of which must be at the 300 or 400 level
(SBS 204 and SBS 304 are strongly recommended)

Normally, PS 101 will be a prerequisite for all other courses in American government, and PS 238 will be a prerequisite for all other courses in comparative government. Students are encouraged to take these courses during their first year. SBS 204 and SBS 304 should be taken during the sophomore year.

Teaching experience courses may not count toward the minor.

Graduation with Disciplinary Honors in Political Science

The award of disciplinary honors in political science reflects a “value added” experience for those who seek additional work and more research experience in the discipline, and a better understanding of political science as a profession. Receiving disciplinary honors not only signifies success in coursework, it also rewards work in the discipline that goes beyond minimum requirements and that shows evidence of academic rigor. Students seeking disciplinary honors should consult with the political science faculty before the senior year. Students with a major or minor in political science or an associated interdisciplinary major that requires SBS 204, SBS 304, PS 470, and PS 472 are eligible for disciplinary honors.

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

(1) Attain a minimum 3.500 grade point average in courses taken at Birmingham-Southern College.

(2) Attain a minimum 3.800 average for courses in political science.

(3) Earn at least one unit of credit in a teaching experience in political science (PS 398 or PS 498) or an internship in political science.

Poverty Studies

Keely Sutton, Program Coordinator

The Distinction in Poverty Studies (DPS) program examines the complexities of poverty and inequality from multiple perspectives. As access to resources shapes all aspects of the human experience, the program complements and enriches any major area of study, and provides valuable preparation for students pursuing professional careers in health services, law, business, education, public policy, ministry, journalism, and other fields. As part of the program, students complete an approved internship that allows them to place their own experiences in the contexts of poverty and social inequality. Relevant internships may include those completed through the Shepherd Higher Education Consortium on Poverty (SHECP), appropriate Hess Fellows advocacy internships, or other approved venues. To earn this distinction, students must also achieve a minimum 2.500 grade point average in all coursework at the College.

Upon completion of the Distinction in Poverty Studies, students will be able to

- explain the causes and consequences of poverty using relevant critical and theoretical frameworks (e.g., economic, sociological, psychological, religious, or historical)
- identify and assess competing moral, ethical, and policy interests in addressing the challenges related to poverty
- engage in work in partnership with people and communities impacted by poverty

Distinction Requirements

The following courses and experiences are required (3½ units and internship):

PVS 201 or SO 201

PVS 470

two units, one of which must be outside the major, from the following:

AR 324

CH 418

EC 280

ED 201

EH 165

EH 207

EPY 223

HI 204

HS 200

PY 224
 RE 270
 RE 325
 SO 213 or PHS 213
 SO 339
 UES 310

Hess Fellows poverty internship or other approved internship focused on poverty
 minimum 2.500 grade point average on all coursework at the College

Designated courses address poverty and inequality in some way. With permission of the program coordinator, students may complete an independent study contract to fulfill program requirements. Other courses may also qualify; students who see a connection to poverty in a particular course and wish to use the course to fulfill program requirements should contact the professor and the program coordinator at the beginning of the term to discuss.

Psychology

Bachelor of Science

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

The purpose of a major in psychology is to provide a background of knowledge for students going on to graduate work in psychology, as well as for those students going into a variety of professions that require an understanding of the principles of human behavior.

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

- articulate major concepts, theoretical perspectives, and empirical findings of psychology
- understand and apply basic research methods in psychology, including research designs, data analysis, and interpretation
- respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes
- demonstrate information competence and the ability to use computers and other technology for many purposes
- communicate effectively in a variety of formats

Major Requirements

The following courses are required (12 units):

PY 101
 PY 221
 PY 222

PY 301

PY 312

three units from the following:

PY 211

PY 224

PY 313

PY 370

PY 372

three elective units in PY

one unit in PY 410 or 450, or 2 units of PY E499 or PY 470 followed by PY 472;

PY 472 will count as one of the three elective psychology units

Majors should take PY 221 and PY 222 consecutively and are strongly encouraged to complete them by the end of the sophomore year. All majors will complete a comprehensive assessment in psychology as part of the senior seminar.

Minor Requirements

The following courses are required (5 units):

PY 101

four elective units in PY, one of which must be at the 300 level

Public Health Studies

Meghan L. Mills, Program Coordinator

The Distinction in Public Health Studies (DPHS) program provides an opportunity for students of all majors to study and apply interdisciplinary perspectives to understanding health and wellness within and across populations. The program includes an introductory course in cell and molecular biology, two public health-studies designated electives, and a capstone course that incorporates an experiential learning project focused on public health issues. Students must also attain at least a 2.500 grade point average in all coursework at the College. The successful completion of the Distinction in Public Health Studies will prepare students for entry-level public health positions in government, non-profit, and business settings. Pre-law and pre-health students will also benefit from earning this distinction, as will students interested in graduate study in public health and related fields.

Upon completion of the Distinction in Public Health Studies, students will be able to

- apply social, cultural, biological, and environmental perspectives to frame issues of health and wellness within and across populations
- identify and evaluate the causes and consequences of health disparities within and between communities

- analyze and assess the evolving contributions of healthcare and public policy to the health status of communities
- integrate and reflect on a collaborative experience focused on public health issues

Distinction Requirements

The following courses are required (5 units):

BI 115 or BI 125

CH 418, SO 370, or UES 310

PHS 213 or SO 213

PHS 470 or PHS 499

one unit from the following:

HS 200

PY 217

SN 390

SO 190

SO 290

SO 340

at least a 2.500 grade point average on all coursework at the College

Religion

Bachelor of Arts

Amy C. Cottrill, Keely Sutton

Religion is a fundamental part of the human experience and an inextricable dimension of thought, belief, ethics, politics, society, culture, and the arts. The discipline of religious studies asks how different cultures have put together the worlds in which they live. Areas of inquiry include the history of local and global religious traditions, spiritual dimensions of human experience, religious dimensions of culture, and the place of religion in society. Ultimately, the study of religion helps students to understand the complex processes by which individuals and groups create meaning for themselves and imbue those meanings with power.

Religious studies are inherently intercultural and interdisciplinary, and creativity and connection are encouraged. The department of religion offers courses on topics such as the ethics of war and peace, saints and sainthood, religion and violence, the cultural context of the Hebrew Bible, the history of Christian thought, religion and the construction of gender, and representations of religion in art, music, and film. The department also offers opportunities to study Hebrew and organizes engaged learning experiences in the Birmingham area through visits to local religious communities and service-learning projects. All of these offerings share a common focus on inquiring into the religious worlds that humans create.

Religion students are frequently motivated by concerns about social justice, curiosity about both familiar and unfamiliar cultures, an interest in religious experience and practice, and a general desire to understand people more fully. Because the academic study of religion teaches such valuable and transferrable skills as critical and creative thinking, effective and purposeful communication, and rigorous research, religion majors and minors are prepared upon graduation to pursue a variety of vocations: graduate work in religious studies or theology, social work, public health, law, medicine, business, and more.

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

- demonstrate a significant familiarity with at least one religious tradition, recognize its diverse manifestations in particular cultural contexts, and engage in informed discussion of its history and practices
- interpret “textual religion” and apply the methodologies (linguistic, literary, sociological, historical, rhetorical, or ideological) that relate to the critical interpretation of sacred texts and religious writings
- integrate the study of religion into other disciplinary studies
- conduct original scholarly research in the academic study of religion
- present scholarly research to a public audience

Major Requirements

The following courses are required (9 units):

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

RE 150

RE 201

RE 222

RE 227

RE 231

RE 235

RE 244

RE 275

RE 276

one unit regarding religious texts and interpretive practices from the following:

HB 101

HB 102

RE 160

RE 205

RE 212

RE 215

RE 230

RE 255

RE 300

five elective units, at least two of which must be in RE at the 300 or 400 level; PL 361 may also be used to fulfill this requirement

RE 470*Minor Requirements*

The following courses are required (5 units):
five units in RE or HB

Sociology

Bachelor of Arts

Stephanie M. Hansard, Yingling Liu, Meghan L. Mills

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

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

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

Major Requirements

The following courses are required (12 units):

SBS 204

SBS 304

SO 101

SO 215, SO 235, or SO 339

SO 350

SO 460
SO 470
five elective units in SO

SBS 204 and SBS 304 should be taken during the sophomore or junior year.

Minor Requirements

The following courses are required (5 units):

SO 101
SO 215, SO 235, or SO 339
three elective units in SO, one of which must be at the 300 level

Spanish for the Workplace

Bachelor of Arts

Barbara Domcekova, Kim Lewis, Jessica Ramos-Harthun

In light of the significant changes taking place in our present-day world and the need for greater international understanding and cooperation, one cannot overestimate the importance of foreign language study. The courses in foreign languages at Birmingham-Southern College are designed to help students attain written and oral proficiency. Furthermore, in studying a foreign language, students develop an appreciation of another culture and in doing so gain new insights into their own culture as well.

Students are encouraged to complement their coursework in a foreign language with various on- and off-campus experiences: viewing foreign language films, performing internships or volunteer activities using the target language, taking part in a service-learning project or Exploration term study-travel project in a country where their target language is spoken, or participating in an approved study abroad program.

Spanish for the workplace majors are strongly advised to adopt an appropriate cognate program, either as a minor or as a double major. Proficiency in Spanish is particularly useful for students planning careers in teaching (university, secondary, and bilingual), international business, healthcare, social work, law, foreign service, and research and technology. In addition, the rapidly growing Hispanic population in many regions of this country underscores the advantages of the ability to communicate with speakers of Spanish and to understand their culture.

Students may earn credit in Spanish at Birmingham-Southern College through the Advanced Placement or International Baccalaureate programs. A score of four or more on the grammar or five on the literature AP examination or a score of six on the IB examination may be used towards graduation requirements, but not towards Explorations curriculum requirements. See the “Advanced Placement and International Baccalaureate” section of this catalog for a full description of the policy.

Heritage speakers of Spanish (students whose first language is Spanish or who speak Spanish at home) must take a diagnostic speaking proficiency exam to determine the appropriate courses in order to fulfill requirements for the major or minor in Spanish for the workplace or the minor in Spanish.

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

- function successfully in Spanish in a variety of real-life situations including the workplace
- make polished formal and informal presentations on a variety of topics
- understand the gist as well as several discrete details of discourse as spoken by native speakers of Spanish at native speed
- write in Spanish with a high degree of grammatical correctness and appropriate choices of vocabulary and idiomatic expressions
- converse in Spanish in connected discourse in a variety of time frames

Major Requirements

The following courses are required (10 units):

SN 270*

SN 280

SN 300*

SN 315

SN 320

SN 390 or SN 391

SN 397

one unit in culture at the 300 level

one unit in literature at the 400 level

SN 471

Minor Requirements

Minor in Spanish

The following courses are required (5 or 6 units):

one of the following:

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

or

SN 270* or SN 280, plus two electives at the 320 level or above, and one term of study (minimum of 10 weeks, 3 classes per week) in a Spanish-speaking country

SN 300*

SN 315

Minor in Spanish for the Workplace

The following courses are required (6 units):

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

*Heritage speakers of Spanish who pass a diagnostic speaking proficiency exam are required to take two electives at the 300 or 400 level in place of SN 270 and SN 300.

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

Theatre Arts

Bachelor of Arts

Lusie Cuskey, Alan Litsey, Matthew S. Mielke

The theatre arts program offers courses for the general education of all students, as well as professional training for those wishing to major in theatre arts. Using the unique teaching facilities of the College Theatre (a performance plant housing an open stage with a split-revolve-lift in a flexible auditorium) and an intimate “black box” theatre, the program offers courses in all areas of theatrical performance, musical theatre, technical theatre, direction, and design. A student wishing to major in theatre arts may elect the disciplinary major below or the interdisciplinary major in musical theatre.

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

- perform acting goals and tactics
- execute theatre designs using appropriate technology
- demonstrate strong collaborative skills and production process
- perform informed analysis of theatre practices

Major Requirements

The following courses are required (12 units):

- THA 110
- THA 120
- three units (6 projects) in THA 201 to include at least one in performance and one in technical theatre
- THA 210
- THA 211 or THA 212
- THA 223

THA 230
THA 320
THA 403
THA 472 or THA 499

Minor Requirements

The following courses are required (5½ units):

THA 104
THA 110, THA 211, or THA 212
THA 120
THA 201
THA 223
THA 403

Urban Environmental Studies

Bachelor of Arts, Bachelor of Science

William G. Holt III, Mark Meade

The urban environmental studies program engages the complex environmental challenges arising as a result of urbanization and other human activities. This unique program integrates insights and methods from natural sciences, social sciences, and humanities and incorporates applied learning experiences. Students completing the program will be equipped to apply their skills and knowledge to contribute practical solutions to solving problems resulting from human-environmental interactions. Graduates will be prepared for further study or for careers in the non-profit, governmental, and business sectors. The College offers both the Bachelor of Arts and Bachelor of Science in urban environmental studies, thus providing flexibility that optimizes career possibilities.

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

- articulate relationships between anthropogenic and natural environments using scientific and humanistic paradigms
- interpret complex interactions between social structures and human settlements
- apply appropriate methodological tools to examine urban environmental issues and perform related analyses
- create and communicate practical potential solutions to complex urban environmental problems

*Major Requirements***Bachelor of Arts**

The following courses are required (14 units):

BI 225
EC 202
MA 207
SO 373
SO 376
UES 150
UES 160
UES 250
UES 310
UES 397
UES 470

one unit from the following:

AN 330, HON 330, or UES 330
EH 325
EH 268 or GRS 268
PL 307
RE 208

two units from the following:

EC 340
UES 230
UES 277, UES 377, or UES 477
UES 350
UES 360
UES 370
UES 380

Bachelor of Science

The following courses are required (14-15 units):

BI 115
BI 225
CH 111 and CH 112, or CH 149
EC 202
MA 207
UES 150
UES 160
UES 250
UES 310
UES 397
UES 470

one unit from the following:

AN 330, HON 330, or UES 330

EH 325

EH 268 or GRS 268

PL 307

RE 208

two units from the following:

BI 206

BI 314

BI 411

UES 230

UES 277, UES 377, or UES 477

UES 350

BI 206, EC 340, EH 325, PL 307, SO 373, SO 376, UES 350, and UES 360 have prerequisites not included in major requirements.

Minor Requirements

The following courses are required (5 units):

UES 150

UES 160

UES 310

two units from the following with one unit at the 300 level or higher:

BI 225

BI 314

BI 411

EC 340

EH 325

PL 307

RE 220

SO 373

SO 376

UES 110

UES 230

UES 250

UES 277, UES 377, or UES 477

UES 350

UES 360

UES 370

UES 380

UES 397

BI 225, BI 411, EC 340, PL 307, SO 373, UES 350, and UES 360 have prerequisites not included in minor requirements. Only one unit of UES 277, UES 377, or UES 477 may count towards the minor.

DUAL DEGREE REQUIREMENTS

Dual Degree in Engineering

Duane H. Pontius Jr. and Douglas A. Riley, Advisors

Dual Degree with Partnering Institutions

Students who participate in the pre-engineering dual degree program attend Birmingham-Southern College for a portion of their degree and then continue their education at one of the College's partnering institutions. After completing the academic requirements at both schools, the student is awarded a bachelor's degree from Birmingham-Southern College and an engineering degree from the partnering institution.

The College maintains partnering arrangements with two schools for which admittance into those engineering programs is guaranteed after completing the Birmingham-Southern College pre-engineering requirements, upon a favorable recommendation by the College's faculty liaison, and sundry additional requirements specific to either the partner or the engineering discipline. The partnering institutions include the University of Alabama at Birmingham and Washington University in St. Louis. Interested students are encouraged to contact one of the pre-engineering advisors for specifics on requirements for each school and engineering program.

Pre-Engineering (11 units):

CAC 180, MA 305, or PH 305

MA 231

MA 232

MA 310

MA 311

MA 317

PH 121

PH 122

PH 201

two units from the following:

CH 111

CH 112

CH 149

CH 225

Pre-engineering students must complete the pre-engineering curriculum courses listed above. They must also meet Birmingham-Southern College's general education graduation requirements with the exception of the senior capstone requirement. They should work closely with the program advisors in selecting specific courses required by cooperating institutions.

Pre-engineering students must complete at least 24 units while at the College, at most two of which can be Exploration terms, and they must earn 3 lecture and arts events credits for each term in residence. Students must also complete their engineering degree at the cooperating institution in order to receive their degree from Birmingham-Southern College. Students who do not complete the degree requirements elsewhere will not receive a degree from the College unless they return and complete the requirements for another major as well as the remaining graduation requirements.

Dual Degree with Other ABET Accredited Institutions

Students who participate in the pre-engineering dual degree program attend Birmingham-Southern College for a portion of their degree and then continue their education at an ABET accredited institution. After completing the academic requirements at both schools (including the possibility of additional general education or other requirements), the student is awarded a bachelor's degree from Birmingham-Southern College and the ABET accredited institution.

Students must complete the pre-engineering courses identified in the previous section. Pre-engineering students must also meet Birmingham-Southern College's general education graduation requirements, with the exception of the senior capstone requirement, and they must earn three lecture and arts events credits for each term in residence.

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

The degree from the ABET institution must be in a major approved by a pre-engineering advisor prior to the student transferring to the ABET institution.

Dual Degree in Environmental Studies

William G. Holt III, Advisor

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

Biology/Environmental Studies (11-12 units):

BI 125

BI 115

BI 215

BI 225

BI 411

BI 499

CH 111 and CH 112, or CH 149

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

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

EC 202

MA 207

MA 231

Chemistry/Environmental Studies (9-10 units):

CH 111 and CH 112, or CH 149

CH 211

CH 212

CH 225

CH 306

CH 308

CH 410

CH 411

MA 232

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

EC 202

MA 207

MA 231

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

Dual Degree in Law

William T. Myers, Advisor

Students participating in the cooperative law program will complete all general education requirements and requirements for a major at Birmingham-Southern College before continuing their studies at Cumberland School of Law at Samford University. Students in their junior year at the College will be eligible to apply to the Cumberland program after completing $\frac{3}{4}$ of the coursework required for a bachelor's degree.

Admission to the Cumberland program will be by means of the normal law school application process that requires, among other things, a Law School Admission Test (LSAT) score and two letters of recommendation, one of which should be from the chairperson of the student's major department. A student seeking admission to the program should have an LSAT score equal to or better than the median LSAT score of the current first-year Cumberland class and have a cumulative Birmingham-Southern College grade point average of 3.000 or better.

After successful completion of the first year of the program at Cumberland, Birmingham-Southern College shall award the student the appropriate bachelor's degree. Upon successful completion of the remaining requirements at Cumberland, the student will be awarded the J.D. agree.

Dual Degree in Nursing

Susan Buckingham, Advisor

Birmingham-Southern College students who opt for this dual-degree program attend the College for approximately three and a half years and major in health sciences. Then, if eligibility requirements are met, they are admitted into the Accelerated Master's in Nursing Pathways (AMNP) program at the University of Alabama at Birmingham. The student will be enrolled at both institutions for the spring term of the senior year, and upon successful completion of the 18 required credit hours at the University of Alabama at Birmingham in that same term, the student will be awarded the bachelor's degree in health sciences from Birmingham-Southern College. To be eligible for enrollment in the

AMNP program, students must have completed at least 29 units and fulfilled all general education and health sciences major requirements (with the exception of the senior capstone requirement) at Birmingham-Southern College. Once the remaining requirements are completed at the University of Alabama at Birmingham, the student will be awarded the Master of Science degree in nursing.

Students will normally apply in the fall of their junior year, and must have a minimum cumulative and pre-nursing grade point average of 3.000 to be eligible. Applicants will be provided with an admission decision prior to the end of the fall term of the junior year.

All pre-nursing courses must be completed with a minimum grade of “C” or higher before the first day of nursing coursework at the University of Alabama at Birmingham.

Required Pre-Nursing Courses (8 units):

BI 304
CH 111
HS 200
HS 203
HS 242
MA 124
MA 207
PY 224

Dual Degree in Pre-Pharmacy

Susan Buckingham, Advisor

Birmingham-Southern College students who opt for this dual-degree program attend the College for three years and major in biology or health sciences. If eligibility requirements are met, they are admitted into the Doctor of Pharmacy (PharmD) program at the Auburn University Harrison School of Pharmacy (AUHSOP). Students can earn a Bachelor of Science degree from Birmingham-Southern College and a Doctor of Pharmacy degree from the Auburn University Harrison School of Pharmacy (AUHSOP) in a seven year period.

Students may complete the first professional year (33 total semester hours) to fulfill their senior year of their bachelor's degree at BSC. Upon successful completion of the first-year and receipt of an Auburn University final transcript, BSC will confer the bachelor's degree.

To be eligible for enrollment in the Doctor of Pharmacy program, students must have completed at least 25 regular units and two Exploration terms, and fulfilled all general education and major requirements (with the exception of the Senior Capstone

requirement) at Birmingham-Southern College. Once the remaining requirements are completed at Auburn University Harrison School of Pharmacy (AUHSOP), the student will be awarded the Doctor of Pharmacy degree.

BSC Students who have completed a minimum of two terms of undergraduate courses (minimum 24 semester credit hours) with a minimum GPA of 3.250 may apply for early admission to the AUHSOP program. The AUHSOP will track all early admitted applicants and hold future seats in the PharmD program for a time period of up to four years from the date they matriculated in to the undergraduate course work. In order to maintain their reserved seat, students must:

- be enrolled in a minimum of 12 semester hours (3 BSC units) each term (excluding summer)
- maintain a cumulative GPA of 3.250 at the completion of each academic year
- have no grade lower than a “C” in any course
- have no withdrawals from any course
- have not been disciplined by BSC or a state licensing agency

Required Pre-Pharmacy Courses (14-15 units):

BI 115 or BI 125

BI 225

BI 304

BI 308 or CH 308

CH 111

CH 112

CH 211

CH 212

EH 102 or EH 208

HS 203 and HS 242, or BI 303

MA 207 or BI 204

MA 231

PY 101

SO 101

COURSES

The discipline abbreviations in courses below are those used by Birmingham-Southern College for permanent records and class schedules. The number in parentheses after each course indicates the amount of credit given for the course. Units of credit earned at Birmingham-Southern College may be translated into conventional semester-hour credits by multiplying the indicated figure by four. They may be translated into conventional quarter-hour credits by multiplying the indicated figure by six.

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

AC - Accounting

AC 177, 277, 377, 477 Special Topics in Accounting (1)

An exploration of a selected topic or problem in accounting.

AC 221 Financial Accounting (1)

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

AC 222 Managerial Accounting (1)

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

AC 293, 393, 493 Independent Study in Accounting (½ or 1)

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

AC 297, 397, 497 Internship in Accounting (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

AC 298, 398, 498 Teaching Experience in Accounting (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

AC 321 Intermediate Accounting I (1)

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

AC 322 Intermediate Accounting II (1)

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

AC 324 Cost Accounting (1)

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

AC 341 Income Tax I (1)

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

AC 342 Income Tax II (1)

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

AC 361 Business Law (1)

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

AC 421 WR Auditing I (1)

A study of the theory of financial compliance and operational audits. Performance of a simulated audit and case presentation provides students with practice in applying professional auditing procedures for evidence gathering, evaluation, reporting, ethics, legal liability, and teamwork. A Writing Reinforcement designated course. Prerequisites: AC 322 and a “C” or better in all previous AC courses.

AC 422 Auditing II (1)

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

AC 428 Advanced Accounting (1)

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

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

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

AC 444 Enterprise Information Systems (1)

An introduction to information systems within the business environment. The course presents enterprise system design and development, integration, representation and modeling, and information retrieval through the use of computer techniques such as spreadsheets and databases. Prerequisite: AC 221.

AC 454 Financial Accounting Theory (1)

A study of the accounting function, its role in society, and the underlying theory of financial reporting. The course will highlight shifts in accounting theory throughout history with discussion of the economic, political, cultural, and psychological reasons for those shifts. Prerequisite: AC 322.

AC 495, 499 Senior Internship in Accounting (1)

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

Prerequisites: AC 324, AC 341, AC 421, and instructor consent. AC 495: Summer; AC 499: Exploration term.

AN - Asian Studies**AN 101 GP Introduction to Asian Studies (1)**

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

AN 150 GP Introduction to Chinese Culture (1)

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

AN 177, 277, 377, 477 Special Topics in Asian Studies (1)

An exploration of a selected topic or problem in Asian studies.

AN 293, 393, 493 Independent Study in Asian Studies (½ or 1)

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

AN 297, 397, 497 Internship in Asian Studies (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the "Exploration Term and Contract Learning" section of this catalog.

AN 298, 398, 498 Teaching Experience in Asian Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

AN 303 GP, WR Comparative Mysticism (1)

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

AN 323 GP, WR Chinese Philosophies of Leadership and Strategy (1)

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

AN 330 GP Asian Perspectives on Environmental Science (1)

An interdisciplinary examination of environmental science from perspectives of Asian thought. The course supplements Anglo-European perspectives on the environment to achieve a more global understanding of environmental science. Topics include the problem of change, presuppositions of science, silent transformations, reversal and propensity, ecology and ecofeminism, energy and natural capital, biodiversity and chemical cycling, climate and future sustainability. Since environmental science studies how humans interact with the environment, this course emphasizes the necessary integration of humanities with social and natural sciences. A Global Perspectives designated course. (Also listed as HON 330 and UES 330.) Prerequisite: at least sophomore standing.

AN 470 Senior Project in Asian Studies (1)

A research project that demonstrates a student’s ability to investigate a problem in Asian studies. The research paper required must use scholarly, and if possible, primary sources, either in translation or in the appropriate Asian language. Prerequisite: senior standing in Asian studies.

AR - Art

AR 101 CE Basic Painting (1)

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

AR 111 CE Two-Dimensional Design (1)

A studio course emphasizing the formal elements that are essential to communicating a visual statement. The course utilizes both traditional materials and digital media to creatively solve problems that challenge students to explore the world and communicate their unique perspectives within two-dimensional formats. A Creative Expression designated course. Fall, Spring.

AR 112 CE, IA Three-Dimensional Design (1)

A studio course emphasizing composition and construction techniques through a series of three-dimensional projects. A Creative Expression and Interpretation or Analysis designated course. Fall, Spring.

AR 122 ES Photography Through the Lens of Altered Truths (1)

An exploration of the interrelationship between photography and our understanding of reality and truth. Through readings, projects, and critiques, the course will explore photography's history, its creative visual language, and its uncanny ability to challenge our sense of what is true. An Explorations in Scholarship designated course.

AR 131 ES Printmaking: The Revolution of Media and the Matrix (1)

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

AR 150 CE Drawing I (1)

An introduction to drawing that begins with the perceptual skills necessary for seeing, the technical skills necessary to reproduce, and the creative skills necessary for personal expression. A Creative Expression designated course. Fall, Spring.

AR 177, 277, 377, 477 Special Topics in Art (1)

An exploration of a selected topic or problem in art.

AR 222 CE Camera Mechanics and Composition (1)

A studio experience investigating the manual controls of the Single Lens Reflex Camera (SLR), both film and digital, and the aesthetic effects of those controls and lens options on photographic compositions. The course introduces rudimentary silver and digital

printing techniques, including scanning options for film images. The course is required for students interested in upper-level photography courses who have had no previous experience with SLR manual camera controls. An SLR camera, either film or digital, with manual control options is required. A Creative Expression designated course.

AR 250 Drawing II (1)

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

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

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

AR 297, 397, 497 Internship in Art (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

AR 306 Painting I (1)

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

AR 307 Painting II (1)

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

AR 308 Painting III (1)

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

AR 311 Sculpture I (1)

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

AR 312 Sculpture II (1)

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

AR 313 Sculpture III (1)

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

AR 321 Photography: From Chemistry to Digital (1)

A studio experience in the fundamentals of silver and digital image processing including 35mm film and paper processing, Photoshop and archival digital print processing. An SLR camera, either film or digital, with manual control options is required. The department has a limited number of cameras for students to check out. Students must have an understanding of SLR camera mechanics, most likely from completing AR 222. Prerequisite: AR 111, AR 150, or AR 222.

AR 322 Photography: Alternative Processes (1)

A studio experience in the various alternative approaches to photographic image making including, but not limited to cyanotype, albumen, gum bichromate, transfer processes, and pin-hole cameras. An SLR camera, either film or digital, with manual control options is required. The department has a limited number of cameras for students to check out. Students must have an understanding of SLR camera mechanics, most likely from completing AR 222. Prerequisite: AR 111, AR 150, or AR 222.

AR 324 Photography as Witness: Documentary Photography and the Art of Visual Narrative (1)

A studio experience in the various approaches to documentary photography and the creation of visual narratives with a limited introduction to photojournalism. Acknowledging the role of contemporary art as social, political, and community activism, the course uses local nonprofits as partners in the creation of the student's portfolio of work. A digital SLR camera with manual control options, and an understanding of its mechanics, from previous experience or from completing AR 222, is required. The department has a limited number of cameras for students to check out. A Poverty Studies designated course. Prerequisite: AR 111, AR 150, AR 222, MFS 100, or MFS 220.

AR 325 Photography: The Language of Light (1)

A studio experience in the observation, capture, and use of light in photography including natural, available, and studio light situations. A SLR camera, either film or digital, with manual control options is required. The department has a limited number of cameras for students to check out. Students must have an understanding of SLR camera mechanics, most likely from completing AR 222. Prerequisite: AR 111, AR 222, or MFS 220.

AR 330 Intaglio Printmaking (1)

A studio experience in printmaking's most versatile technique. The course develops an individual's competency conceptually and technically in collagraph, drypoint, ImagoOn, soft-ground, hard-ground and aquatint etching. Prerequisite: AR 111 or AR 150.

AR 331 Relief Printmaking (1)

A studio experience in the oldest and one of the most expressive and direct printing processes. This course develops an individual's competency conceptually and technically in woodcut, linoleum and other relief processes. Prerequisite: AR 111 or AR 150.

AR 332 Screen Printing (1)

A studio experience in printmaking's youngest traditional technique, one made famous by the likes of Andy Warhol and Robert Rauschenberg. The course introduces students to water-based screen printing techniques including key-image, reduction, photo emulsion, color halftones, and monoprinting. Required projects are designed to develop individual competency on both conceptual and technical levels. Prerequisite: AR 111 or AR 150.

AR 333 Digital Printmaking (1)

A studio experience in printmaking's newest technique. This course uses computers as tools to create and manipulate digital images, and explores contemporary and traditional printmaking techniques to produce printed editions of these digital images. The course develops an individual's competency conceptually and technically in the use of digital technology to create prints in three traditional processes: woodcut, serigraphy, and photo etching. Prerequisite: AR 111 or AR 150.

AR 334 Lithography (1)

A studio experience in printmaking's most mystical and scientific technique. The course develops an individual's competency conceptually and technically in stone lithography. Prerequisite: AR 111 or AR 150.

AR 354 Advanced Figure Drawing (1)

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

AR 355 Colored and Mixed Media (1)

An exploration of both black and white and colored drawing media, as well as techniques in mixed media. Emphasis is on matching the medium to the individual's strengths. Figure laboratory required. Prerequisite: AR 150.

AR 356 Observational Drawing (1)

An investigation of light, surface, and form in natural objects and depth and perspective in architecture. Students will also draw inspiration from works in the Birmingham Museum of Art and from other local destinations that may include the zoo, botanical gardens, and downtown. Figure laboratory required. Prerequisite: AR 250.

AR 372 WR Research Methodologies in Visual Art (1)

Develops conceptual and critical analysis skills crucial to the maturation of the visual artist; culminates in the production of both a visual portfolio and written portfolio demonstrating conceptual sophistication. Required of all studio art and architectural studies majors in the spring of their third year of study. A Writing Reinforcement designated course. (Also listed as ARCH 372). Prerequisites: junior standing; three 300-level courses in studio art, one of which may be taken concurrently, or THA 212 (for architectural studies majors); or consent of the art faculty. Spring.

AR 435 Advanced Printmaking (1)

A studio experience that concentrates and expands on established print processes. Processes learned in 300-level printmaking courses will provide the foundation for developing a greater understanding of the relationship between techniques and concepts. The course will develop students' awareness of their creative potential and will explore the relationship between technical and aesthetic consideration in classic and contemporary printmaking. Prerequisites: two units from AR 330, AR 331, AR 332, AR 333, and AR 334. Fall, Spring.

AR 471 Senior Studio I (1)

A course for B.A. and B.F.A. studio art degree candidates that leads to the production of a series of related works in the student's area of specialization. For the B.A. student, the course fulfills the senior capstone experience and will culminate in a public talk and a written formal statement. A public exhibition of completed work is optional. For the B.F.A. student, the course is the first of three courses (AR 471, AR 472, and AR 499) that comprise the senior capstone experience; the completion of all three courses will culminate in a public exhibition, a public talk, a formal artist's statement, and a written thesis. The major components of this course include weekly critiques, a written statement of purpose, and the development of a formal statement that outlines the conceptual and visual basis of the student's work. Prerequisites: completion of three AR courses at the 300 or 400 level in the studio concentration, senior standing, and instructor consent. Fall.

AR 472 Senior Studio II (1)

Final component of the Senior Capstone experience for the Bachelor of Fine Arts degree in studio art. The course will culminate in the B.F.A. exhibition in BSC's Durbin Gallery, written thesis, oral presentation, and digital portfolio. This capstone experience is evaluated by studio art faculty. Prerequisites: AR 471 and AR 499. Spring.

AR 499 Senior Project in Art (1)

Second component of the Senior Capstone experience for the Bachelor of Fine Arts degree in studio art. The B.F.A. candidate will complete the approved contract proposed at the conclusion of AR 471. This capstone experience is evaluated by the studio art faculty. Prerequisite: AR 471. Exploration term.

ARB - Arabic

ARB 101 Elementary Arabic I (1)

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

ARB 102 Elementary Arabic II (1)

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

ARB 155 ES Black and Arab? (1)

An examination of the historical and political processes through which the terms “Arab” and “black” sometimes converge and at other times diverge from each other by those groups living within or outside the borders of the Arabic-speaking world. Using films, literary texts, music, and folktales produced in the Arabic world, students learn to think critically about the changing modes of conceiving and representing “black” and “Arab” people and cultures with a focus on gender and sexual difference. An Explorations in Scholarship designated course.

ARB 165 ES Arabs and Muslims in American Film and Television (1)

A study of images, often negative, of Arabs and Muslims in American films, television and cartoons, and at the intersections of culture, race, and the history of US engagements in the Middle East over the last 150 years. Students will engage in theoretical concerns relating to literature, cinema, and visual culture in general. An Explorations in Scholarship designated course.

ARB 177, 277, 377, 477 Special Topics in Arabic Studies (1)

An exploration of a selected topic or problem in Arabic studies. Taught in English.

ARB 190 Intensive Elementary Arabic (2)

A combination of ARB 101 and ARB 102. Students will learn to read, write, speak, and comprehend Modern Standard Arabic, and will be introduced to elementary aspects of Egyptian and Syrian dialects as well as Arabic cultures in general. Not open to students who have completed ARB 101 and ARB 102. Summer.

ARB 201 Intermediate Arabic I (1)

A course that reviews basic grammar and pronunciation concepts from Elementary Arabic, builds more vocabulary, and further develops language skills, with focus on additional exposure to Arabic culture and traditions. Prerequisite: ARB 102 or ARB 190.

ARB 202 Intermediate Arabic II (1)

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

ARB 270 Conversational Arabic (1)

Instruction and practice in oral comprehension and speaking, with conversations based on texts, videos, and news articles. The course emphasizes speaking proficiency and awareness of Arabic culture. Prerequisite: ARB 202 or equivalent language proficiency.

ARB 280 GP Human Rights in the Muslim World (1)

An examination of the issue of human rights in the context of Muslim majority countries with a particular focus on the Arabic-speaking world. A Global Perspectives designated course.

ARB 293, 393, 493 Independent Study in Arabic (½ or 1)

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

ARB 297, 397, 497 Internship in Arabic (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

ARB 298, 398, 498 Teaching Experience in Arabic (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

ARB 300 Advanced Conversational Arabic (1)

An advanced conversation course that further develops speaking and listening comprehension skills. Various topics and stories from Arabic-speaking countries are addressed through video and audio recordings. Prerequisite: ARB 270 or equivalent language proficiency.

ARB 310 Reading Media Arabic (1)

A course that further develops language skills for reading newspapers, magazines, and internet content about the latest headlines, trending topics, and stories from Arabic-speaking countries. Prerequisites: ARB 201 and ARB 202 or instructor consent.

ARB 320 Advanced Communication in Arabic (1)

Intensive practice in speaking, listening, comprehension, writing, and reading about contemporary issues in the Arabic-speaking world at the advanced level. Prerequisite: ARB 300.

ARCH - Architectural Studies

ARCH 177, 277, 377, 477 Special Topics in Architectural Studies (1)

An exploration of a selected topic or problem in architectural studies.

ARCH 293, 393, 493 Independent Study in Architectural Studies (½ or 1)

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

ARCH 298, 398, 498 Teaching Experience in Architectural Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

ARCH 372 WR Research Methodologies in Visual Art (1)

Develops conceptual and critical analysis skills crucial to the maturation of the visual artist; culminates in the production of both a visual portfolio and written portfolio demonstrating conceptual sophistication. Required of all studio art and architectural studies majors in the spring of their third year of study. A Writing Reinforcement designated course. (Also listed as AR 372). Prerequisites: junior standing; three 300-level courses in studio art, one of which may be taken concurrently, or THA 212 (for architectural studies majors); or consent of the art faculty. Spring.

ARCH 397 Internship in Architecture (1)

An internship with an approved architecture firm. Students are required to work a minimum of 150 hours per term and complete course requirements. Prerequisites: AR 311, THA 312, UES 380, and junior or senior standing. Fall, Spring, Summer.

ARCH 470 Senior Seminar (1)

An interdisciplinary capstone experience for the integration and synthesis of disciplines and subject areas related to the major, with an emphasis on creative problem solving. The course involves readings, guest speakers, instructor- and student-led discussions, and a significant project (with visual, written, and oral components) that focuses on advancing urban sustainability. (Also listed as UES 470). Prerequisites: ARCH 397 and senior standing. Spring.

ARH - Art History

ARH 175 ES Leonardo da Vinci: Art, Science, and Myth (1)

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

ARH 177, 277, 377, 477 Special Topics in Art History (1)

An exploration of a selected topic or problem in art history. This course may be repeated for credit provided that the topics explored in each course are different. Prerequisite: ARH 215 or ARH 216 for ARH 277, ARH 377, and ARH 477.

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

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

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

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

ARH 250 WR The Art of Art History (1)

A discussion course designed for beginning students in art and art history. Students are introduced to the language and methods of verbal and written visual analysis, and to political and social issues surrounding the production and consumption of art today. A Writing Reinforcement designated course.

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

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

ARH 297, 397, 497 Internship in Art History (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the "Exploration Term and Contract Learning" section of this catalog.

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

A contracted teaching experience course that requires instructor approval. Specific guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog.

ARH 311 Roman Art (1)

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

ARH 312 Medieval Art (1)

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

ARH 313 Early Renaissance Art (1)

An exploration of the visual arts and architecture in Italy from approximately 1400 to 1480, considered in a social-historical context and with emphasis on major centers, including Florence, Rome, and Venice. Prerequisite: ARH 215 or ARH 216.

ARH 314 WR Later Renaissance Art (1)

Consideration of the visual arts and architecture in Italy from approximately 1480 to 1580, examined in a social-historical context and with emphasis on major artists such as Leonardo, Michelangelo, Raphael, Titian, Bronzino, and Cellini. A Writing Reinforcement designated course. Prerequisite: ARH 215 or ARH 216.

ARH 315 Baroque Art (1)

An exploration of the visual arts and architecture of Western Europe from 1600 to 1700, considered in a social-historical context and with a special emphasis on Italy, France, and the Dutch Republic. Prerequisite: ARH 215 or ARH 216.

ARH 316 American Art (1)

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

ARH 405 Pre-Columbian Art (1)

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

ARH 415 Nineteenth-Century Art (1)

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

ARH 416 Modern Art (1)

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

ARH 417 Contemporary Art (1)

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

ARH 473 Senior Capstone in Art History (1)

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

AS - Astronomy**AS 105 QA Principles of Astronomy (1)**

An introduction to major topics of modern astronomy, focusing on the fundamental physical principles underlying astronomical phenomena. Topics include the origin, structure, and evolution of the solar system, stars, galaxies, and the universe. A Quantitative Analysis designated course.

BA - Business Administration**BA 105 Personal Finance and Modeling (1)**

An interdisciplinary course on spreadsheet preparation and basic personal financial principles. Emphasis will be placed on preparing spreadsheets to communicate and analyze individual financial information, including major purchases, planning, debt, savings, and retirement.

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

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

BA 177, 277, 377, 477 Special Topics in Business Administration (1)

An exploration of a selected topic or problem in business administration.

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

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

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

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

BA 297, 397, 497 Internship in Business Administration (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

BA 301 International Business and Marketing (1)

A focused examination of principles of international business and marketing, including marketing analysis, product development, pricing, global channels of distribution, international trade and economic structures, and promotion as applied in the international setting.

BA 311 Quantitative Analysis for Business and Economics (1)

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

BA 320 WR Management Principles and Organizational Behavior (1)

A study of the nature and problems of planning, organizing, staffing, directing, and controlling organizations. A Writing Reinforcement and Leadership Studies designated course. Prerequisites: BA 201 and completion of at least 12 regular term units.

BA 330 Introduction to Data Analytics for Business and Accounting (1)

A study of data analytics applied to business decisions using accounting information and operational data. This course covers methodologies, issues, and challenges related to analyzing business data in order to explain the performance of a business and identifying ways to improve performance. Prerequisite: AC 221.

BA 350 Principles of Marketing (1)

A survey course of marketing as an exchange process. Consideration is given to product development as well as to how transactions in the marketplace are initiated, motivated, facilitated, and consummated by both business and non-business organizations. Prerequisites: BA 201 and completion of at least 12 regular term units.

BA 351 Arts and Nonprofit Marketing (1)

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

BA 352 Digital Marketing (1)

A survey of digital marketing strategy and implementation, designed for both business majors and others who aim to apply digital marketing in various fields. Building on a theoretical understanding, the course emphasizes the application of best practices in the areas of internet marketing, email marketing, search engine optimization, social media marketing, digital analytics, and mobile marketing.

BA 363 Legal Environment of International Business (1)

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

BA 372 QA Principles of Finance (1)

An introductory course in the principles of financial analysis directed at developing the tools necessary for sound financial decision making. Major topics include an overview of the financial environment, valuation, financial forecasting, and capital budgeting. Laboratory required. A Quantitative Analysis designated course. Prerequisites: AC 221; EC 202; and MA 207, MA 231, or SBS 204.

BA 375 Financial Markets, Institutions, and Business Cycles (1)

A study of the development, purpose, and power of financial markets and the development and operation of their various institutions. The course will consider the nature of markets and how various financial institutions affect market performance. Prerequisite: EC 201.

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

A course-based teaching experience that might include setting up and/or teaching laboratories and study sessions, assisting the instructor in creating or revising a course, collaborating with the instructor in preparation of examinations and other assignments and in the grading of these assignments, developing in-class activities, leading or facilitating class discussions, and preparing and delivering lecture or leading problem solving sessions. Further guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog. Prerequisites: approval of faculty sponsor and completion of the course for which the student is serving as a Teaching Fellow with a grade of "B" or higher.

BA 400 Strategic Management (1)

An integration of the fundamental business functions of accounting, finance, production, marketing and management in developing the student's skills at formulating overall management strategies and policies. Strategy implementation issues such as structure, control, and organizational leadership are also included. A Leadership Studies designated course. Prerequisites: BA 320, BA 350, and BA 372.

BA 409 Employment Relations (1)

A critical examination of the elements impacting the employer/employee relationship. Students will draw upon new insights in the human resource management discipline to abstract, summarize, and evaluate the impact of the ever growing field of legislation and laws regulating the employee/employer relationship. Prerequisite: BA 320.

BA 414 Investments (1)

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

BA 445 Leadership and Decision Making (1)

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

BA 474 Advanced and International Financial Management (1)

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

BA 475 Advanced and International Marketing (1)

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

BA 495, 499 International Strategic Issues (1)

A study of the international business organization as a means for mobilizing people and other resources to accomplish organizational objectives. Major topics include strategy formulation and implementation in a global environment, the opportunities and threats present when operating internationally, and the role of culture, ethics and socially responsible decision making. Prerequisites: BA 400, business administration major, and senior standing, including completion of 26 regular term units. BA 495: Spring; BA 499: Exploration term.

BI - Biology

BI 101 SM Explorations in Biology (1)

A course for non-science majors designed to provide an understanding of selected fundamental biological principles and processes. Two lectures and one three-hour laboratory per week. This course may not be counted towards the biology major. A Scientific Methodologies designated course.

BI 115 SM Organismal Biology (1)

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

BI 125 SM Cell and Molecular Biology (1)

An investigation of the fundamental properties of cells. Topics include cell structure and function, energetics and metabolism, gene structure and expression, and the techniques used to study these phenomena. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Three lectures and one three-hour laboratory per week. A Scientific Methodologies and Public Health Studies designated course. Prerequisite: BI 115. Fall, Spring.

BI 150 ES Paleoanthropology (1)

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

BI 177, 277, 377, 477 Special Topics in Biology (1)

An exploration of a selected topic or problem in biology. Prerequisites: biology major and at least sophomore standing for BI 277, 377, and 477.

BI 204 QA Biological Data Analysis (1)

A course that provides experience with retrieval, computer analysis, interpretation, and presentation of biological data from a variety of study designs. A Quantitative Analysis designated course.

BI 206 Field Botany (1)

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

BI 215 Principles of Genetics (1)

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

BI 225 WR Evolutionary Ecology (1)

A study of the basic concepts of evolution and ecology as a gateway to upper-level coursework in ecology and organismal biology. Emphasis is placed on an understanding of natural selection and how it shapes speciation, population dynamics, and community interactions and composition. A Writing Reinforcement designated course. Prerequisites: BI 215 or UES 150, and at least sophomore standing. Fall, Spring.

BI 232 Invertebrate Zoology (1)

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

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

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

BI 297, 397, 497 Internship in Biology (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A course-based teaching experience in which the student engages in activities which may include setting up, preparing for, and attending or teaching scheduled laboratories; attending weekly laboratory meetings with the professor and potentially other Teaching Fellows; prepping for weekly laboratory exercises and/or examinations; grading quizzes and laboratory assignments; assisting students outside of regular lab time; and providing feedback to professors on related to laboratory exercises, assignments, and/or examinations. Further guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

BI 303 Physiology (1)

A study of the functions of organ systems and their role in regulation of body processes. Three lectures, one three-hour laboratory, and one TBA laboratory per week. Prerequisites: BI 125, and CH 111 or CH 149. Spring.

BI 304 Microbiology (1)

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

BI 308 Biochemistry (1)

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

BI 314 Conservation Biology (1)

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

BI 315 Animal Behavior (1)

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

BI 332 Vertebrate Field Zoology (1)

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

BI 402 Advanced Cell Biology (1)

A study of eukaryotic cells at the molecular level. Topics include protein biosynthesis, membrane structure and function, gene expression and regulation, cellular and subcellular structure, and the cell cycle. Six hours of lecture/laboratory per week. Prerequisites: BI 225 and at least junior standing.

BI 405 Genetic Engineering and Biotechnology (1)

A molecular lab techniques course investigating the impact of genetic engineering in the biological sciences. Emphasis is placed on the techniques of gene cloning, editing, and analysis, and how these techniques are used as tools in basic research in cell biology,

development, and evolution; and in applied research in agriculture, medicine, and industry. The social impact of genetic engineering is also discussed. Six hours of lecture/laboratory per week. Prerequisites: BI 225, at least junior standing, and CH 112 or CH 149. Fall of even-numbered years.

BI 411 General Ecology (1)

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

BI 416 Experimental Research Design and Methods in Animal Behavior (1)

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

BI 442 Comparative Vertebrate Anatomy (1)

A study of the phylogenetic development of chordate systems with special emphasis on the comparative morphology of a series of vertebrates. Three lectures, one three-hour laboratory, and one TBA laboratory per week. Prerequisite: senior standing or instructor consent. Fall of odd-numbered years.

BI 471 Directed Research in Organismal Biology or Physiology (1)

An advanced exploration of the practices and techniques of research in organismal biology or physiology. Focuses on the execution and communication of scientific research. May be completed as the first of two required units of senior capstone research. Six hours of lecture/laboratory per week. Instructor consent required. Prerequisites: BI 225 and at least junior standing.

BI 473 Directed Research in Field Biology (1)

An advanced exploration of the practices and techniques of research in field biology. Focuses on the execution and communication of scientific research. May be completed as the first of two required units of senior capstone research. Six hours of lecture/laboratory per week. Instructor consent required. Prerequisites: BI 225 and at least junior standing.

BI 474 Directed Research in Cell and Molecular Biology (1)

An advanced exploration of the practices and techniques of research in cell and molecular biology. Focuses on the execution and communication of scientific research. May be completed as the first of two required units of senior capstone research. Six hours of lecture/laboratory per week. Instructor consent required. Prerequisites: BI 225 and at least junior standing.

BI 475, 499 Capstone Seminar in Biology (1)

A weekly seminar on current research topics and literature in biology. Students develop and present a seminar focused on the capstone project. Constitutes the second of two required units of senior capstone research. Instructor consent required. Prerequisite: completion of or concurrent enrollment in a research-intensive course or experiential learning independent research experience. BI 475: Fall, Spring; BI 499: Exploration term.

BST - Black Studies**BST 201 Introduction to Black Studies (1)**

An examination of the history of Black studies as a movement and an exploration of the complexities of the field through a transdisciplinary perspective. The course focuses on the genealogy of Black studies; the historical construction of Africa; the evolution of blackness as a category and how that has materialized socially and politically across regions of the globe; the ways in which African diasporic people remember and encounter Africa; and how African diasporic people have responded to histories of enslavement, colonization, apartheid, and racism. (Also listed as PS 201.)

BST 470 Black Studies Capstone (½)

A capstone experience for the Distinction in Black Studies. Students reflect on the field of Black studies and how the distinction has contributed to their development, intellectually and otherwise. Students are required to produce and publicly present a final project which could take several forms: a research paper, a performance piece, an art exhibit, or internship relevant to the field and approved by the instructor. Prerequisites: BST 201, completion of or current enrollment in three Distinction in Black Studies electives, and at least junior standing.

CAC - Applied Computer Science**CAC 170 Computer Science Principles (1)**

An introduction to the foundations of computing. Topics will include ethics, correlations between computing and other fields, networking and security, and programming and logical thinking.

CAC 175 QA Teaching Mathematical Foundations of Computing (1)

A course on the pedagogy of teaching computational thinking, covering teaching strategies for ethics, the correlation between computing and other fields, networking and security, programming/logical thinking, statistical analysis, and problem solving. A Quantitative Analysis designated course.

CAC 177, 277, 377, 477 Special Topics in Applied Computer Science (1)

An exploration of a selected topic or problem in applied computer science.

CAC 180 Programming I (1)

An introduction to textual programming using Python. The course will cover data types, decisions, loops, functions, basic data structures, and classes.

CAC 181 Data Science Programming (1)

Introduction to programming techniques used in the field of data science. Students will learn programming fundamentals coupled with techniques for cleaning, storing, visualizing, and collecting data.

CAC 190 Programming II (1)

A course strictly devoted to solving problems using programming logic, building on programming skills acquired in CAC 180 by reinforcing problem solving skills. Topics include classes, recursion, threading, and mandatory code reviews. Prerequisite: CAC 180.

CAC 210 Data Structures and Media Computation (1)

An advanced programming survey. Data structures to be covered include lists, stacks, queues, trees, and graphs, in addition to searching and sorting algorithms. Assignments will involve the manipulation of media such as art and music. Prerequisite: CAC 180.

CAC 220 Storage and Analysis of Data (1)

An introduction to database development and big data. Topics will include sql databases, database programming, big data storage, and data analytics. Prerequisite: CAC 180.

CAC 230 Introduction to Web Design (1)

An introduction to web development, including HTML, CSS, usability, and design principles.

CAC 240 Robotics (1)

An overview of robotics. The course examines existing robotics used in industry, and requires students to develop and program robots to solve various problems throughout the term. Prerequisite: CAC 170.

CAC 293, 393, 493 Independent Study in Applied Computer Science (½ or 1)

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

CAC 297, 397, 497 Internship in Applied Computer Science (1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog. “S”/“U” only. Prerequisite: CAC 210.

CAC 298, 398, 498 Teaching Experience in Applied Computer Science (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

CAC 310 Programming Languages (1)

An examination of three programming paradigms. The course requires students to learn three different languages and how to determine the best language for a given problem.

Prerequisite: CAC 210.

CAC 320 Architecture and Internet of Things (1)

An introduction to computer architecture through the use of devices such as Arduino and Raspberry Pi. Prerequisite: CAC 210.

CAC 330 Advanced Web Design (1)

Continuation of web design concepts, including User Experience (UX), frameworks, Javascript and JQuery. Prerequisite: CAC 230.

CAC 340 Digital Media (1)

An introduction to digital media concepts and design language. Topics will include layout, typography, color theory, branding, ethics and copyright, design briefs and invoices, and critical thinking in design situations.

CAC 350 Data Science I (1)

Applies concepts of statistics and programming to the field of data science. Students will use various computing tools to collect, explore, and analyze data through the investigation of data driven puzzles in a wide array of fields. Prerequisite: MA 209 or instructor consent.

CAC 410 Systems and Cybersecurity (1)

An examination of cybersecurity topics such as threat detection, secure design, and hacking techniques. The course will also include an overview of the Linux operating system. Prerequisite: CAC 310.

CAC 420 Electrical Circuits (1)

An introduction to electrical networks that provides basic circuit analysis complementing micro-controllers and other electronic applications. Topics to be covered include the physics underlying electronic devices; the design, simulation, and testing of board-level analog and digital integrated circuits; and sophisticated embedded circuits and the interface applications that these circuits make possible. Prerequisite: CAC 320.

CAC 430 WR Human Computer Interaction and Software Engineering (1)

An exploration of ways to improve the user experience. Students will examine existing interfaces, write analyses, and design their own interfaces requiring the use of design documents. A Writing Reinforcement designated course. Prerequisite: CAC 310.

CAC 440 Software Design (1)

A course on software design principles with a focus on test driven development, design patterns, code refactoring, and common frameworks. Prerequisite: CAC 430.

CAC 450 Data Science II (1)

Builds upon knowledge gained in Data Science I. Students will produce more complex models such as Neural Networks and work with larger datasets (Big Data) to create artifacts with meaning. Other topics include natural language processing, text classification, and clustering. Prerequisite: CAC 350.

CAC 470 Senior Capstone (1)

A senior capstone experience in applied computer science. Working in a group, students will propose and implement a project by moving through each phase of the software development process. Prerequisite: CAC 430.

CH - Chemistry**CH 101 SM Introductory Chemistry (1)**

An introduction to the fundamental principles of chemistry and the importance of chemistry in modern life. Six hours of lecture/laboratory per week. A Scientific Methodologies designated course.

CH 111 SM Atoms and Molecules (1)

A first course in general chemistry that examines the structure of atoms and molecules. Topics include components of matter, atomic structure, periodic trends, bonding and molecular structure, chemical reactions, stoichiometry, behavior of gases, and thermochemistry. Three lectures and one three-hour laboratory per week. A Scientific Methodologies designated course. Fall, Spring.

CH 112 Reactions and Energy (1)

A continuation of general chemistry that builds on the foundations established in CH 111. Topics include intermolecular forces, colligative properties, thermodynamics, equilibrium, electrochemistry, and kinetics. Three lectures and one three-hour laboratory per week. Prerequisite: CH 111. Fall, Spring.

CH 149 ES, SM Chemical Principles (1)

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

CH 177, 277, 377, 477 Special Topics in Chemistry (1)

An exploration of a selected topic or problem in chemistry.

CH 211 Organic Chemistry I (1)

An introduction to structure and modern theory of organic compounds. Laboratory work includes preparation, purification, and structure determination of these compounds. Three lectures and one three-hour laboratory per week. Prerequisite: CH 112 or CH 149. Fall.

CH 212 Organic Chemistry II (1)

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

CH 225 Instrumental Methods and Analysis for the Natural Sciences (1)

Introduction to the operating principles of laboratory instrumentation commonly used in the natural sciences. Topics include the interaction of matter and energy, instrument design and operation, signal processing, data evaluation, and statistical analysis of experimental error. Three lectures and one three-hour laboratory per week. Prerequisite: CH 112 or CH 149. Spring.

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

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

CH 297, 397, 497 Internship in Science and Technology (1)

Study and application of research methods in scientific-related industry. A companion course for those actively engaged in internship experiences within science and technology-based companies that guides them through the application of the scientific method within an industry-related working environment. Prerequisite: acceptance into a chemistry-related internship. Fall, Exploration term, Spring, Summer.

CH 298 Teaching Experience in Chemistry (½)

A course based teaching experience chemistry labs. General guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

CH 306 WR Inorganic Chemistry (1)

A course containing both theoretical and descriptive inorganic chemistry. Topics include group theory and symmetry, crystal field theory, coordination chemistry, reaction mechanisms, organometallic chemistry, and bioinorganic chemistry. Three lectures and one three-hour laboratory per week. A Writing Reinforcement designated course. Prerequisites: CH 212 and CH 225. Spring.

CH 308 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Areas of emphasis include enzyme catalysis, kinetics and inhibition; protein structure and function; and detailed analysis of metabolic pathways.

Three lectures per week. (Also listed as BI 308, this course may be counted for credit in either biology or chemistry.) Prerequisites: BI 125 and CH 211, or CH 212; and at least junior standing. Fall, Spring.

CH 410 Senior Research in Chemistry (1)

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

CH 411 Physical Chemistry I (1)

Principles of chemical kinetics, elementary quantum theory, and spectroscopy. Three lecture periods, one three-hour laboratory, and one TBA laboratory per week. Students are strongly encouraged to take MA 310 or equivalent prior to taking CH 411. Prerequisites: CH 212, CH 225, MA 232, and PH 122. Fall.

CH 412 Physical Chemistry II (1)

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

CH 418 Medicinal Chemistry (1)

Applications of organic chemistry and cellular biology to modern medicine. Students will utilize a variety of resources from peer reviewed literature, texts, and guest speakers to explore and discuss topics related to medicinal chemistry. Topics to be covered include drug discovery and design, drug delivery, drug targets, and the mechanisms of drug reactions in the cell. Two lectures per week. A Leadership Studies, Poverty Studies, and Public Health Studies designated course. A service-learning integrated course. Prerequisite: CH 211. Spring.

CH 428 Advanced Biochemistry (1)

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

CHN - Chinese

CHN 101 Elementary Chinese I (1)

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

CHN 102 Elementary Chinese II (1)

A continuation of CHN 101. Prerequisite: CHN 101.

CHN 155 ES Chinese Popular Culture (1)

An exploration of major themes and trends in modern Chinese popular culture. This course considers several modalities of popular and social media in contemporary China, focusing on the reception these works have garnered from three different groups—the Chinese Communist Party officials, the artists/producers of popular culture, and the Chinese people/consumers; all viewed through the constantly changing socio-political atmosphere of Chinese culture. An Explorations in Scholarship designated course.

CHN 177, 277, 377, 477 Special Topics in Chinese (1)

An exploration of a selected topic or problem in Chinese.

CHN 201 Intermediate Chinese I (1)

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

CHN 202 Intermediate Chinese II (1)

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

CHN 270 Conversational Chinese (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on texts and videos. The course emphasizes oral proficiency and awareness of Chinese culture. Prerequisite: CHN 201. Fall.

CHN 290 Chinese for the Workplace (1)

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

CHN 293, 393, 493 Independent Study in Chinese (½ or 1)

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

CHN 295 Directed Reading (1)

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

CHN 297, 397, 497 Internship in Chinese (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

CHN 300 Advanced Conversational Chinese (1)

An advanced Chinese conversation course that further develops speaking and listening comprehension skills. Various topics and stories from Chinese-speaking countries are addressed through video and audio recordings. Prerequisite: CHN 270.

CHN 310 Reading Chinese Media (1)

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

DA - Dance**DA 102 Jazz Dance (¼)**

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

DA 104 Tap Dance (¼)

A course in the basic elements of tap dance. May be repeated for credit. Spring.

DA 105 CE Introduction to Dance (1)

An exploration of the four basic elements of all dance styles: the body, energy, space, and time. These elements will be examined through guided movement improvisations and basic foundation exercises for ballet, jazz, modern dance, and tap. A Creative Expression designated course.

DA 206 Ballet (½)

A study of principles and techniques of ballet. May be repeated for credit.

EC - Economics**EC 177, 277, 377, 477 Special Topics in Economics (1)**

An exploration of a selected topic or problem in economics.

EC 201 CI Principles of Macroeconomics (1)

A general introduction to economics with emphasis on macroeconomic aspects: national income determination, monetary and fiscal policy. A Community Interests designated course. Fall, Spring.

EC 202 IA Principles of Microeconomics (1)

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

EC 280 The Economics of Poverty and Inequality (1)

An investigation of the tools and methods economists use to analyze the causes and effects of poverty and income inequality. The course examines economic theories and relevant empirical findings, analyzes poverty-related data and measurements of poverty and inequality, and examines the effectiveness of public policies aimed at reducing poverty. A Poverty Studies designated course.

EC 293, 393, 493 Independent Study in Economics (½ or 1)

Directed study for advanced students in the major. One independent study course (at the 300 level or above) may count towards the economics major. Specific guidelines concerning independent study projects appear in the “Exploration Term and Contract Learning” section of this catalog.

EC 297, 397, 497 Internship in Economics (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog. Open to sophomores, juniors, or seniors with consent of major advisor.

EC 303 Money and Banking (1)

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

EC 308 Macroeconomics (1)

A study in depth of the aggregates of economic society: Gross National Product, national income, personal income; the balance of savings and investment; economic stability; and economic growth. Prerequisites: EC 201, EC 202, and MA 231. Fall.

EC 309 Microeconomics (1)

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

EC 311 Quantitative Analysis for Business and Economics (1)

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

EC 313 Games and Strategic Behavior (1)

A non-technical introduction to game theory – the formal analysis of strategic interactions between economic agents – and its applications. The course covers the basic analysis of simultaneous and sequential move games with perfect information and imperfect information. Emphasis is placed on developing strategic intuition and illustrating how game theory improves the understanding of strategic behavior in economic, political, and other social situations. Prerequisites: EC 202 and MA 231.

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

An examination of the economic theory of natural resource use and the environment. Prerequisite: EC 201 or EC 202.

EC 350 WR Labor Economics (1)

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

EC 360 Time Series Visualization and Forecasting (1)

A basic introduction to time series analysis in econometrics with an emphasis on economic data visualization and forecasting. The course covers time series regression, model identification/estimation/linear operators, and ARMA/ARIMA models. Laboratory required. Prerequisites: MA 207, SBS 204, or instructor approval. Offered every other year.

EC 404 WR Econometrics (1)

An application of statistical methods to the estimation of relationships among variables using statistical software. This course introduces extensions of the ordinary least squares regression method in theories and applications, including topics such as model specifications, functional forms, causal inference with observational data, problems associated with the estimation process, and estimation techniques dealing with different types of datasets. Laboratory required. A Writing Reinforcement designated course. Prerequisite: MA 207 or SBS 204. Fall.

EC 425 Industrial Organization (1)

An examination of the workings of markets and industries, in particular the way firms compete with each other. Topics include various industry structures, game theory, price discrimination and other pricing strategies, antitrust policy and vertical integration. Prerequisite: EC 202.

EC 460 Senior Research Seminar in Economics (1)

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

EC 470 Senior Project in Economics (1)

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

ED - Education**ED 177, 277, 377, 477 Special Topics in Education (1)**

An exploration of a selected topic or problem in education.

ED 201 Introduction to Education (1)

An overview of American education in both public and private settings. Students consider multiple aspects of education, including teaching as a profession, historical foundations of education, philosophical foundations of education, trends and issues in schools and teaching, issues of diversity and multicultural education, and the future of education. In addition, numerous social (quality of life) issues of importance to teachers, students, and society in general are addressed. Laboratory and background clearance required. A Poverty Studies designated course.

ED 210 WR Curriculum Design (1)

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

ED 216 IA Tough Topics: Equity, Justice, and Representation in Children's and Young Adult Literature (1)

An exploration of tough topics as they are addressed in picture books, novels, and non-fiction texts written for children or adolescents. Considerable attention is given to using literature to help young people develop a deeper understanding of social justice, equity, and representation. An Interpretation and Analysis designated course.

ED 219 CE Creative Arts in Teaching (1)

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

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

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

ED 297, 397, 497 Internship in Education (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

ED 299 Exploring Teaching (1)

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

ED 312 Teaching Mathematics in Primary Grades (1)

A methods course focusing on emergent mathematical concepts for young children. Extensive field experience required. A service-learning integrated course. Prerequisite: admission to Teacher Education Program.

ED 313 IA Language and Literacy I (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and assessment of language arts instruction using appropriate literature for children and young people as models for reading and writing. The course allows the teacher candidate to explore books for children, authors, illustrators, and poets as resources for planning and teaching language arts in elementary classrooms in all disciplines. Includes a laboratory experience in K-6 schools and working with children with special needs. An Interpretation or Analysis designated course. Background clearance required. A service-learning integrated course. Prerequisite: admission to Teacher Education Program.

ED 315 Language and Literacy II (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of instruction in the teaching of reading and the language arts for all learners in K-6 classrooms. Teacher candidates will carefully examine components of a balanced literacy program based on best practices rooted in research and current thinking about how children become literate. Instruction will be based on Standards for Reading Professionals developed by the International Reading Association and the National Council of Teachers of English Standards for the English

language arts. The course includes working with special needs learners. Laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. Laboratory required. A service-learning integrated course. Prerequisites: admission to Teacher Education Program.

ED 316 Language and Literacy III (1)

Expands upon theory, principles, and practices developed in ED 313 and ED 315. A focus on content area reading, study skills, and the use of technology in the teaching of reading and the language arts is developed. Extensive laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. This course includes working with special needs learners. Laboratory required. A service-learning integrated course. Prerequisites: admission to Teacher Education Program and ED 315.

ED 317 WR Teaching Social Studies (1)

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

ED 319 Teaching Secondary Reading (1)

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

ED 320 Teaching Mathematics in Grades 3-6 (1)

Develops techniques, materials, and methods for teaching mathematics to children in grades 3-6. Attention will be given to teaching children with special needs. Laboratory required. A service-learning integrated course. Prerequisite: admission to Teacher Education Program. Fall.

ED 323 Teaching Secondary Subjects (¾)

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

ED 324 Teaching Science and Health (1)

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

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

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

ED 343 Methods for Teaching Social Studies in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching social science and social studies in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program.

ED 345 Methods for Teaching Science in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching science in grades 6-12 classroom settings. Teacher candidates will show knowledge of and ability to create science lessons using multi-level strategies and methods including technology in the secondary classroom. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program.

ED 360 Methods and Materials for Teaching Students with Special Needs (1)

A practical course on how to provide appropriate accommodations and modifications for instruction of children with special needs in a typical inclusive and/or non-typical classroom. Common areas of exceptionalities and assistive technology for grades K-6 will be addressed. Laboratory required. A service-learning integrated course. Prerequisites: at least junior standing and admission to the Teacher Education Program.

ED 410 Internship II (1½)

Full-time teaching internship in grade K, 1, 2, or 3 for six weeks under supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 411 and admission to Teacher Education Program. Fall, Spring.

ED 411 Internship III (1½)

Full-time teaching internship in grade 4, 5, or 6 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 410 and admission to Teacher Education Program. Fall, Spring.

ED 412 Internship IV (1½)

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

ED 413 Internship V (1½)

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

ED 420 Educational Internship in Non-Traditional Settings (1)

A capstone experience in an education related agency outside of the public school. The experience will be a full-time assignment for the final academic term. Under the joint supervision of the college supervisor and an appropriate professional in the non-traditional educational setting, students will have the opportunity to use theories of teaching and learning to work with children/youth and families. Students will maintain a daily reflective journal, develop and implement effective lessons, and attend a weekly seminar to reflect on experiences and plan agency related work. The capstone experience will take place in an education related agency. The experience will be full-time assignment for the final academic term. Prerequisite: Senior standing.

ED 472 Senior Research Project in Education (1)

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

ED 499 Internship I (1)

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

EH - English

EH 101 Introduction to Academic Writing (1)

An introduction to writing at the college level. As well as providing students with the tools necessary to construct a well-researched, well-supported academic essay, the course emphasizes the skills of critical reading and evidence analysis. Prerequisite: placement by English faculty.

EH 102 Seminar in Critical Thinking and Writing (1)

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

EH 105 CE The Art and Craft of Creative Writing (1)

An introduction to creative writing for first year students. Students will be asked to review their own work, the work of their peers, and the work of professional writers to become more skilled at revision and editing. The skills they acquire will be useful in every writing endeavor they attempt, regardless of their profession, for the rest of their lives. This course will teach the basic techniques of writing, reading, and evaluating one's own work and that of others. Not open to students who have passed EH 205. A Creative Expression designated course. Prerequisite: placement by English faculty.

EH 160 ES America in the 1960s (1)

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

EH 165 ES American Inequality (1)

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

EH 177, 277, 377, 477 Special Topics in English (1)

An examination of a selected topic or problem in English.

EH 200 IA Introduction to Literature (1)

Critical approaches to poetry, short stories, and drama. An Interpretation or Analysis designated course.

EH 204 Writing for the Media (1)

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

EH 205 CE Introduction to Creative Writing (1)

Beginning work in creative writing in several genres, including fiction, poetry, and either drama or creative nonfiction, at the discretion of the instructor. Using a combination of in-class exercises, readings, and workshops, the course introduces students to the fundamentals of creating, reading, and evaluating short pieces of creative writing. Not open to students who have successfully completed EH 105. A Creative Expression designated course. Prerequisite: EH 102 or EH 208.

EH 207 Topics in Rhetoric: Voices of Birmingham (1)

An introduction to rhetorical analysis and the art of persuasion. The course focuses on analysis and creation of written and visual texts and discourse using such concepts as *logos*, *ethos*, *pathos*, and *kairos*. This course is Birmingham-specific and will require significant off-campus work. A Poverty Studies designated course. A service-learning integrated course.

EH 208 Intermediate Writing (1)

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

EH 209 Teaching and Tutoring Writing (½)

Introduces methods for effective tutoring and teaching of writing. Required for students who serve as tutors in the Writing Center. Instructor consent required.

EH 210 IA Introduction to Fiction (1)

An introduction to the short story, in American, British, and world literature, with some attention to longer fiction. An Interpretation or Analysis designated course.

EH 212 IA Alternate Worlds: Reading Science Fiction (1)

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

EH 215 IA Introduction to Drama (1)

An introduction to dramatic literature from the Greeks to the present. An Interpretation or Analysis designated course.

EH 218 CE Writing Creative Non-Fiction (1)

An introduction to creative writing in the genre of creative non-fiction. Subgenres encountered in this course might include participatory journalism, nature writing, personal memoir, cultural commentary, social media writing, speeches, letters, restaurant reviews, op-ed pieces, and travel writing. A Creative Expression designated course. Prerequisite: EH 102 or EH 208.

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

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

EH 229 CI Protest Literature (1)

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

EH 230 Plural America I (1)

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

EH 231 Plural America II (1)

An introduction to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of other cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. This course focuses on African-American and Asian-American history and literature, and on the 1960s as a catalyst for multi-culturalism. (Also listed as HON 231.) Prerequisite: EH 102 or EH 208.

EH 232 CI Eighteenth-Century Black Lives (1)

A study of literary representations of Black life and experience at the height of the slave trade and the movement toward abolition, with an emphasis on how anti-slavery movements abroad impacted those in America. At its core, the course examines the transformation of attitudes toward the legitimacy of un-free labor. A Community Interests, Black Studies, and Leadership Studies designated course.

EH 235 CI Queer Archives and Digital History: Punks, Artists, and Revolutionaries (1)

An introduction to queer theory; archival research; and the history, social context, and political implications of the formation of queer archives. A Community Interests designated course. A service-learning integrated course. Prerequisite: EH 102 or EH 208, or instructor consent.

EH 240 CI Technology, Literature, and New Media (1)

An introductory course in literature and media, with emphasis on the history, social meaning, and political implications of changing media technologies. Foundational theoretical texts will be paired with international case studies and/or literary works in order to consider themes raised by the texts within their social context. A Community Interests designated course. Prerequisite: EH 102 or EH 208, or instructor consent.

EH 245 GP Medieval Sex Ed: Sex and Gender in the Middle Ages (1)

An examination of the ways sex, sexuality, and gender were theorized in the Middle Ages, as well as their representation in literature. Subjects addressed include gender stereotypes and ideals, power relations related to gender, queer identity, and the social conditions of women. The course also considers how medieval ideologies illuminate contemporary issues in gender studies, exploring how medieval narratives of sex, gender, and sexuality continue to shape contemporary life. A Global Perspectives designated course. A service-learning integrated course. Prerequisite: EH 102 or EH 208, or instructor consent.

EH 248 IA Game(s) of Thrones: Medieval Literature and Popular Culture (1)

An introductory course focusing on critical approaches to literature. Using medieval literature in translation and texts from popular culture, the course introduces students to the fundamentals of literary interpretation. Texts range from Arthurian romances to contemporary high fantasy. Considerable attention is also given to technology in teaching and learning. An Interpretation or Analysis designated course. Prerequisite: EH 102 or EH 208.

EH 250 IA Survey of British Literature (1)

An introduction to major British prose and verse written from the Anglo-Saxon period to the present. An Interpretation or Analysis designated course.

EH 260 IA Survey of American Literature (1)

An introduction to major American prose and verse written from the Colonial period to the present. An Interpretation or Analysis designated course.

EH 261 CI The Slave Narrative and Its Legacies (1)

An exploration of the African-American literary canon beginning with autobiographies written by formerly enslaved people. Subsequent texts comment in some way upon the American slave experience or otherwise relate to those earlier writers. A Community Interests and Leadership Studies designated course. (Also listed as HON 261.)

EH 265 Survey of Southern Authors (1)

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

EH 268 GP Environmental Thought in Antiquity (1)

An introduction to ancient ideas about nature, animals, climate, and the role humans should play in such systems. The course will explore how cultures from ancient Greece to early modern Europe conceptualize the relationship between mankind and the natural world and how changes in the environment affected human development and political systems. A Global Perspectives designated course. (Also listed as GRS 268.)

EH 280 ES Greco-Roman Literature in Translation (1)

A selection of major Greek and Latin works read in English translation. An Explorations in Scholarship designated course. Prerequisite: EH 102 or EH 208.

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

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

EH 297, 397, 497 Internship in English (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

EH 300 WR Theories and Methods of Literary Analysis (1)

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

EH 301 Fiction Workshop (1)

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

EH 302 Poetry Workshop (1)

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

EH 303 Advanced Prose Workshop (1)

Study of and practice in the development of style in writing, with general and professional applications. With the consent of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: any 200-level writing course.

EH 305 Journalism Workshop (1)

Reading and practice in forms of journalism, including literary journalism, arts reviews, feature writing, editorials, and interviewing. Prerequisite: EH 204 or EH 208.

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

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

EH 329 Slavery and the Literary Imagination (1)

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

EH 330 Major Authors (1)

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

EH 350 IA Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. Fulfills the pre-1900 requirement for the major. An Interpretation or Analysis designated course. (Also listed as HON 350.) Prerequisite: any 200-level literature course. (Category 3)

EH 351 Medieval British Literature (1)

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

EH 360 Shakespeare (1)

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

EH 362 Renaissances (1)

A critical exploration of the literature and culture of Renaissance Europe, with particular attention to England. The course will focus on the poetic use of antecedent literary and cultural forms and the ways in which these connections continue in later works. Fulfills the pre-1900 requirement for the major. (Category 1)

EH 366 Infernal Journeys (1)

An exploration of the Western literary canon from the ancient world to the present with an emphasis on representations of the underworld.

EH 375 Satire (1)

A study of the forms and techniques of satire including, but not limited to, selections from classical and Augustan literature. A secondary emphasis is placed on the visual and performing arts. Prerequisite: any 200-level literature course. (Category 1)

EH 380 Romantic Prose and Poetry (1)

The critical study of major British writers of the Romantic period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 381 Victorian Prose and Poetry (1)

A study of major British writers of the Victorian period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 1)

EH 384 Literature of the American Indian (1)

Studies literature by and about North American Indians. Prerequisite: any 200-level literature course. (Category 3)

EH 385 Contextual Studies in World Literature (1)

A study of world literature within its cultural contexts. At present, the focus of the course is the Irish, Harlem, and American Indian literary renaissances. The course analyzes the Irish Renaissance within Celtic-Catholic contexts, the Harlem Renaissance within its Atlantic African contexts, and the American Indian Renaissance within its indigenous tribal contexts. With the consent of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: any 200-level literature course. (Category 3)

EH 389 Contextual Studies in American Literature (1)

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

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

The critical study of major British and American poetry of the twentieth century.

Prerequisite: any 200-level literature course. (Category 1)

EH 392 Contemporary Fiction (1)

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

EH 395 GP Contemporary International Fiction (1)

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

EH 396 Contemporary Poetry (1)

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

EH 400 Studies in Culture and Text (1)

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

EH 410 Studies in the Novel (1)

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

EH 420 Studies in the Drama (1)

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

EH 470 Senior Seminar (1)

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

EPY - Educational Psychology

EPY 223 The Developing Child in the Twenty-First Century (1)

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

EPY 260 CI Survey of Exceptional Children (1)

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

EPY 320 Educational Psychology (1)

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

GCS - Global and Comparative Studies

GCS 100 GP Introduction to Global and Comparative Studies (1)

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

GCS 177, 277, 377, 477 Special Topics in Global and Comparative Studies (1)

An exploration of a selected topic or problem in global and comparative studies.

GCS 293, 393, 493 Independent Study in Global and Comparative Studies (1)

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

GCS 297, 397, 497 Internship in Global and Comparative Studies (1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

GCS 298, 398, 498 Teaching Experience in Global and Comparative Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

GCS 370 GP Environmental Hazards and Urban Social Risks (1)

An examination of environmental hazards (tectonic-earthquakes, tsunamis, volcanoes, extreme weather, hydrological events, disease epidemics) and urban social risks (poverty, war, starvation, crime) utilizing analytical perspectives from both the physical and social sciences. The social and political construction of risks and hazards and mitigation strategies are examined, and resources from local, national, and international governmental and non-governmental organizations involved in risk reduction are utilized. The course may include fieldwork and/or travel. A Global Perspectives designated course. (Also listed as PS 370 and UES 370.) Prerequisite: at least sophomore standing.

GCS 470 Seminar for Majors (1)

An exploration of issues in global and comparative studies.

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

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

GRS - Greek and Roman Studies**GRS 150 Urbanism and the City in Antiquity (1)**

Introduces students to the historical development of the urban environment in major Mediterranean cities of classical antiquity and the social, economic and political priorities expressed through them.

GRS 177, 277, 377, 477 Special Topics in Greek and Roman Studies (1)

An exploration of a selected topic or problem in Greek and Roman studies.

GRS 211 IA Mythology (1)

A survey of the myths of Greece and Rome with a view toward their religious, historical, and literary development. An Interpretation or Analysis designated course.

GRS 214 Roman History (1)

An examination of Rome’s development from a small city ruled by kings into a regional and international power. Expansion through Italy, the end of the Republic and Augustus’ rise to power, and the management of the Empire under the Julio-Claudian, Flavian, and Antonine dynasties will be considered. Topics include the city, its monuments, art, literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the rise of Christianity. (Also listed as HI 214.)

GRS 225 ES Ancient Rome (1)

An introduction to the ancient Romans that will consider what it meant to be “Roman” through study of Roman literature, art, history, and religion from the early Republican period until late antiquity. An Explorations in Scholarship designated course.

GRS 230 WR Ancient and Modern Drama (1)

An in-depth study of Greek tragedy and comedy that considers how these plays reflect the social, political, and religious concerns of the ancient Athenians and why they continue to exert such influence on modern playwrights. Each ancient play will be paired with a modern work to demonstrate the various ways that contemporary dramatists engage with, react against, and draw inspiration from a genre that traces its beginnings to Greek antiquity. (Also listed as THA 230.) Fall.

GRS 240 ES The Greek Gods (1)

An introduction to the gods and religions of the ancient Greeks. This course studies the literature, art, mythology, and religion of the ancient Greeks to explore a central question: what did the human participants of different ancient cults hope to gain in exchange for their devotion? We consider geographic and ethnic distinctiveness within the Hellenic world and attend to the way encounters with foreign cults affected Greek religious rituals and festivals. Evidence to be examined includes temple architecture, epigraphical inscriptions, ritual objects found at cult and funerary sites, and literary depictions of the gods. An Explorations in Scholarship designated course.

GRS 250 GP Sex, Gender, and Power in Antiquity (1)

An examination of the cultural identities constructed for women and men in the Greco-Roman world and an analysis of the way that the categories of male and female underwrote power dynamics in various social, political, and religious contexts. The course also considers whether the ancient world can shed light on contemporary issues in gender studies, since the societies of Greece and Rome are often thought to provide the basis for Western attitudes about sexuality. A Global Perspectives designated course. (Also listed as GWS 250.)

GRS 255 IA Ancient Greece (1)

An introduction to the story and achievements of the ancient Greeks. Students will acquire knowledge of the major socio-political events that shaped classical Greek history while simultaneously developing a theoretical framework to assess the art, architecture, philosophy, literature, and material culture of the ancient Greeks. An Interpretation or Analysis designated course. (Also listed as HI 255.)

GRS 260 GP Race in Antiquity and Its Legacies (1)

An introduction to Greek and Roman thought about race, and the complicated relationship between modern and ancient ideas concerning race, status, and power. A Global Perspectives and Black Studies designated course. (Also listed as PS 260.)

GRS 268 GP Environmental Thought in Antiquity (1)

An introduction to ancient ideas about nature, animals, climate, and the role humans should play in such systems. The course will explore how cultures from ancient Greece to early modern Europe conceptualize the relationship between mankind and the natural world and how changes in the environment affected human development and political systems. A Global Perspectives designated course. (Also listed as EH 268.)

GRS 293, 393, 493 Independent Study in Greek and Roman Studies (½ or 1)

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

GRS 295 IA Greek Drama and Democracy (1)

A seminar that examines how ancient Greek drama developed in conversation with the development of Athenian democracy. Students will read a selection of tragedies and comedies composed in Athens in the fifth century BCE alongside poetic, philosophical, and historical works written by contemporary ancient Greek thinkers in order to consider how the plays reflect, explore, criticize, and ennoble the social, political, and religious ideologies of democratic Athens. An Interpretation or Analysis designated course. (Also listed as HON 295.)

GRS 297, 397, 497 Internship in Greek and Roman Studies (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

GRS 298, 398, 498 Teaching Experience in Greek and Roman Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

GWS - Gender and Women Studies**GWS 177, 277, 377, 477 Special Topics in Gender and Women Studies (1)**

An exploration of a selected topic or problem in gender and women studies.

GWS 200 Introduction to Gender and Women Studies (1)

An introduction to the concepts and issues concerning the field of gender and women studies. Placed within a historical and contemporary context, students examine topics ranging from feminist philosophy, gender roles and stereotypes, gender development, sexuality and relationships, sexual identity, workplace issues, legal challenges, women in media, violence against women, and global feminism.

GWS 250 GP Sex, Gender, and Power in Antiquity (1)

An examination of the cultural identities constructed for women and men in the Greco-Roman world and an analysis of the way that the categories of male and female underwrote power dynamics in various social, political, and religious contexts. The course also considers whether the ancient world can shed light on contemporary issues in gender studies, since the societies of Greece and Rome are often thought to provide the basis for Western attitudes about sexuality. A Global Perspectives designated course. (Also listed as GRS 250.)

GWS 293, 393, 493 Independent Study in Gender and Women Studies (½ or 1)

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

GWS 297, 397, 497 Internship in Gender and Women Studies (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

GWS 298, 398, 498 Teaching Experience in Gender and Women Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

GWS 310 Feminist Theory in Texts (1)

Designed to introduce students to the basic ideas involved in feminist thought and explore the varying feminist schools of thought through classic and contemporary texts. Viewpoints may include liberal, radical, psychoanalytical, Marxist/socialist, ecofeminism, woman-of-color feminism, and global theories. (Also listed as HON 310.)

HB - Hebrew**HB 101 Elementary Biblical Hebrew I (1)**

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

HB 102 Elementary Biblical Hebrew II (1)

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

HI - History

HI 102 GP European Civilization I (1)

The historical development of European social and political attitudes and institutions through the Age of Enlightenment. A Global Perspectives designated course.

HI 103 CI European Civilization II (1)

The historical development of European social and political attitudes and institutions from the French Revolution to the late twentieth century. A Community Interests designated course.

HI 110 ES Great Leaders in Modern Western History (1)

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

HI 151 IA History of the American People I (1)

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

HI 152 IA History of the American People II (1)

A thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a mostly rural, agricultural, and traditional society into a powerful and culturally diverse urban, industrial, and modern nation. Topics include political challenges to the status quo, the formation of a national economy, labor strife, urbanization, immigration, the rise of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as the civil rights movement and the late twentieth-century conservative political movement. An Interpretation or Analysis designated course.

HI 155 ES Reforming America (1)

A study of the ideas, events, and people influencing major reform movements from the colonial period to 1877. Emphasis is placed on notable reform campaigns directed toward social, political, and economic change in America and the successes and limitations of those efforts. Some topics include social transformations in the Chesapeake and New England colonies; political thought in the American Revolution; responses to Native

American removal legislation; evangelical Protestantism; social welfare campaigns relating to public education, temperance, prison, and asylum reforms; abolitionism and racial equality; anti-immigration organizations; and women's rights. An Explorations in Scholarship designated course.

HI 177, 277, 377, 477 Special Topics in History (1)

An exploration of a selected topic or problem in history.

HI 204 CI The History of Birmingham (1)

An investigation of the history of Birmingham, Alabama, from 1871 to the present, with special attention to economic, political, social, and cultural developments as well as a treatment of the Civil Rights movement. A Community Interests and Poverty Studies designated course.

HI 205 IA The Old South (1)

A study of the American South from pre-contact to the end of the Civil War. The course examines the centrality of slavery in shaping the political, economic, and social development of the region; the role of race, class, gender, ethnicity, and geographic differences in producing "many Souths" rather than the monolithic image often promoted in popular culture; and the causes and effects of the Civil War. An Interpretation or Analysis and Leadership Studies designated course.

HI 206 IA The New South: Civil War to Civil Rights (1)

A study of the South from the end of the Civil War to the present. The course charts the ending of slavery for four million people, the social transformations that followed in Reconstruction, the upheavals of the New South, the world of segregation in the twentieth century, the nonviolent overthrow of the Jim Crow system, and the emergence of the complicated and sometimes conflicted South we know today. An Interpretation or Analysis designated course.

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

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

HI 212 ES Hamilton's America (1)

A study of American history through the perspective of Alexander Hamilton and his generation. The course begins with an examination of the colonial period, focusing on Hamilton's early life, and continues through the American Revolution, Federalist era, and the infamous duel in 1804. Students will explore the people, events, and places that

Hamilton experienced during his lifetime, with emphasis on the issues of race, class, gender, and ethnic diversity that shaped his generation. An Explorations in Scholarship designated course.

HI 214 Roman History (1)

An examination of Rome's development from a small city ruled by kings into a regional and international power. Expansion through Italy, the end of the Republic and Augustus' rise to power, and the management of the Empire under the Julio-Claudian, Flavian, and Antonine dynasties will be considered. Topics include the city, its monuments, art, literature, bureaucracy and territorial expansion, the role of women, various social and minority groups, and the rise of Christianity. (Also listed as GRS 214.)

HI 221 Contemporary Black History (1)

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

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

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

HI 225 Constitutional History of the United States I (1)

The origins and development of the *Constitution of the United States* to Reconstruction. Emphasis is placed on British and other origins of the *Constitution*; the interaction between constitutional principles and political, economic, and social conditions as seen in the rise of popular democracy; the control of interstate commerce; the extension of executive authority; the defense of slavery; and federal-state relationships.

HI 226 Constitutional History of the United States II (1)

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

HI 232 IA Slave Narratives and Abolition in History and Literature (1)

An examination of the antislavery movement from America's founding to the Civil War era. Throughout the course, we explore how slavery transformed literature, art, politics, memory, and attitudes toward the legitimacy of coerced labor. Sources range from slave

narratives, film, letters, and speeches to poetry, novella, prints and photographs, songs, and history. An Interpretation or Analysis, Black Studies, and Leadership Studies designated course.

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

A survey of the political, social, economic, and constitutional history of England and the British Empire to 1789. Among the many subjects examined are the Anglo-Saxons, the Norman Conquest, the Wars of the Roses, Henry VIII and the English Reformation, Elizabeth I and the defeat of the Spanish Armada, the English Civil War, the Restoration, the establishment of the “first” British Empire, and the responses to the American and French Revolutions. An Interpretation or Analysis designated course.

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

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

HI 244 IA The History of Terrorism (1)

An examination of the history of terrorism with the goals of explaining its contemporary prevalence and its historical significance. Emphasis is placed on the political, social, and cultural contexts of terrorism and political violence; critical, literary, and popular responses to terrorism; changing definitions of terrorism; and the interrelationship between terrorism and modernity. Topics include tyrannicide and terror in the ancient and medieval world; revolutionary terrorism and state terror in Europe and Russia since the eighteenth century; anarchist terrorism in Europe and the United States; white supremacist terrorism in the United States; ethno-nationalist terrorism in Europe, the Middle East, and North Africa in the twentieth century; anti-imperialist and international terrorism in the 1960s and 1970s; and the recent upsurge in religiously inspired terrorism. Students who have credit for HI 120 or HON 120 may not take this course. An Interpretation or Analysis and Leadership Studies designated course.

HI 245 GP Russian Civilization (1)

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

HI 247 GP Pillars of Africana Thought: Douglass, Du Bois, and Fanon (1)

An introduction to Africana thought through engaging the works of Frederick Douglass, W.E.B. Du Bois, and Frantz Fanon. A Global Perspectives and Black Studies designated course. (Also listed as PS 247.)

HI 248 GP Germany Since 1800 (1)

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

HI 249 CI The Notorious Angie D: Angela Davis and the Project of Liberation (1)

An examination of global liberation struggles explored through the lens of Angela Y. Davis' body of work. A Community Interests and Black Studies designated course. (Also listed as PS 249.)

HI 251 Introduction to Public History (1)

An introduction to the field of public history with an emphasis on its origins and development; most important historical and ethical issues; the principal methodologies concerning the interpretation and communication of history to a public audience and the documentation and preservation of artifacts and texts; and career opportunities for public historians. Fall.

HI 255 IA Ancient Greece (1)

An introduction to the story and achievements of the ancient Greeks. Students will acquire knowledge of the major socio-political events that shaped classical Greek history while simultaneously developing a theoretical framework to assess the art, architecture, philosophy, literature, and material culture of the ancient Greeks. An Interpretation or Analysis designated course. (Also listed as GRS 255.)

HI 261 GP Race and Revolution in Modern Latin America (1)

An exploration of the role of race and revolution in Latin America from the end of the colonial era to the present. A Global Perspectives designated course.

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

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

HI 286 IA The Vietnam War (1)

An exploration of the Vietnam War from the American and Vietnamese perspectives, focusing on the era 1945-1975. Topics include Vietnamese culture and history, French and Japanese occupation, Ho Chi Minh's revolutionary movement, national liberation,

the American war, and the experiences of soldiers and civilians on both sides. Memoirs, novels, scholarly literature, and films will help facilitate our understanding of the war. An Interpretation or Analysis designated course.

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

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

HI 297, 397, 497 Internship in History (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

HI 300 WR Practice of History Seminar (1)

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

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

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

HI 303 Civil War and Reconstruction (1)

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

HI 309 Women of the American South (1)

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

HI 331 Alabama Civil Rights (1)

An investigation of Alabama's role in the modern civil rights struggle. Topics include the Montgomery Bus Boycott, the Freedom Rides, the Birmingham campaign, "Bloody Sunday" and the Voting Rights Act, and the movement in rural Alabama. Prerequisite: HI 300 or instructor consent.

HI 342 French Revolution and Napoleon (1)

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

HI 345 Topics in the History of Terrorism (1)

An exploration of terrorism through focused study of four to six episodes in its history. Following an historical and methodological introduction, possible subjects include the Sicarii, the Carbonari, Russian revolutionary terrorism, the Ku Klux Klan, the Irish Troubles, Israel/Palestine, the Malayan Emergency, the Weather Underground, anti-abortion violence, eco-terrorism, and September 11. A Leadership Studies designated course. Prerequisite: HI 300 or instructor consent.

HI 347 Britain in the Age of Churchill (1)

A study of Britain during the age of one of its greatest statesmen, Winston Churchill (1874-1965). Using Birmingham-Southern College's unique digital access to the complete Churchill papers and other sources, students will examine the seminal events in British history in the first half of the twentieth century. Topics include transition from empire to commonwealth, two world wars and their consequences, cultural changes, and the introduction of socialism. Prerequisite: HI 300 or instructor consent.

HI 349 The Cold War: American and Soviet Perspectives (1)

A study of the Cold War from both the U.S. and Soviet perspectives, from its origins during the closing days of World War II to the collapse of the Soviet Union in 1991. Emphasis is placed on the Cold War's political and cultural impact on the home fronts, as well as the interrelationship between foreign and domestic policy. Prerequisite: HI 300 or instructor consent.

HI 400 Senior Research Symposium (1)

The senior capstone seminar, in which students write a major research paper working with a faculty mentor within the department. Students will present their research in a senior conference.

HI 401 Senior Research Project in History (1)

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

HM - Humanities

HM 120 ES How Language Works (1)

An investigation into human language. This course introduces students to linguistics, the scientific study of language. Topics include language and society, language acquisition, pragmatics, syntax, semantics, phonology, and related issues. An Explorations in Scholarship designated course.

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

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

HON - Honors

HON 100 ES Ecospirituality and Environmental Sustainability (1)

An introduction to contemporary ecospirituality and environmental activism with a focus on environmental sustainability in Alabama. This course highlights the growing alliance between spiritual awareness and the environmental movement. Students will read works of ecocentric theologians and scientific literature on the ecology of Alabama, study organized environmental initiatives, and gain perspective from field trips and service-learning. An Explorations in Scholarship designated course. Prerequisite: Harrison Honors Program. Spring.

HON 124 Emotion and Meaning in Music (1)

An exploration of the perception and meaning of music from the perspective of the musician and the listener, with specific emphasis on the social and aesthetic signification of musical experiences as they pertain to cognitive musicology. Prerequisite: Harrison Honors Program.

HON 125 America's Music (1)

Explores the unique qualities of American music and the contributions of American musicians to the world. The course investigates the dialectical tension between the Eurocentric tradition and the search for a unique form of musical expression in America. Complementary readings in literature, philosophy, and art, with an emphasis on primary sources. Prerequisite: Harrison Honors Program.

HON 127 SM Physics by Inquiry (1)

An introduction to scientific inquiry through studying fundamental physical models. We will construct and test these models primarily through laboratory investigation. Additional emphasis is placed on the history of experimental sciences and the interplay between inductive and deductive analyses in the natural sciences. A Scientific Methodologies designated course. (Also listed as PH 127.) Prerequisite: Harrison Honors Program.

HON 142 Living a Life of Significance (1)

An examination of what it means to live a life of significance. Students will conduct research throughout the course through readings, interviews, podcasts, and/or other online resources. Students' findings will be presented in a variety of formats, including written reports, in-person and video presentations, scripted performances, and creative formats. (Also listed as IDS 142.) Prerequisite: Harrison Honors Program. Fall.

HON 143 ES The Quest for Justice (1)

A continuation of the first-year experience for Honors students. This course explores the relationship between the individual and society by studying political and moral philosophy, literature, plays, course cases, and history. Questions about law, political obligation, freedom, equality, justice, and human nature are examined. The course looks at different kinds of societies, such as the ancient city, modern democracy, and totalitarianism, and confronts both perennial and contemporary issues. Readings present diverse viewpoints, and seminars are conducted by discussion. An Explorations in Scholarship designated course. Prerequisite: Harrison Honors Program. Spring.

HON 204 ES Human Destiny (1)

An investigation into differing philosophical accounts of human existence and the ideas of fate and destiny. The aim of the course is to discover ways we might respond to enduring philosophic questions concerning human destiny within a multicultural context. Topics include the meaning of life, the relationships between soul and body, death and value, anthropocentrism and teleology, gnosis and salvation, *ming* and *karma*, science and religion, freedom and prediction. Emphasis is placed on integrating interdisciplinary materials to appreciate diversity in human values. May count as PL 207 toward fulfillment of Asian studies course requirements. An Explorations in Scholarship designated course. Prerequisite: Harrison Honors Program.

HON 224 CE Crucible Steel: Creative Expression and Human Rights (1)

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

HON 230 Plural America I (1)

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

HON 231 Plural America II (1)

An introduction to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of our cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. This course focuses on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism. (Also listed as EH 231.) Prerequisite: Harrison Honors Program.

HON 233 ES W.E.B. Du Bois and American History (1)

An introduction to the life and thought of one of America's foremost public intellectuals, W.E.B. Du Bois. Students will cover essential facts about Du Bois' life and work and be able to situate his arguments and their significance in the broader currents of American history. An Explorations in Scholarship designated course. Prerequisite: Harrison Honors Program.

HON 234 RMS Titanic: Icon of an Age (1)

An examination of the *RMS Titanic* as an icon of Edwardian Britain and Gilded Age America. The goal of the course is to examine the ship and its tragic sinking in April 1912 to gain insight into issues of race, gender, and class during this period. Key topics investigated include the ship's construction, its passengers and crew, life on board, its sinking, rescue of its passengers, and probable culpability for the accident. In addition, study is made of how the ship's sinking has left an indelible legacy on cultural history.

HON 241 IA Flappers, Philosophers, and All that Jazz: The Fiction and Culture of F. Scott Fitzgerald (1)

A seminar focusing on the fiction of F. Scott Fitzgerald with emphasis on a rigorous close reading of each text, the cultural issues of the era, and appropriate biographical material. The course examines a selection of Fitzgerald's novels and his major short fiction. Cultural issues that Fitzgerald's texts investigate include class conflict, material culture, female idealization/female resistance, immigration, race and ethnicity, The Great War, the flapper, homoeroticism, youth culture, and more. An Interpretation or Analysis designated course. Prerequisite: Harrison Honors Program.

HON 247 IA An Arthurian Primer (1)

An investigation of three prominent strands of the Arthurian legend: the Grail quest, the adulterous love of Lancelot and Guinevere, and Arthur as the Once and Future King. Resources in literature, history, and visual art will be brought together to study how these Arthurian motifs have been used artistically and socially to promote cultural ideal from medieval England and France to contemporary America. An Interpretation or Analysis designated course. Prerequisite: Harrison Honors Program.

HON 250 GP History of Documentary Film (1)

An introductory survey of documentary film. The course will focus on some of the major developments in documentary practice, while also considering a number of theoretical issues in the documentary tradition, including the problem of objectivity, the relationship between the documentary image and reality, and the mixing of fiction and nonfiction modes. The goals of this course are to introduce students to important historical trends and concepts and to help develop the critical and analytical skills needed to understand the structure, style, and rhetorical strategies of documentary film. A Global Perspectives and Leadership Studies designated course. (Also listed as MFS 250.) Prerequisite: Harrison Honors Program.

HON 261 CI The Slave Narrative and Its Legacies (1)

An exploration of the African-American literary canon beginning with autobiographies written by formerly enslaved people. Subsequent texts comment in some way upon the American slave experience or otherwise relate to those earlier writers. A Community Interests and Leadership Studies designated course. (Also listed as EH 261.) Prerequisite: Harrison Honors Program.

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

Directed study for Harrison Honors Scholars. Interested students should consult with the Director of the Harrison Honors Program.

HON 295 IA Greek Drama and Democracy (1)

A seminar that examines how ancient Greek drama developed in conversation with the development of Athenian democracy. Students will read a selection of tragedies and comedies composed in Athens in the fifth century BCE alongside poetic, philosophical, and historical works written by contemporary ancient Greek thinkers in order to consider how the plays reflect, explore, criticize, and ennoble the social, political, and religious ideologies of democratic Athens. An Interpretation or Analysis designated course. (Also listed as GRS 295.) Prerequisite: Harrison Honors Program.

HON 298, 398, 498 Teaching Experience in Honors (½ or 1)

A contracted teaching experience course. Specific guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog. HON credit for teaching experience may count toward the five required units in Honors seminars. Prerequisite: Harrison Honors Program.

HON 303 The History of Death in America (1)

An interdisciplinary investigation of the history of death in America from the colonial period to the present. The course examines and evaluates particularly the claim that America is a “death-denying” culture. Prerequisite: Harrison Honors Program.

HON 310 Feminist Theory in Texts (1)

Designed to introduce students to the basic ideas involved in feminist thought and explore the varying feminist schools of thought through classic and contemporary texts. Viewpoints may include liberal, radical, psychoanalytical, Marxist/socialist, ecofeminism, woman-of-color feminism, and global theories. (Also listed as GWS 310.) Prerequisite: Harrison Honors Program.

HON 312 GP Gender of *Dao* (1)

An interdisciplinary and genealogical exploration of *dao* in the light of contemporary gender theory. This course uses classical sinology and contemporary gender and women studies to explore East Asian gendered experiences, gender roles, and contemporary gender struggles. A Global Perspectives designated course. Prerequisite: Harrison Honors Program.

HON 322 IA American Humor (1)

An interdisciplinary exploration of American comedy. Along with the historical development of various comedic forms, students will learn to understand the mechanisms by which humor is created and identify and distinguish between key theoretical frameworks. Emphasis is placed on twentieth and twenty-first century humor related to changes in media technologies. An Interpretation or Analysis designated course. Prerequisite: Harrison Honors Program.

HON 330 GP Asian Perspectives on Environmental Science (1)

An interdisciplinary examination of environmental science from perspectives of Asian thought. The course supplements Anglo-European perspectives on the environment to achieve a more global understanding of environmental science. Topics include the problem of change, presuppositions of science, silent transformations, reversal and propensity, ecology and ecofeminism, energy and natural capital, biodiversity and chemical cycling, climate and future sustainability. Since environmental science studies how humans interact with the environment, this course emphasizes the necessary integration of humanities with social and natural sciences. A Global Perspectives designated course. (Also listed as AN 330 and UES 330.) Prerequisites: at least sophomore standing and Harrison Honors Program.

HON 350 IA Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. Fulfills the pre-1900 requirement for the major. An Interpretation or Analysis designated course. (Also listed as EH 350.) Prerequisites: any 200-level literature course and Harrison Honors Program.

HON 493 Honors Project (½ or 1)

An independent study in preparation or completion of the Honors capstone. All Honors projects require a proposal, a faculty advisor, and the approval of the Harrison Honors Committee. The Honors Project typically begins the spring of the junior year or the fall of senior year. Honors projects entail one-on-one collaboration with faculty advisors and must be defended in public. HON 493 may be repeated with consent. Prerequisite: Harrison Honors Program.

HRC - Human Rights and Conflict Studies**HRC 177, 277, 377, 477 Special Topics in Human Rights and Conflict Studies (1)**

An exploration of a selected topic or problem in human rights and conflict studies.

HRC 200 CI, GP Introduction to Human Rights (1)

A critical examination of human rights concepts and their practical applications from the perspective of a variety of disciplines in the humanities and social sciences. A Community Interests, Global Perspectives, and Leadership Studies designated course. Prerequisite: at least sophomore standing.

HRC 293, 393, 493 Independent Study in Human Rights and Conflict Studies (½ or 1)

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

HRC 297, 397, 497 Internship in Human Rights and Conflict Studies (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

HRC 298, 398, 498 Teaching Experience in Human Rights and Conflict Studies (1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

HRC 300 Colloquium on Human Rights (¼)

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

HRC 434 Introduction to International Human Rights Law (1)

A seminar on international law with an emphasis on human rights. Concepts and principles, functions and processes associated with international law are applied to general categories of human rights. Special attention is paid to the International Criminal Court, war crimes, genocide, children's rights, human trafficking, modern slavery, workers' rights, gender and health issues, the environment, indigenous rights, torture, and punishment. Student engagement with a human rights institution is a requirement. (Also listed as PS 434.) Prerequisite: at least junior standing. Spring of odd-numbered years.

HS - Health Sciences**HS 177, 277, 377, 477 Special Topics in Health Sciences (1)**

An exploration of a selected topic or problem in health sciences.

HS 105 ES Hot Topics in Food and Nutrition (1)

A discussion-based seminar spanning controversial and popular topics in the realm of food and nutrition. Topics may include fad diets, foodborne illness, food security, farming methodology, genetically modified foods, the role of the U.S. government in nutrition guideline, and industry's role in determining the regulation of our food. An Explorations in Scholarship designated course.

HS 200 Introduction to Nutrition (1)

An introduction to the science of human nutrition and dietetics. Topics include essential nutrients and their relationship to health and metabolism, dietary recommendations for wellness, and an overview of nutritional requirements across the life cycle. A Poverty Studies and Public Health Studies designated course. Prerequisite: BI 115. Spring.

HS 203 Human Physiology (1)

A study of the fundamental functions of human organ systems and their significance to human health. Intended for students interested in pre-nursing, pre-pharmacy, allied health or related fields; not intended for pre-medical students. Prerequisites: BI 115 and BI 125. Fall.

HS 242 Essentials of Human Anatomy (1)

A study of human gross and microscopic anatomy. Includes introductions to anatomical terminology, basic cellular processes, embryology, and genetics, as well as a detailed study of the major human organ systems in a studio format (lecture/lab combined). Intended for students interested in pre-nursing, pre-pharmacy, allied health or related fields; not intended for pre-medical students. Prerequisites: BI 115 and BI 125.

HS 293, 393, 493 Independent Study in Health Sciences (½ or 1)

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

HS 297, 397, 497 Internship in Health Sciences (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

HS 298, 398, 498 Teaching Experience in Health Sciences (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

HS 475, 499 Investigations into Human Biology and Health (1)

A senior capstone exploration of a current problem in healthcare and/or human biology. Students conduct a literature review and develop and execute a research project investigating the problem. Topics and research approaches vary according to the interests of the students and professor. Prerequisites: HS 203 and HS 242 (or equivalents) and senior standing. HS 499: Exploration term.

IDS - Interdisciplinary Studies**IDS 101 What the Best College Students Do (½)**

An exploration of successful learning at Birmingham-Southern College, including consideration of how college students learn best, how to design a liberal arts education that meets individual interests and needs, and how to anticipate learning beyond college. Course projects and assignments draw on other curricular and co-curricular activities, inviting students to be intentional about how to get the most from their learning experiences and learning opportunities at Birmingham-Southern College. For first-year students. One and one-half hour meeting per week.

IDS 111 ES A User’s Guide to the Liberal Arts (1)

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

IDS 115 ES History and Film (1)

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

IDS 142 Living a Life of Significance (1)

Examination of what it means to live a life of significance. Students will conduct research throughout the course through readings, interviews, podcasts, and/or other online resources. Students’ findings will be presented in a variety of formats, including written reports, in-person and video presentations, scripted performances, and creative formats. (Also listed as HON 142.)

IDS 177, 277, 377, 477 Special Topics in Interdisciplinary Studies (1)

An exploration of a selected topic or problem in interdisciplinary studies.

IDS 209 Entrepreneurial Thinking (1)

An exploration of entrepreneurship and an introduction to thinking like an entrepreneur. Students will explore idea generation and learn the process of taking an idea from inception to business launch. Key topics covered include idea generation, idea evaluation, innovation, how to communicate one's ideas effectively, and what it takes to be a successful entrepreneur.

IS - International Studies**IS 101 Study Abroad Course (½)**

A required component of the study abroad experience emphasizing intercultural communication, individual and social identity using the process of critical reflection, and culminating in a project for presentation. The course begins the last seven weeks of the term before study or internships abroad and finishes with a poster presentation during the term following study/internships abroad. Fall, Spring.

LA - Latin**LA 101 Elementary Latin I (1)**

An introduction to the fundamentals of Latin with the aim of preparing students to read with fluency and pleasure. The course will explore grammatical concepts, develop a core vocabulary, and familiarize students with Roman life, art, literature, and history. Authors to be read may include Ovid, a poet who has shaped modern discourses about gender and the environment; Augustine, an early church father from Roman Africa; and Sulpicia, a Roman woman who wrote about love from a female perspective. Fall.

LA 102 Elementary Latin II (1)

A continuation of the fundamentals of Latin with the aim of preparing students to read with fluency and pleasure. The course will explore grammatical concepts, develop a core vocabulary, and introduce students to Roman life, art, literature, and history. Authors to be read may include Virgil, a poet whose ideas about power and empire still resonate; Lucretius, an ancient ecologist who theorizes about the relationship between humans, animals, and the environment; and Perpetua, an African woman who writes her own story of incarceration. Prerequisite: LA 101 or two years of high school Latin. Spring.

LA 177, 277, 377, 477 Special Topics in Latin (1)

An exploration of a selected topic or problem in Latin.

LA 245 Directed Latin Readings (1)

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

LAS - Latin American Studies

LAS 177, 277, 377, 477 Special Topics in Latin American Studies (1)

An exploration of a selected topic or problem in Latin American studies.

LAS 293, 393, 493 Independent Study in Latin American Studies (½ or 1)

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

LAS 297, 397, 497 Internship in Latin American Studies (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

LAS 298, 398, 498 Teaching Experience in Latin American Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

LS - Leadership Studies

LS 200 CI Leadership Studies: Theory and Practice (1)

An introduction to the academic study of leadership from both theoretical and practical perspectives. Not limited to students in the Leadership Studies program. A Community Interests designated course. Prerequisite: at least sophomore standing. Fall, Spring.

LS 300 Leadership Practicum (½)

A real-world application of leadership principles. Distinction in Leadership Studies students practice leadership by working cooperatively with others to design and complete a community project. Projects vary by term. A service-learning integrated course. Prerequisite: LS 200. Fall, Spring.

LS 400 Leadership Studies Capstone (½)

A senior capstone seminar for the Distinction in Leadership Studies program. Students complete an in-depth study of leadership and a public presentation. Prerequisite: LS 300. Fall, Spring.

LS 498 Teaching Experience in Leadership Studies (1)

A contracted teaching experience in the teaching of LS 200 or LS 300 under the supervision of a member of the faculty. This course does not count toward the completion of the Distinction in Leadership Studies. Instructor consent required. Prerequisite: LS 200.

MA - Mathematics

MA 124 Precalculus Mathematics (1)

A preparation for students who plan to study calculus. This course focuses on modeling real-world phenomena using polynomial, rational, exponential, logarithmic, and trigonometric functions. An understanding of these functions is developed graphically, numerically, analytically, and verbally. Not open to students who have passed MA 231 or equivalent.

MA 150 QA Introduction to Mathematical Modeling (1)

An introduction to important mathematical ideas and their applications in the real world. This course is not designed for mathematics or science majors, and includes topics from a variety of mathematical areas at the discretion of the instructor. Possible topics include population modeling, the mathematics of interest and loans, environmental modeling, probability, statistics, and the mathematics of social choice. Not open to students who have passed MA 231 or equivalent. A Quantitative Analysis designated course.

MA 177, 277, 377, 477 Special Topics in Mathematics (1)

An exploration of a selected topic or problem in mathematics.

MA 207 QA General Statistics (1)

An investigation of four fundamental topics in statistics: displaying data, producing data, probability, and statistical inference. The course uses a statistical software package and covers a variety of applications, including applications to business. A Quantitative Analysis designated course.

MA 208 QA Statistics for Education (1)

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

MA 209 Data Science Statistics (1)

Introduces students to statistical methods and tools utilized in the field of data science to produce, analyze, and communicate about data. Since analysis will be performed using code to implement the specified methods, a strong understanding of code is required. Prerequisite: CAC 181 or instructor consent.

MA 231 QA Calculus I (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include functions, derivatives, definite integrals, and the Fundamental Theorem of Calculus. A primary learning objective is a working knowledge of differentiation. Not open to students who have passed MA 232 or equivalent. A Quantitative Analysis designated course.

MA 232 QA Calculus II (1)

A continuation of Calculus I. This course continues to emphasize graphical, numerical, analytical, and descriptive points of view. Topics include definite integrals, indefinite integrals, approximation techniques, elementary differential equations, modeling, Taylor polynomials, and infinite series. Working knowledge of differentiation is assumed. A Quantitative Analysis designated course.

MA 240 QA Discrete Structures (1)

An introduction to concepts fundamental to the analysis of algorithms and their realizations. Topics include set theory, induction, recursion, graphs, networks, and Boolean algebra. A Quantitative Analysis designated course. Prerequisite: MA 231.

MA 293, 393, 493 Independent Study in Mathematics (½ or 1)

Directed study for advanced students in the major. Coursework may include directed readings, inquiry, and/or research project in mathematics or statistics. Specific guidelines concerning independent study projects appear in the “Exploration Term and Contract Learning” section of this catalog.

MA 297, 397, 497 Internship in Mathematics (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

MA 305 Computational Tools for Science (1)

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

MA 310 QA Calculus III (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include parametric equations, polar coordinates, vectors, multivariable and vector-valued functions, partial derivatives, multiple integrals, vector fields, and line integrals. A Quantitative Analysis designated course. Prerequisite: MA 232.

MA 311 Differential Equations (1)

An introduction to the study of ordinary differential equations with emphasis on solution techniques and applications. Whenever possible, numerical, qualitative, and analytical methods are discussed, and students are encouraged to make use of computers in solving some of the problems. Prerequisite: MA 310.

MA 317 Linear Algebra (1)

Systems of equations, matrices, determinants, eigenvalues, matrix factorizations, vector spaces, linear transformations, and applications. Prerequisite: MA 232.

MA 320 Geometry (1)

An investigation of Euclidean and Non-Euclidean geometry through an axiomatic approach. Topics include axiomatic systems, formal Euclidean geometry, geometric transformations, non-Euclidean geometries. Prerequisite: MA 232.

MA 321 Probability Theory (1)

An introduction to probability theory, conditional probability, Bayes' formula, random variables, expected value, variance, discrete and continuous probability distributions. Prerequisite: MA 310.

MA 335 WR Transition to Higher Mathematics (1)

An introduction to the logic and methods used in advanced mathematics, with emphasis on understanding and constructing proofs. A Writing Reinforcement designated course. Prerequisite: MA 232. Spring.

MA 372 Mathematical Problem Solving in Business, Industry and Government I (1)

An independent research project in applied mathematics where students investigate a problem supplied by a partner from business, industry, or government (BIG). Students work closely with a supervising faculty member, provide periodic progress reports to their BIG liaison, and present their results formally in writing and in a video. Prerequisite: CAC 350 or MA 310.

MA 422 Mathematical Statistics (1)

An investigation of selected topics in statistics from a theoretical viewpoint. Topics may include sampling distributions, point estimation, interval estimation, hypothesis testing, regression and correlation, analysis of variance, and nonparametric methods. Prerequisite: MA 321.

MA 441 Mathematical Finance (1)

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

MA 451 Abstract Algebra (1)

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

MA 454 Numerical Analysis (1)

An introduction to numerical methods of solution and their analysis. Topics include computer arithmetic, propagation of error, systems of linear and non-linear equations, numerical integration, curve fitting, and differential equations. Prerequisite: MA 310.

MA 455 Introduction to Topology (1)

An introduction to the topology of Euclidean space and surfaces. Topics include continuity, compactness, cell complexes, and the classification of surfaces. Applications include fixed-point theorems, the Jordan curve theorem, and map colorings. Prerequisites: MA 310 and MA 335.

MA 458 Introduction to Complex Analysis (1)

Complex numbers, analytic functions, Cauchy-Riemann equations, curves and integrals, Cauchy's Theorem and applications, Taylor and Laurent series, analytic continuation, Residue Theorem, harmonic functions, and conformal mappings. Prerequisites: MA 310 and MA 335.

MA 461 Real Analysis (1)

A rigorous treatment of sequences, limits, continuity, differentiation, infinite series, sequences and series of functions, uniform convergence and its implications for function series. Prerequisites: MA 310 and MA 335.

MA 470 Research Seminar in Mathematics (1)

A seminar in reading and presenting advanced mathematics in preparation for proposing an independent research topic. Each student will read and present articles of interest to the class, building both a mathematical foundation upon which a research proposal can be written, and developing the skills for presenting quantitative work. Toward the end of the term, each student will write, revise and defend a proposal for independent research. This course should be taken by mathematics majors in the fall of their senior year. Prerequisite: MA 335. Fall.

MA 472 Mathematical Problem Solving in Business, Industry and Government II (1)

An independent research project in applied mathematics where students investigate a problem supplied by a partner from business, industry, or government (BIG). Students work closely with a supervising faculty member, provide periodic progress reports to their BIG liaison, and present their results formally in writing and in a video. Students must also present their research to the campus community for their senior conference project, and possibly at a regional or national mathematics conference. Prerequisite: MA 470.

MA 499 Senior Project in Mathematics (1)

An independent research project in mathematics where students investigate a topic proposed in MA 470. Students work closely with a supervising faculty member, formally

write up their results, and present their research to the campus community for their senior conference. Students may also be required to present their work at a regional mathematics conference. Prerequisite: MA 470. Exploration term.

MFS - Media and Film Studies

MFS 100 Introduction to Media Studies (1)

An introduction to critical analysis of mass media in the context of contemporary culture and social institutions, including an examination of how mass media, such as film, television, advertising, the Internet, and others, affect and reflect cultural values, political attitudes, personal identity, and behavior. Students learn basic media literacy by developing conceptual tools for thinking critically about mass media, with a special emphasis on how various media shape and convey meaning; and the impact that the form, function, and institutional production of media have on local, national, and global communities. Fall.

MFS 177, 277, 377, 477 Special Topics in Media and Film Studies (1)

An exploration of a selected topic or problem in media and film studies. This course may be repeated once for credit providing that the focus of the course is different. Prerequisite: MFS 210 for MFS 377; MFS 220 for MFS 477.

MFS 210 IA Film Analysis (1)

An introduction to the fundamental concepts and tools of film analysis. The course focuses on learning to isolate, describe, and analyze stylistic elements of film, as well as film narrative and narration. This course serves two purposes: to provide the necessary descriptive and analytic tools to excel in upper-level film courses; and to deepen the student's appreciation of cinema by encouraging the viewing of films as richly textured works of art. An Interpretation or Analysis designated course.

MFS 220 CE Film Production (1)

An intensive introduction to both documentary and fiction video production. The course asks students to employ the conventions of classical storytelling to produce projects that are clear, coherent, thoughtful, and emotionally engaging. Students will also learn narrative structure, cinematography, sound, digital editing, and the state of the contemporary film industry. Extensive filmmaking will occur on several weekends throughout the term. A Creative Expression designated course. Prerequisite: AR 222, MFS 100, MFS 210, or MFS 222.

MFS 222 CE Screenwriting (1)

An examination of screenwriting using classical narrative structure. The course focuses on conventional storytelling elements like goals, conflicts, development, and resolution and how these are employed to clearly tell a story, engage the viewers' attention, and elicit emotions from the audience. Emphasis is placed on using classical storytelling devices in a coherent and creative manner. A Creative Expression designated course.

MFS 245 Producing Motion Pictures and Television (1)

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

MFS 250 GP History of Documentary Film (1)

An introductory survey of documentary film. The course will focus on some of the major developments in documentary practice, while also considering a number of theoretical issues in the documentary tradition, including the problem of objectivity, the relationship between the documentary image and reality, and the mixing of fiction and nonfiction modes. The goals of this course are to introduce important historical trends and concepts and to help develop the critical and analytical skills needed to understand the structure, style, and rhetorical strategies of documentary film. A Global Perspectives and Leadership Studies designated course. (Also listed as HON 250.)

MFS 260 African American Cinema (1)

A survey of the history of cinema produced by or featuring African Americans from the birth of filmmaking to the present day. In examining movies over time, the course will explore persistent problems of racism, exploitation, stereotypes, and image debates within the black community. A Black Studies designated course.

MFS 293, 393, 493 Independent Study in Media and Film Studies (½ or 1)

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

MFS 298, 398, 498 Teaching Experience in Media and Film Studies (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

MFS 300 CI Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources, such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. A Community Interests designated course. (Also listed as PS 300.)

MFS 310 WR Film and Media Theory (1)

A survey of film and media theory from the silent era to the present. The course focuses on several key theorists and their ideas about the nature and function of cinema/media, as well as the relationship between texts, spectatorship, and culture. These theories will be situated in their historical context, and their influence on subsequent theorists and practitioners will be examined. A Writing Reinforcement designated course.
Prerequisites: MFS 100 and MFS 210.

MFS 320 Advanced Film Production (1)

An advanced production course designed to build on skills learned in MFS 220. Students further enhance technical skills while engaging in diverse film exercises and assignments, including fiction and nonfiction. Upon completion, students should be prepared to think critically about the production of a senior-level capstone film project. Extensive filmmaking will occur on several weekends throughout the term. Prerequisite: MFS 220.

MFS 322 WR Advanced Screenwriting (1)

A writing workshop for screenwriters who want to complete the first draft of a feature-length screenplay. Students progress from outlines, character breakdowns, and beat sheets to written first, second, and third acts. The course will also require students to provide constructive feedback to fellow classmates. A Writing Reinforcement designated course. Prerequisite: MFS 222.

MFS 330 Cinematography (1)

The study of camera and lighting and the impact that they have on cinematic storytelling. By learning the role of the cinematographer, gaffer, key grip, and colorist, students address the principles of cinematography in studio and field environments. Prerequisite: MFS 220 or instructor consent.

MFS 340 Sound Recording and Design (1)

The study of voice, music, sound effects, and the impact they have on the visual image. By learning the role of sound recordist, foley artist, sound designer, and sound editor, students address the principles of recording sound in studio and field environments, conceive soundscapes for video, and combine elements in post-production. Prerequisite: MFS 220.

MFS 341 Acting and Directing for the Camera (1)

An in-depth laboratory for actors and directors. The course integrates single-camera and multi-camera techniques as well as diverse performance methodologies. (Also listed as THA 341.) Prerequisite: MFS 220 or THA 120.

MFS 360 Auteur and Genre Study (1)

A survey of exceptional directors, producers, styles, genres, and/or historical movements in cinema. Students will examine filmmakers' unique signatures, evolution, and how they work within or opposed to genre. Specific topics of focus may include style choices in cinematography, mise-en-scene, sound, and editing; commonalities or contrasts in narrative and character types; and the social/cultural/historical contexts in which filmmakers operate. Weekly screening laboratory required. Prerequisite MFS 210.

MFS 397 Media and Film Studies Internship (1)

An internship with a professional organization in an approved role. Students are required to work a minimum of 150 hours per term, including on-site work, independent research, and course assignments.

MFS 470 Seminar and Senior Conference (1)

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

MS - Music Studio**MS 100 Beginning Group Piano (¼)**

An introduction to the piano for non-majors and for music majors who need to develop basic piano skills. Emphasis is on development of applied piano skills and understanding of fundamental music concepts.

MS 110 CE Piano (¼)

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

MS 120 CE Voice (¼)

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

MS 130 CE Organ (¼)

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

MS 140 CE Strings (¼)

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

MS 150 CE Woodwind, Brass, Harp, or Percussion (¼)

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

MS 160 CE Classical Guitar (¼)

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

MS 310 CE Piano (½)

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

MS 320 CE Voice (½)

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

MS 330 CE Organ (½)

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

MS 340 CE Strings (½)

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

MS 350 CE Woodwind, Brass, Harp, or Percussion (½)

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

MS 360 CE Classical Guitar (½)

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

MS 410 CE Piano (1)

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

MS 420 CE Voice (1)

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

MS 430 CE Organ (1)

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

MS 440 CE Strings (1)

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

MS 450 CE Woodwind, Brass, Harp, or Percussion (1)

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

MS 460 CE Classical Guitar (1)

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

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

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

MU 113 Chamber Orchestra (¼)

An orchestral ensemble performance opportunity. Students rehearse and perform with the Red Mountain Chamber Orchestra (in residence at the College) or other approved orchestral ensembles. May be repeated for credit.

MU 114 CE Class Voice (1)

An introduction to the discipline of singing with a focus on the fundamentals of vocal production, breath control, resonance, and articulation and expression. Incorporates both typical classroom settings and bi-weekly small group lessons. A Creative Expression designated course.

MU 115 Campus Band (¼)

A mixed instrumentation ensemble that aims to increase musical skills and knowledge. Prior musical training is helpful, but not necessary. May be repeated for credit. Fall, Spring.

MU 121 GP Introduction to Music (1)

An introductory-level survey of music literature intended for non-majors. This course introduces fundamental musical concepts and offers a survey of American vernacular music, music of selected world cultures, and standard repertory of western art music. Development of listening skills is emphasized. A Global Perspectives designated course. Fall, Spring.

MU 122 ES Music in Film (1)

An exploration of music in film using narrative, historical, cognitive, and aesthetic analysis. The course includes study of diegetic and non-diegetic music as well as how music creates affect and signification. An Explorations in Scholarship designated course.

MU 124 Emotion and Meaning in Music (1)

An exploration of the perception and meaning of music from the perspective of the musician and the listener, with specific emphasis on the social and aesthetic signification of musical experiences as they pertain to cognitive musicology. (Also listed as HON 124.)

MU 126 GP Music of the World's People (1)

An introductory-level survey of cultures and music outside the tradition of Western European art music. A Global Perspectives designated course. Fall, Spring.

MU 127 GP Social Identity in Popular Music (1)

An examination of the history of popular music since the 1940s and its role in shaping personal identity, especially in regard to race and gender roles. A Global Perspectives designated course.

MU 128 GP History of Jazz and Blues I (1)

A study of the origins of jazz and blues and their development to the present day. Emphasis will be placed on how these genres of music have helped to shape American music, the American South, the Civil Rights Movement, and various facets of American identity. A Global Perspectives and Black Studies designated course.

MU 149 Class Guitar (½)

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

MU 150 CE Fundamentals of Music (1)

An introduction to the fundamentals of music, including the identification and construction of scales, intervals, chords, rhythms, and song forms used in classical and popular styles. Students will learn how to sight sing and write basic musical compositions using tools introduced in the course. Suitable for non-majors or music majors with no previous experience in music theory or notation. A Creative Expression designated course.

MU 151 Theory I (¾)

Harmonic and contrapuntal structures in diatonic tonal music, analysis of these structures, and musical composition in four-voice chorale style. Topics include harmonic progression, triads and their inversions, cadences, and two-voice first-, second-, and fourth-species counterpoint. Corequisite: MU 153. Fall.

MU 152 Theory II (¾)

Continuation of harmonic and contrapuntal principles in basic chromatic music, musical analysis of these structures, and musical composition in a variety of simple textures. Topics include seventh chords, secondary functions, common-chord modulation, embellishment, reduction, two-voice imitative counterpoint, and two-voice third- and fifth-species counterpoint. Prerequisites: MU 151 and MU 153. Corequisite: MU 155. Spring.

MU 153 Ear Training I (¼)

A course focusing on elementary aural, keyboard-harmony, and rhythmic skills. Meets for two 80-minute sessions a week. Corequisite: MU 151.

MU 154 CE Introduction to Electronic Music (1)

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

MU 155 Ear Training II (¼)

A course focusing on intermediate aural, keyboard-harmony, and rhythmic skills. Meets for two 80-minute sessions a week. Prerequisites: MU 151 and MU 153. Corequisite: MU 152. Spring.

MU 156 Ear Training III (¼)

A course focusing on advanced aural, keyboard-harmony, and rhythmic skills. Meets for two 80-minute sessions a week. Prerequisites: MU 152 and MU 155. Corequisite: MU 251. Fall.

MU 177, 277, 377, 477 Special Topics in Music (1)

An exploration of a selected topic or problem in music.

MU 211 Concert Choir (¼)

An auditioned mixed ensemble that performs major choral works and tours annually. May be repeated for credit. Fall, Spring.

MU 215 Symphonic Band (¼)

Large instrumental ensemble for the performance of music for wind, brass and percussion ensembles. May be repeated for credit. Fall, Spring.

MU 217 Jazz Band (¼)

An instrumental ensemble performing jazz and similar styles. May be repeated for credit. Fall, Spring.

MU 221 GP History of Western Music I (1)

The history of Western music from ancient Greece and Rome through approximately 1750, including significant examples of music literature and music's role and development in Western civilization. A Global Perspectives designated course. Prerequisites: EH 102 and MU 152. Fall.

MU 222 WR History of Western Music II (1)

A study of the history of Western music beginning in 1750 and extending through major composers of the twentieth century. A Writing Reinforcement designated course. Prerequisites: EH 102 and MU 152. Spring.

MU 242 CE Opera Workshop (¼)

The study and performance of operas and excerpts from operatic literature. May be repeated for credit. A Creative Expression designated course.

MU 251 Theory III (¾)

A study of advanced chromatic harmony and the form and analysis of eighteenth- and nineteenth-century music. Topics will include mode mixture, Neapolitans, augmented-sixths, substitute chords, passing harmonies, enharmonicism, extended chromaticism, and musical forms. Prerequisites: MU 152 and MU 155. Corequisite: MU 156. Fall.

MU 252 IA Theory IV (1)

An exploration of post-tonal music and analytical techniques in the twentieth and twenty-first centuries, including set-theory, twelve-tone techniques, modes, symmetrical scales, Impressionism, pandiatonicism, atonality, serialism, aleatory, minimalism, and neo-romanticism. An Interpretation or Analysis designated course. Prerequisite: MU 251. Spring.

MU 293, 393, 493 Independent Study in Music History and Literature (½ or 1)

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

MU 297, 397, 497 Internship in Music (1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

MU 298, 398, 498 Teaching Experience in Music History and Literature (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog. Teaching experience courses may not count toward requirements for any music degree.

MU 322 The History of Film Music (1)

An exploration of the history of film music and sound design. The course emphasizes both past and current analytical techniques as well as source readings. Prerequisite: EH 102.

MU 328 GP History of Jazz and Blues II (1)

Continued study of the origins of jazz and blues and their development to the present day. Students will also learn how to execute transcriptions, as well as theoretical and cultural analyses of the intersection between world music, popular music, and classical music. A Global Perspectives designated course. Prerequisites: MU 151, MU 221, and MU 222.

MU 341 Ensemble (¼)

Instrumental and vocal performance in small chamber ensembles characterized by having one person to each musical part. Keyboard performers also study accompanying. May be repeated for credit.

MU 343 Accompanying (¼)

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

MU 351 Counterpoint (½)

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

MU 352 Jazz Theory and Improvisation (1)

The study and performance of jazz music improvisation, including chord and scale construction and nomenclature; chord/scale relationships; and blues, AABA and other song forms. Students will conduct analysis of jazz solo transcriptions and listen to required exceptional examples of standard jazz recordings. Prerequisites: MU 151 and MU 152.

MU 355 Composition (½)

Elementary principles of composition with an emphasis on small forms and logical organization of musical ideas. Prerequisite: MU 251. Spring.

MU 371 Conducting (½)

A study of the technique of conducting musical ensembles. Includes rudiments of score study, strategies for conducting effective rehearsals, and historical background of conducting. May be repeated for credit. A Leadership Studies designated course. Prerequisite: MU 152 or instructor consent.

MU 373 Diction for Singers (½)

A study of Italian, German, and French pronunciation as it applies to solo vocal repertoire. Special emphasis is placed on use of the International Phonetic Alphabet (IPA), analysis of texts, and performance of selected works.

MU 421 Piano Literature (½)

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

MU 422 Orchestral Literature (½)

A survey of compositions for orchestra (symphonies, overtures, tone poems, and concerti) from the eighteenth, nineteenth, and twentieth centuries. Prerequisite: MU 222.

MU 425 Vocal Literature (½)

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

MU 437 Vocal Pedagogy (½)

An introduction to various methods of teaching singing. Emphasis is placed on the science of how the vocal mechanism is trained for multiple genres of singing. The course includes the study of vocal anatomy, physiology, acoustics, vocal health, vocal dysphonia, development and the process of teaching. Prerequisite: two terms of MS 120, MS 320, or MS 420; or instructor consent.

MU 450 Orchestration, Arranging, and Technology (1)

A course in which students will learn orchestration and arranging methods and how to apply them using notation, recording, and video editing software. Prerequisite: MU 252.

MU 499 Senior Project in Music (1)

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

PH - Physics

PH 101 SM Survey of the Physical Sciences (1)

A survey of the fields of physics, chemistry, earth sciences, and astronomy with emphasis on environmental and other practical applications. Three lectures and one laboratory period per week. This course may not be substituted for PH 121 in the physics major program. A Scientific Methodologies designated course.

PH 121 SM General Physics I (1)

Mechanics of linear and rotational motion, oscillations, and waves, using vectors and calculus. The sequence of PH 121 and PH 122 fulfills the requirements of students who are majoring in physics, chemistry, or mathematics. This sequence is a prerequisite for all physics courses of higher number. Two lectures and one tutorial and laboratory period per week. A Scientific Methodologies designated course. Prerequisite: completion of or concurrent enrollment in MA 231. Fall, Spring.

PH 122 General Physics II (1)

Thermodynamics, electricity, magnetism, electrical circuits, and geometrical optics of lenses and mirrors. Two lectures and one tutorial and laboratory period per week. Prerequisite: PH 121. Spring, Summer.

PH 127 SM Physics by Inquiry (1)

An introduction to scientific inquiry through studying fundamental physical models. We will construct and test these models primarily through laboratory investigation. Additional emphasis is placed on the history of experimental sciences and the interplay between inductive and deductive analyses in the natural sciences. A Scientific Methodologies designated course. (Also listed as HON 127.)

PH 177, 277, 377, 477 Special Topics in Physics (1)

An exploration of a selected topic or problem in physics.

PH 201 WR Mathematical Tools for Physics (1)

A mathematically focused examination of a broad range of physics subjects. Serving to bridge introductory and advanced physics courses, we apply advanced mathematical techniques to familiar physical problems from mechanics and electromagnetism. A Writing Reinforcement designated course. Prerequisites: PH 122 and MA 232. Fall.

PH 293, 393, 493 Independent Study in Physics (½ or 1)

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

PH 297, 397, 497 Internship in Physics ($\frac{1}{2}$ or 1)

Study and application of research methods in scientific-related industry. A companion course for those actively engaged in internship experiences within science and technology-based companies that guides them through the application of the scientific method within an industry-related working environment. Prerequisite: acceptance into a physics-related internship. Fall, Exploration term, Spring, Summer.

PH 298, 398, 498 Teaching Experience in Physics ($\frac{1}{2}$)

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

PH 304 Thermal Physics (1)

Classical and quantum statistical mechanics of many-particle systems. Statistical ensembles and probability distribution functions. Applications to thermodynamics, kinetic theory of gases, solid-state physics, and low-temperature physics. Prerequisite: completion of or concurrent enrollment in PH 201. Spring.

PH 305 Computational Tools for Science (1)

An introduction to the use of numerical methods to solve scientific and mathematical problems. Focus will be split between programming basic numerical algorithms and the use of more advanced methods available in numerical software packages. (Also listed as MA 305.) Prerequisites: MA 232 and PH 121. Spring.

PH 306 Laboratory Tools for Physics (1)

An intermediate physics laboratory emphasizing the design and execution of experiments, as well as the analysis and presentation of data and results. A broad range of physics subjects will be covered, including modern physics, optical physics, and plasma physics. Prerequisite: completion of or concurrent enrollment in PH 201. Fall.

PH 310 Quantum Physics (1)

Examination of the wave-particle duality of light and matter. Topics include Schrödinger’s equation for simple systems and applications of quantum physics to atoms, molecules, solids, nuclei, and elementary particles. Prerequisite: completion of or concurrent enrollment in PH 201. Fall.

PH 320 Relativity (1)

An exploration of relativistic kinematics with spacetime diagrams and Lorentz transformations, the relativistic dynamics of nuclei and particles, and gravitation and spacetime curvature. Prerequisite: completion of or concurrent enrollment in PH 201. Fall.

PH 402 Classical Mechanics (1)

Principles and applications of classical mechanics using vectors, tensors, and calculus. Kinematics and dynamics of a particle, harmonic motion, central forces, linear and angular momentum, and rigid-body mechanics. Three lecture periods each week. Prerequisite: PH 201. Spring.

PH 404 Electricity and Magnetism (1)

Electric and magnetic fields and their interaction with material matter, direct and alternating current circuits, Maxwell's equations, and electromagnetic theory of radiation. Three lecture periods each week. Prerequisite: PH 201. Spring.

PH 410 Research in Physics (1)

Advanced guided inquiry in a subject (theoretical, computational, or experimental) selected by the student in consultation with a member of the physics faculty. Requirements include a paper written in the style of a scientific journal article and an oral presentation to students and faculty. Prerequisite: PH 122.

PH 412 Quantum Mechanics (1)

The postulates of quantum mechanics, solutions of the Schrödinger equation for systems in one and three dimensions, matrix representations, angular momentum operators, and advanced topics. Prerequisite: PH 310. Spring.

PH 499 Senior Project in Physics (1)

Independent research in a subject (experimental or theoretical) that brings to bear the student's accumulated knowledge and skills in the discipline. A project report, written in the style of a scientific journal article, is required. Prerequisite: senior standing. Exploration term.

PHS - Public Health Studies**PHS 213 Introduction to Public Health (1)**

An introduction to the concepts and principles of public health, the science of protecting and improving population health through the promotion of healthy lifestyles, disease and injury prevention, and the detection and control of infectious diseases. Emphasis is placed on applying social, cultural, biological, and environmental perspectives to frame issues of health and wellness within and across populations. A Poverty Studies designated course. (Also listed as SO 213.) Fall.

PHS 470, 499 Public Health Studies Capstone Project (1)

A capstone project for the distinction in public health studies. Students are required to engage in a collaborative experiential learning project (research, service-learning, internship, or study travel) related to public health, and publicly present their experiences. Prerequisites: PHS 213 or SO 213, at least junior standing, and instructor consent. PHS 470: Spring, Summer; PHS 499: Exploration term.

PL - Philosophy**PL 177, 277, 377, 477 Special Topics in Philosophy (1)**

An exploration of a selected topic or problem in philosophy.

PL 200 CI Ethical Choice (1)

A beginning-level course about moral decision making. Part of the course focuses on case studies of ethical choices pertaining to property, welfare, violence, punishment, war, and similar topics. The other part of the course is an introduction to ethical theory focusing on the processes by which moral norms are established and critically evaluated. A Community Interests designated course.

PL 201 IA Introduction to Philosophy (1)

Basic problems and forms of inquiry that have shaped the Western philosophical heritage. The course may focus on problems of morality, religion, political philosophy, and theories about the nature and limits of human knowledge. An Interpretation or Analysis designated course.

PL 207 GP Human Destiny (1)

An investigation into differing philosophical accounts of human existence and the idea of destiny. The aim is to discover ways we might respond to enduring philosophic questions concerning human destiny within a multicultural context. Topics include the meaning of life, the relationships between soul and body, death and value, anthropocentrism and teleology, gnosis and salvation, science and religion, freedom and prediction. A Global Perspectives designated course.

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

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

PL 241 QA Logic (1)

A study of semantics, traditional deductive logic, and an introductory approach to symbolic logic. A Quantitative Analysis designated course.

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

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

PL 250 IA Contemporary Philosophy (1)

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

PL 251 IA Ancient Philosophy (1)

Ancient philosophy from Thales to Plotinus. An Interpretation or Analysis designated course.

PL 252 IA Modern Philosophy (1)

Modern philosophy from Descartes through Kant. An Interpretation or Analysis designated course.

PL 253 CI, IA Ethical Theory (1)

An examination of the theoretical grounds of ethical reasoning encompassing such issues as the respective roles of reason and emotion in ethical judgment, utilitarian and social-contract conceptions of justice, and the reality of ethical values. A Community Interests and Interpretation or Analysis designated course.

PL 256 GP, IA Confucianism and Daoism (1)

An examination of the central texts and philosophical problems of Confucianism and Daoism. Texts include philosophical translations of the Confucian *Analects* and *Zhongyong*, the *Laozi Daodejing*, *Zhuangzi*, and others. A Global Perspectives and Interpretation or Analysis designated course.

PL 263 GP Philosophies of Film: Cinematic Wisdom West to East (1)

A pluralistic exploration of the medium of film using the discipline of philosophy. Students examine primary texts from both philosophers and film theorists with the aim of discovering and articulating cinematic wisdom. Focus is placed on the areas of aesthetics (Western and East Asian), ontology, depth psychology, and cognitive theory. A Global Perspectives designated course. Prerequisite: sophomore standing or one previous course in PL (except PL 241).

PL 275 Philosophy of Law (1)

An examination of the major concepts of law, natural law, positivism, legal realism, and analytical jurisprudence. The course also explores the relationship of law and morals.

PL 293, 393, 493 Independent Study in Philosophy (½ or 1)

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

PL 296 IA Nietzsche: Experimental Philosophy of Future (1)

A seminar focusing on the writings and philosophy of Friedrich Nietzsche with an emphasis on his evolving experimental method of revaluing values. Topics include the evolution of the Apollinian-Dionysian polarity, depth-psychology, genealogy and historical sense, perspectivism and hermeneutic distance, *amor fati*, eternal recurrence, and the global aspiration of the “über-Asiatic eye.” An Interpretation or Analysis designated course. Prerequisite: at least sophomore standing or instructor consent.

PL 297, 397, 497 Internship in Philosophy (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

PL 298, 398, 498 Teaching Experience in Philosophy (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

PL 302 WR Existentialism (1)

An examination of major issues and problems arising from the existentialist tradition in philosophy through a treatment of one or two representative figures. A Writing Reinforcement designated course. Prerequisite: one previous course in PL (except PL 241).

PL 304 WR Topics in American Philosophy (1)

An examination of some aspect of American philosophy. The focus of this course may vary each time it is offered: for example, Jonathan Edwards and the Puritans, the philosophy of the “founding fathers,” Transcendentalism, American Pragmatism, Neo Pragmatism. With the consent of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. A Writing Reinforcement designated course. Prerequisite: one previous course in PL (except PL 241).

PL 307 Environmental Ethics (1)

A study of one or more of the current trends and theories in environmental ethics. The course may focus on areas such as deep ecology, eco-feminism, sustainability, process ecology, environmental pragmatism, and others. A Leadership Studies designated course. Prerequisite: one previous course in PL (except PL 241).

PL 308 WR Topics in Metaphysics and Epistemology (1)

An examination of questions in contemporary metaphysics and epistemology concerning the nature of our knowledge of the world and different conceptions of reality which come into play in our idea of what there is in the world. The focus of the course may vary with different questions being highlighted: for example, questions concerning the objectivity of moral values, the dominance of science in our understanding of reality, the identity of consciousness and neurophysiological processes, the relation of knowledge to experience and reason, and the capacity of truth to transcend our capacity to know it. With the consent of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. A Writing Reinforcement designated course. Prerequisite: one previous course in PL (except PL 241).

PL 360 WR Postmodernism and Philosophy (1)

An examination of some of the ways postmodern perspectives have impacted recent philosophy with respect to questions about the nature of language, reason, community, and justice. A major contemporary alternative to postmodernism is also assessed in order to establish a critical dialogue concerning the strengths and weaknesses of our “postmodern condition.” A Writing Reinforcement designated course. Prerequisite: one previous course in PL (except PL 241).

PL 361 WR Topics in Philosophy of Religion (1)

An examination of some issues in the philosophy of religion primarily in the Western tradition. Potential topics include the problem of evil, the nature of God, proofs for God’s existence, the nature of faith, and non-traditional concepts of God (e.g., process theology, feminist theology). With the consent of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. A Writing Reinforcement designated course. Prerequisite: one previous course in PL (except PL 241).

PL 470 Senior Seminar in Philosophy (1)

A research seminar that examines a significant body of philosophical literature and utilizes a student’s accumulated knowledge and skills in the discipline. A substantial paper is required. All students enrolled in the course will meet in a seminar to discuss the progress of their projects. Prerequisites: at least two 300-level PL courses (one of which must be designated a Writing Reinforcement course in philosophy), and senior standing.

PS - Political Science**PS 101 CI Introduction to American Government and Politics (1)**

A survey of research on the institutions of American government (the Presidency, the Congress, and the Supreme Court) and on political behavior at the mass, elite, and organizational levels. Questions of democratic theory are applied to the American context. A Community Interests designated course. Fall, Spring.

PS 111 ES Humor and the Cynical Political Mind (1)

Examines politics and political issues through the perspective of humor, satire, and parody. The significance and impact of humor on the political process and on political knowledge will be explored, and a variety of humorous forms will be analyzed, including editorial cartoons, comic strips, late night television, situation comedies, radio talk shows, movies, and books. An emphasis will be placed on politics in the United States. An Explorations in Scholarship designated course.

PS 177, 277, 377, 477 Special Topics in Political Science (1)

An exploration of a selected topic or problem in political science.

PS 195 ES Talk, Talk, Spin, Spin: Politics, Media, and Political Culture (1)

An exploration of the relationship between politics, media, and political culture. The course examines relevant literature and focuses primarily on the impact of television, print journalism, political advertising, public opinion, and popular culture on the norms and values which undergird the American political system. An Explorations in Scholarship designated course. Fall.

PS 201 Introduction to Black Studies (1)

An examination of the history of Black studies as a movement and an exploration of the complexities of the field through a transdisciplinary perspective. The course focuses on the genealogy of Black studies; the historical construction of Africa; the evolution of blackness as a category and how that has materialized socially and politically across regions of the globe; the ways in which African diasporic people remember and encounter Africa; and how African diasporic people have responded to histories of enslavement, colonization, apartheid, and racism. (Also listed as BST 201.)

PS 202 WR Introduction to Political Theory (1)

An introduction to the subfield of political theory in the contexts of the West and the geopolitical East and South. Major themes include justice, governance, human nature, the limits of one's obligation, and citizenship, among several others. A Writing Reinforcement and Black Studies designated course.

PS 214 Religion and Politics in America (1)

Explores the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. (Also listed as HON 214 and RE 214.)

PS 235 GP Introduction to International Relations (1)

An introductory course focusing on the essential principles, concepts, and theories used in the political science subfield of international relations. Geopolitics is the guiding perspective but with an emphasis on the causes of war and conflict. Several other topics are introduced, including international political economy, international organizations, human rights, terrorism, migration, social movements, demographics, and the environment. A Global Perspectives designated course.

PS 238 IA Introduction to Comparative Politics (1)

An introduction to the comparative analysis of political systems and political cultures across nation-states. The idea of the "best" form of government is explored through theoretical approaches and empirical evidence. Government performance and policy outcomes of developed and developing countries are compared and analyzed. An Interpretation or Analysis designated course.

PS 240 WR Introduction to the Politics of Latin America and the Caribbean (1)

An introduction to the study of politics in Latin America and the Caribbean through the comparative analysis of historical legacies, human rights, institutions, political culture, socioeconomic and political development, democracy, populism, authoritarianism, and

leadership. The complex ways in which disasters, violence, crime, and migration interact in the region provides the analytic framework. A Writing Reinforcement and Leadership Studies designated course.

PS 247 GP Pillars of Africana Thought: Douglass, Du Bois, and Fanon (1)

An introduction to Africana thought through engaging the works of Frederick Douglass, W.E.B. Du Bois, and Frantz Fanon. A Global Perspectives and Black Studies designated course. (Also listed as HI 247.)

PS 249 CI The Notorious Angie D: Angela Davis and the Project of Liberation (1)

An examination of global liberation struggles explored through the lens of Angela Y. Davis' body of work. A Community Interests and Black Studies designated course. (Also listed as HI 249.)

PS 260 GP Race in Antiquity and Its Legacies (1)

An introduction to Greek and Roman thought about race, and the complicated relationship between modern and ancient ideas concerning race, status, and power. A Global Perspectives and Black Studies designated course. (Also listed as GRS 260.)

PS 293, 393, 493 Independent Study in Political Science (½ or 1)

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

PS 297, 397, 497 Internship in Political Science (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the "Exploration Term and Contract Learning" section of this catalog.

PS 298, 398, 498 Teaching Experience in Political Science (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog.

PS 300 CI Media and Society (1)

An exploration of the interactive relationship between media and society from political, psychological, economic, and sociological perspectives. This course will focus on how media sources, such as television, film, and the Internet, influence society at group and individual levels and how society, in turn, influences the creation and production of media. A Community Interests designated course. (Also listed as MFS 300.)

PS 305 Black Political Thought (1)

An examination of several frameworks through which to identify, analyze, and theorize questions which emerge from the black experience. Major themes include the formation of the black subject both in the context of the United States and other regions of the African diaspora, the responses taken by black people and others to address the problem of racism, and the challenges that black people continue to face.

PS 307 CI Civil Rights and Justice (1)

A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment that reflect the continuing struggle to achieve full civil rights and justice. A Community Interests and Leadership Studies designated course. Instructor consent required.

PS 310 CI Women and Politics (1)

An examination of the political implications of gender in the American context. The relationship between gender and public policy is considered with a focus on a number of policy areas that have a notable impact on women. Next, the extent to which gender influences political attitudes and behavior is examined with an emphasis on gender differences in public opinion. The final section of the course focuses on women's participation in political life including women as political candidates and office holders. A Community Interests and Leadership Studies designated course.

PS 325 Contemporary Southern Politics (1)

An in-depth review of the literature on Southern politics as well as an opportunity for students to complete original research. Primary emphasis is placed on contemporary Southern political behavior, including parties and elections, voting behavior, and the politics of race. A Leadership Studies designated course.

PS 330 Constitutional Law: The Rights and Privileges of the Individual (1)

The guarantees of the rights of person and property as reflected by Supreme Court decisions balancing individual and governmental power. Prerequisite: PS 101.

PS 340 CI, WR Comparative Elite Behavior (1)

A cross-national survey of political, social, and economic elites with emphasis on industrialized societies. Topics include leadership, who governs, belief systems, recruitment, socialization, and elite-mass relationships. A Community Interests, Leadership Studies, and Writing Reinforcement designated course.

PS 342 Comparative Political Development (1)

An introduction to theories and strategies of political development. Emphasis is placed on applying the theories to a developing nation or area. Prerequisite: GCS 100 or PS 238.

PS 345 WR American Political Behavior (1)

Dominant patterns in political culture analyzed for their effect on socialization, elections, and public policy. Ideological, social, and technological change provide the substance for a critique of methodologies. An examination of the role of the media is included. A Writing Reinforcement designated course. Prerequisite: PS 101.

PS 348 Public Opinion (1)

An investigation of the definition, theory, sources, development, contours, and importance of public opinion, with a focus on American politics. The course emphasizes the opinion formation process and sources of public opinion, as well as the state of modern public opinion on contemporary issues and the role of mass opinion in guiding public policy.

PS 355 American Presidency and Congress (1)

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

PS 366 Politics of Mexico and Central America (1)

An exploration of the political culture and institutions of Mexico and Central America, focusing on the effects of globalization, economic integration, regime type, political change, and the role of the United States. The region's vast diversity and complexities are examined but with an emphasis on the interdependent nature of country relationships. Prerequisite: GCS 100, PS 238, or PS 240.

PS 368 Political Violence (1)

An examination of the sources, theories, evolution, and outcomes of political violence and revolution, emphasizing the reasons, justifications, and rationalizations for violence in its various manifestations within nation-states. The intersection between violence, religion, and politics will be explored, as well as sources and types of terrorism. Prerequisites: GCS 100 or PS 238; and at least junior standing.

PS 370 GP Environmental Hazards and Urban Social Risks (1)

An examination of environmental hazards (tectonic-earthquakes, tsunamis, volcanoes, extreme weather, hydrological events, disease epidemics) and urban social risks (poverty, war, starvation, crime) utilizing analytical perspectives from both the physical and social sciences. The social and political construction of risks and hazards and mitigation strategies are examined, and resources from local, national, and international governmental and non-governmental organizations involved in risk reduction are utilized. The course may include fieldwork and/or travel. A Global Perspectives designated course. (Also listed as GCS 370 and UES 370.) Prerequisite: at least sophomore standing.

PS 400 International Political Economy (1)

An advanced seminar course that surveys the relationships between international politics and economics. Contending theoretical approaches to explaining a variety of IPE phenomena, from mainstream to radical, will be considered and critically examined.

Typically, this course covers issues ranging from trade, debt, aid, and development to the role of states, multinational corporations, and international institutions. An emphasis will be placed upon threats to political and economic stability in developing countries.

Prerequisites: GCS 100, PS 235, or PS 238; and at least junior standing.

PS 434 Introduction to International Human Rights Law (1)

A seminar on international law with an emphasis on human rights. Concepts and principles, functions and processes associated with international law are applied to general categories of human rights. Special attention is paid to the International Criminal Court, war crimes, genocide, children's rights, human trafficking, modern slavery, workers' rights, gender and health issues, the environment, indigenous rights, torture, and punishment. Student engagement with a human rights institution is a requirement. (Also listed as HRC 434.) Prerequisite: at least junior standing. Spring of odd-numbered years.

PS 445 Democracy and Radical Politics (1)

An advanced course approaching democracy and other "radical" political ideas and movements from a comparative perspective. Factors and conditions contributing to democratization, democratic consolidation, and democratic erosion are explored. The impacts of fringe and radical politics in democratic and authoritarian regimes are also analyzed. Prerequisite: GCS 100 or PS 238.

PS 470 Seminar for Majors (1)

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

PS 472 Senior Research Project in Political Science (1)

Extension of PS 470 Seminar for Majors. This course functions as a capstone experience where students conduct independent research under the supervision of the political science faculty and where they come together to discuss key issues for the discipline. In addition to completion of significant research, which will be presented to the campus community, students will take up important questions for political science such as the future and scope of the discipline, quantitative versus qualitative analysis, and the application of political science to the solution of problems confronting community.

PVS – Poverty Studies

PVS 201 Introduction to Poverty Studies (1)

An examination of wealth distribution, social inequality, and the complexities of poverty through interdisciplinary perspectives. The course uses theoretical and methodological frameworks from different disciplines to explore how access to resources shapes all aspects of the human experience. Through experiential activities, students learn how wealth inequality affects the community and their own lives. Laboratory required. A service-learning integrated course. (Also listed as SO 201.) Fall.

PVS 470 Poverty Studies Capstone Project (½)

A capstone project for the distinction in poverty studies. Students are required to engage in a collaborative experiential learning project (research, internship, or service-learning) related to poverty, and publicly present their experiences. Prerequisites: PVS 201 and at least junior standing. Fall, Spring, Summer.

PY - Psychology**PY 101 Introduction to Psychology (1)**

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

PY 108 ES Developmental Disabilities (1)

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

PY 177, 277, 377, 477 Special Topics in Psychology (1)

An exploration of a selected topic in psychology. Prerequisites: PY 101 for PY 277; PY 101 and instructor consent for PY 377 and PY 477.

PY 202 Sleep and Dreams (1)

An investigation of the fundamental human need for sleep, including exploration of proposed purposes for dreams. Topics include how sleep is scientifically defined and measured, what happens when we do not sleep, current theories about the need for sleep, common sleep disruptions and disorders, and the structure and utility of dreams. Topics are examined on the individual, group, and societal levels. Prerequisite: PY 101.

PY 205 Introduction to Forensic Psychology (1)

An examination of forensic psychology, or the application of psychological principles to legal matters. Topics include criminal behavior, victimization, criminal investigation (e.g., criminal profiling, lie detection, eyewitness testimony), forensic assessment, and jury selection and deliberation. Prerequisite: PY 101.

PY 211 Social Psychology (1)

An introduction to concepts, theories, and methods of social psychology. Topics include the self, person perception, persuasion, conformity, obedience, stereotypes and prejudice, aggression, prosocial behavior, group processes, and attraction and relationships. Prerequisite: PY 101.

PY 217 Drugs, Brain, and Behavior (1)

A study of licit and illicit drugs (focusing on drugs of abuse) examining their effects on the brain and on behavior. Topics may also include addiction and treatment, history of drug use, and the influence of drugs on the unborn child, the individual, and on society. A Public Health Studies designated course. Prerequisite: PY 101.

PY 219 Psychology of Aging (1)

A comprehensive overview of psychological aspects of aging, examining intellectual, social, cognitive, and physical development in adulthood with special emphasis on the last years of life. Specific topics include age-related changes in sensation/perception, cognition, and personality, as well as application to late-life psychopathology.

Prerequisite: PY 101.

PY 221 QA Statistics and Research Methods I (1)

A laboratory course designed to introduce students to experimental research design, statistical theory and techniques, and computer data analysis. Laboratory required. Open only to psychology majors. A Quantitative Analysis designated course.

PY 222 WR Statistics and Research Methods II (1)

An in-depth study of experimental design techniques, psychological research methodology, and research report writing in APA style. This course has a laboratory component in which students will conduct experiments, including researching a topic with primary sources, collecting data, analyzing results, and writing the study in APA style. Laboratory required. Open only to psychology majors. A Writing Reinforcement designated course. Prerequisites: PY 101 and PY 221.

PY 224 Developmental Psychology (1)

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

Prerequisite: PY 101.

PY 245 Stereotyping, Prejudice, and Minority Experience (1)

An examination of psychological theory and research on the causes and consequences of stereotypes, prejudice, and discrimination. The course will consider the development and causes of stereotypes and prejudice, and reasons for their persistence and prevalence; the effects that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members, as well as their effects on members of stereotyped groups; and the implications of research findings on stereotypes, prejudice and discrimination for education, business and government policies. Possible techniques for reducing prejudice and discrimination will also be discussed. A Black Studies designated course. Prerequisite: PY 101.

PY 250 The Psychology of Belief (1)

An examination of how beliefs are formed and how they are influenced both by internal factors (perception, memory, reason, motivation, emotion, and prior beliefs) and external factors (experience, identification with a group, social processes). The course considers how vulnerable beliefs are to error, and how they can be maintained even when factually false. Common misconceptions of human behavior, various pseudoscientific claims, and

everyday patterns of human thought and behavior serve as illustrative concepts. An emphasis is placed on how characteristics of scientific thinking and skepticism can be used to assess extraordinary and ordinary beliefs and claims about behavior. Prerequisite: PY 101.

PY 293, 393, 493 Independent Study in Psychology (½ or 1)

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

PY 297, 397, 497 Internship in Psychology (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

PY 298, 398, 498 Teaching Experience in Psychology (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

PY 301 Psychological Scientific Literacy (1)

An examination of fundamental characteristics of scientific literacy as they pertain to the consumption of claims about human thought and behavior. Topics may include principles of science and evidentiary reasoning, how to recognize fake or exaggerated news and misinformation, how to evaluate expertise, how to recognize pseudoscience and bad psychological science, how thinking about behavioral claims can go awry, and a variety of misconceptions about science, psychology, and claims about human thought and behavior. Prerequisite: PY 222.

PY 308 Judgment and Decision Making (1)

An exploration of classic and contemporary scientific theory and research in the psychology of judgment and decision making. Topics may include heuristics used and biases shown when making estimations, evaluations, predictions, and choices; automatic vs. deliberate processing; and personal and situational factors that influence judgments, choices, and choice satisfaction. The course will also examine how research findings in judgment and decision making apply to human history, current events, and daily human experience. A Leadership Studies designated course. Prerequisites: PY 101 and at least sophomore standing.

PY 312 Biological Psychology (1)

A study of the biological bases of behavior. Includes the study of brain and neural anatomy, communication between neurons, and the function of major brain areas. The course will build on this knowledge to study the effects on various behaviors including vision, movement, learning, memory, sexual behavior, lateralization of function, drug-taking behavior, and psychopathology. Prerequisites: PY 101 and at least junior standing.

PY 313 Abnormal Psychology (1)

An examination of abnormal behavior with an emphasis on the etiology, symptomatology and epidemiology of mental health disorders within child, adolescent, and adult populations. Empirically-based theories of assessment, development and treatment of disorders are also discussed. Prerequisite: PY 101.

PY 314 Cognitive Neuroscience (1)

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

PY 315 Animal Behavior (1)

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

PY 316 Child and Adolescent Psychopathology (1)

A survey of psychological disorders that primarily affect children and adolescents. The course takes a developmental approach to childhood psychopathology, focusing on diagnostic criteria and familial, educational, and individual features associated with each disorder. Research on etiological theories and treatment is also discussed. Prerequisite: PY 101.

PY 317 Death and Dying (1)

An overview of the basic concepts and psychosocial issues relating to the meaning of loss and death, the process of death, and the experience of grieving. Health care practices and community resources are considered, and students challenged to examine their own personal attitudes towards psychological, medical, legal, ethical, religious, and cultural aspects of death, dying, and bereavement. Prerequisite: PY 101.

PY 370 Cognitive Psychology (1)

Introduction to the concepts, theories, and methods of cognitive psychology or the empirical study of the mind and mental processes. Topics may include neuroscience, attention and consciousness, perception, memory, knowledge, language, problem solving, reasoning, judgment, and decision making. Emphasis is placed on theoretical models grounded in empirical support. Prerequisites: PY 101 and at least junior standing.

PY 372 Psychology of Learning (1)

A survey of the theories, components, and applications of Pavlovian and Operant learning in humans and animals. In the laboratory component, students will demonstrate and apply principles learned in class, providing first-hand experience with psychological experimentation. Laboratory required. Prerequisites: PY 101 and at least junior standing.

PY 374 Sensation and Perception (1)

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

PY 410 Senior Seminar: History and Systems (1)

An overview of the philosophical and scientific roots of modern psychology. The course examines the development of modern psychology from its historical origins in philosophy and the natural sciences to contemporary systems and theory. Prerequisites: PY 222 and psychology major.

PY 450 Senior Seminar: Advanced Topics in Psychology (1)

An in-depth exploration of contemporary research on selected topics. Topics vary according to the instructor's interests. May be repeated for credit when the focus is different. Instructor consent required. Prerequisites: PY 222, psychology major, and senior standing.

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

Involvement of the student (alone or with other students) in the literature review for and development of a research project. Topics of research vary according to the interests of the student and the professor. The project requires the student to write a research proposal in APA style. Prerequisites: PY 222, psychology major, and senior standing.

PY 472 Senior Seminar: Research in Psychology II (1)

Involvement of the student (alone or with other students) in the development and execution of a research project. Topics of research vary according to the interests of the student and the professor. The project typically requires the student to write a research report in APA style. Prerequisite: PY 470 or PY 499.

RE - Religion**RE 110 ES Religious Food Traditions (1)**

An exploration of liturgical, orthodox, and popular religious food traditions of Christianity, Islam, Hinduism, Judaism, and Vodou. This course will consider both official and unofficial ritual use of food and drink in the daily lives of religious believers and practitioners. An Explorations in Scholarship designated course.

RE 150 ES Religious Conflict and Peace (1)

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

RE 160 ES Serpents, Siblings, and Sacrifice: The Book of Genesis (1)

An examination of the book of Genesis, approaches to its interpretation in biblical scholarship, its influence in modern social and political discussion, and its use in film, literature, and artistic creations. An Explorations in Scholarship designated course.

RE 177, 277, 377, 477 Special Topics in Religion (1)

An exploration of a selected topic or problem in religion.

RE 201 CI Christianity (1)

An historical-theological introduction to Christianity with special attention to the development of Protestantism. A Community Interests designated course.

RE 205 IA Hebrew Bible (1)

A study of the history and literature of the Hebrew Bible, or Old Testament. The course locates the Hebrew Bible in its historical context in the ancient Near East and explores the new ways of thinking about sacred texts that have emerged in modern biblical studies. A discussion-rich course, students will be equipped to enter into discussion with Jewish and Christian interpreters who wrestle with the political, ideological, and theological implications of these texts, both in the ancient world and in modern settings. An Interpretation or Analysis designated course.

RE 208 CI Christian Environmental Stewardship (1)

A study of Christian approaches to environmental care and sustainability. Students will examine various theological perspectives on nature, climate change, and food sources. This course incorporates an experiential learning, service-learning component, and students will be expected to spend a certain number of hours volunteering with a community partner. A Community Interests designated course. A service-learning integrated course.

RE 210 GP Islamic Traditions and Culture (1)

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

RE 212 IA Islamic Literature (1)

An exploration of significant Islamic literature, focusing on the Quran and the Hadith and the way in which they were compiled, their literary quality and style, and their role in Islamic religious life. The course will also examine a variety of vernacular Islamic texts, such as songs, poetry, and retellings of the lives of significant Islamic figures. An Interpretation or Analysis designated course.

RE 214 Religion and Politics in America (1)

An exploration of the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. (Also listed as HON 214 and PS 214.)

RE 215 IA Christian Scriptures (1)

A study of the history and literature of the Christian Scriptures, or New Testament. The course equips students for culturally-cued reading of these texts by exploring the historical setting from which they emerged, bringing significant themes of this early Christian literature into conversation with issues of concern in modern Christian theology. An Interpretation or Analysis and Leadership Studies designated course.

RE 220 Religion and the Natural World (1)

An exploration of religious understandings of the natural environment, including such world views as ancient myths, animism, Daoism, Hinduism, Buddhism, Islam, Native American traditions, contemporary popular nature worship, and the Judeo-Christian faith. Prerequisite: at least sophomore standing.

RE 222 GP Religions of Asia (1)

A survey of the major religious traditions of Asia including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, and Shinto. This course explores the major concepts, doctrines, and practices of each tradition in historical perspective. Emphasis will be placed on the examination of cross-cultural religious categories within each, such as salvation, ritual, gender, or ecology. A Global Perspectives designated course.

RE 225 CI Modern Religious Conflicts (1)

An investigation into the ways that religion can support both peace and violent conflict. Focusing on modern war and conflicts, this course draws on work in religious studies, sociology, anthropology, and psychology. Related issues include colonialism; post- and de-colonialism; imperialism; and the impact of gender, ethnicity, nationalism, and environment on religious conflicts and peacebuilding. A Community Interests designated course.

RE 227 GP Religion and International Relations (1)

An exploration of the connections between religion and international relations, specifically the way that religion affects international politics, policies, and the relationships between ethnic groups, states, and international entities. Issues covered

include secularism, peacebuilding and conflict, the relationship between nationalism and religion, terrorism, gender, and international development. A Global Perspectives designated course.

RE 230 IA Christian Scriptures in Literature, Art, and Film (1)

An investigation of the *interpreted* Bible, or the Bible as it has been visualized, filmed, painted, sculpted, and retold by early and modern readers. One reason for the Bible's enduring cultural significance is the way artists and authors have engaged biblical texts and themes as conversation partners in the creation of their own texts. This course explores the dynamics of biblical interpretation in diverse forms of media with the intention of fostering more sophisticated reading strategies of film, visual, and literary culture, and the biblical text itself. An Interpretation or Analysis designated course.

RE 231 IA Religion and Popular Culture (1)

An examination of popular religion and religion in popular culture, including beliefs and practices that exist among the people, apart from and alongside the theological and liturgical forms of mainline religion. An Interpretation or Analysis designated course.

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

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

RE 242 CI The Good Life (1)

A consideration of what it is to live a good life from the perspective of various religious traditions. By focusing on current global issues, this course helps students to reflect on who they want to be, how they should act, and what effect they want to have on the world. A Community Interests designated course.

RE 244 CI Comparing Buddhist and Christian Ethics (1)

A comparison of the ethical thought and practice in Buddhist and Christian traditions. The course explores ethnic diversity and specific ethical issues, such as race and environment, and how they are understood and engaged in each tradition. Exact ethical subjects covered may vary each term. A Community Interests designated course.

RE 247 GP Religions of the Black Atlantic (1)

A survey of African and African-derived religious traditions of the black Atlantic including Latin America, North America, Caribbean, and West Africa. Topics to be examined include the spread of African spirituality during the Atlantic slave trade, contemporary manifestations of rituals and beliefs that have their origins in Africa, religious change, syncretism, and colonialism. A Global Perspectives designated course.

RE 255 IA Race, Ethnicity, and the Bible (1)

An introduction to the intersection of racial and ethnic identities in the Bible and its interpretation. In addition to examining differing concepts of race and ethnicity in the contexts in which biblical texts were produced, a primary focus is biblical interpretation by Black scholars, artists, preachers, and writers, as well as scholarly and artistic creations by other racially and ethnically minoritized individuals and groups. The course will address the interconnected ethical, political, and religious issues confronted and addressed by minoritized interpreters of the Bible, including race, ethnicity, gender, class, colonialism, resistance, and liberation. An Interpretation or Analysis designated course.

RE 270 CI Wealth, Poverty, and Religion (1)

An examination of the ways in which various religious traditions have discussed, viewed, glorified, and vilified both wealth and poverty over time, and how they are agents for both economic stagnation and revolutionary change. Topics may include ascetic movements, the U.S. Prosperity Gospel movement, Muslim self-help preachers, and debates over Gandhi's work in colonial India. A Community Interests and Poverty Studies designated course.

RE 275 GP Buddhism (1)

A study of the Buddhist traditions from the life of the Buddha to modern times. The course explores the doctrines and practices of Buddhist traditions in historical and geographic context. Emphasis is placed on how the study of Buddhism in historical context contributes to our understanding of cross-cultural categories in the study of religion as well as the concept of religion itself. A Global Perspectives designated course.

RE 276 GP Sacred India: The Traditions of Hinduism (1)

A study of the Hindu traditions from prehistory to modern South Asia and the era of globalization. This course examines the diversity and unity of those South Asian religious dispositions, beliefs, and practices referred to collectively in the modern period as "Hinduism." Emphasis will be placed on how the study of Hinduism challenges and refines our understanding of the concept of religion. A Global Perspectives designated course.

RE 288 GP Meditation: Theory and Practice (1)

An examination of Hindu and Buddhist philosophy through the theory and practice of meditation, and as means through which to understand debates regarding consciousness and its relationship with the material world in Indian philosophy. Consideration of traditional texts on meditation and philosophy (while engaging in the contemplative methods that inform them), and contemporary scientific studies and the philosophical frameworks that address meditation's putative effects. A Global Perspectives designated course.

RE 293, 393, 493 Independent Study in Religion (½ or 1)

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

RE 297, 397, 497 Internship in Religion (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

RE 298, 398, 498 Teaching Experience in Religion (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

RE 300 WR Explorations in Religious Identity (1)

An examination of the way that religious identity (of individuals, communities, and institutions) is created and sustained by and through religious practices, traditions, and beliefs. Possible topics include the role of food in the construction of religious identity, the tension between religious identity and modernity, and comparative religious identities. May be repeated for credit when course topic is different. A Writing Reinforcement designated course. Prerequisite: at least one unit in RE. Fall.

RE 301 GP Who Is Jesus? Exploring a Cultural Phenomenon (1)

An investigation of the ways that Jesus Christ has influenced and shaped culture for twenty centuries. This seminar takes the view that the person of Jesus not only influences culture but that culture continually interprets him to meet and to satisfy culture’s understanding of itself. The course begins with a review of scriptural understandings of Jesus, moves to a survey of his place in the history of culture, and concludes with an examination of a variety of ways of interpreting the cultural identity of Jesus. A Global Perspectives designated course.

RE 311 CI Christian Ethics (1)

An examination of the implications of Christian faith for contemporary ethical problems. A Community Interests designated course. Prerequisite: RE 201.

RE 314 CI Liberation Theology (1)

A study of various liberation theologies. The course will examine Christian, theological interpretations of Jesus’s life, suffering, death, and resurrection as they relate to the physical, political, financial, and spiritual liberation of a variety of peoples. A Community Interests designated course.

RE 315 GP Contemporary Christian Theology (1)

A survey of the thought of certain leading theologians in the twentieth century. Particular attention is given to Barth, Tillich, Bonhoeffer, the Niebuhrs, process theology, and liberation theology. A Global Perspectives designated course. Prerequisite: RE 201.

RE 322 GP Sexual Ethics and Religion in Global Perspective (1)

An examination of the wide diversity of ways religious traditions (especially Judaism, Christianity, and Islam) have understood, taught, and practiced sexual ethics. Attention is given to understandings of sexual ethics in religious texts and the ways those texts

continue to affect modern discourse around the world. Moreover, this course situates the connections between sexuality and religion in the context of modern globalization, a dynamic that brings these diverse religious traditions and their understandings of sexual ethics into frequent contact. A Global Perspectives designated course.

RE 325 Social Justice and Biblical Traditions (1)

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

RE 331 Religious Ethics of War and Peace (1)

An investigation of how religious traditions approach issues of force and peacemaking. The course provides an overview of classical authors as well as activists and writers engaging issues of war and peace. Case studies will be used to ground discussions in real-life situations.

RE 341 Blurred Religious Boundaries (1)

An exploration of the “blurred boundaries” between religious traditions encountered in literature, sites of multi-religious practice, healing practices, and pilgrimage. Particular emphasis will be placed on the ways in which religious traditions have accommodated or absorbed local and regional practices at specific moments of time and the impact of that dynamic on the tradition.

RE 343 Gurus, Gods, Shamans, and Saints (1)

An examination of the concept of sainthood as conceived of broadly and cross-culturally, including the study of religious figures such as Catholic saints, Hindu gurus, extraordinary teachers, incarnated gods on earth, and shamans. Religious traditions explored may include Buddhism, Christianity, Hinduism, Islam, among others. The course will also explore the relationship between gender and sainthood.

RE 345 Power and Religion (1)

An examination of the relationship between “power” and “religion,” and how religious agents and institutions interact with political order through examples drawn from classical South Asia, post-Reformation Europe, and revolutionary Iran. Topics include the role played by religion in the “post-secular,” global political order; the dramatic resurgence of religion in politics; and the future of religious authority.

RE 350 The Ethical Vision of the Christian Scriptures (1)

An exploration of and critical reflection upon various approaches to using the Christian Scriptures as a source for ethical reflection. The course addresses two primary questions. First, what are the ethical perspectives of the Christian Scriptures regarding specific themes, such as community and justice, violence and liberation, wealth and poverty, sexuality, and the care of the Earth? Second, how might we structure the conversation between the ancient text and the modern world? Prerequisite: at least one unit in RE.

RE 353 Nonviolence (1)

A study of the concept of nonviolence in spiritual, ethical, and political perspective. This course examines the virtue of nonviolence within religious traditions, particularly within the pacifist religion of Jainism, and seeks to understand how personal commitment to nonviolence operates within greater spiritual and ethical dispositions. It also examines the evolution of nonviolence as a political strategy for the resolution of conflict from the interpersonal to the national. Emphasis is placed on the 1963 civil rights campaign in Birmingham and the study of the strategy and tactics of nonviolent direct action. A Leadership Studies designated course.

RE 360 Understanding Religion: History, Theory, and Method (1)

An investigation of the concept of religion as well as the theory and methods that define the academic study of religion. This course is a critical inquiry into the origins and evolution of the concept of religion and its use as category in the study of the human experience. This inquiry is carried out by examining the work of the major theorists of religion from Marx and Freud to Eliade and Geertz. Examination of these theorists highlights the various methodological approaches to the study of religion. Emphasis will be placed on the evolution of new approaches to the study of religion under the conditions of postmodernity.

RE 375 Gender and the Hebrew Bible (1)

An exploration of the Hebrew Bible through the lens of gender theory. On a theoretical level, students develop the skills to read and critique primary and secondary readings according to their presuppositions and ideological commitments concerning gender. Additionally, the course equips students with a more developed understanding of the complexity of this sacred text that frequently informs modern conceptions of gender roles. A Leadership Studies designated course. Prerequisite: at least one unit in RE.

RE 390 Violence and the Bible (1)

An exploration of the violent narratives, imagery, symbolism, and rhetoric of the Bible. In addition to examining the way biblical texts have been used to legitimate and authorize violent acts in the world, a significant focus of this course is how violence functions within the textual world of the Bible. Attention is given to possible models of interpretation of and ethical responses to the violent texts of the Bible. Prerequisite: at least one unit in RE.

RE 470 Senior Seminar in Religion (1)

The senior capstone seminar in which senior religion majors write a significant research paper on a topic chosen by the student in consultation with the instructor. This course is required for all religion majors during their senior year. Students will present their final projects in a senior conference. Instructor consent required.

SBS - Social and Behavioral Sciences

SBS 204 QA Survey Data Analysis and Statistics (1)

An examination of theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with statistical analysis software. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Laboratory required. A Quantitative Analysis designated course. Spring.

SBS 304 SM Research Methodology (1)

The scientific method applied to economic, social, and political phenomena: formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. Laboratory required. A Scientific Methodologies designated course. Fall.

SN - Spanish

SN 101 Elementary Spanish I (1)

An introduction to the sounds and structure of the language as well as to the culture of Hispanic peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Designed for students who have no prior knowledge of Spanish. Instructor consent required. Fall.

SN 102 Elementary Spanish II (1)

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

SN 177, 277, 377, 477 Special Topics in Spanish (1)

An exploration of a selected topic or problem in Spanish culture or literature. Prerequisites: SN 300 or above for SN 377; SN 400, SN 401, or SN 402 for SN 477.

SN 201 Fundamentals of Spanish Grammar (1)

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

SN 220 Intermediate Spanish (1)

Building on beginning Spanish, this course thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisite: SN 102 or SN 201.

SN 270 Tertulia española (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course emphasizes oral proficiency and awareness of modern culture. Prerequisite: SN 220 or SN 221.

SN 280 IA Estrategias para leer (1)

An introduction to Spanish literature as well as to the skills and methods needed to read literature in the Spanish language. This course provides practice in and application of these skills using a variety of genres. The course increases reading proficiency and prepares students for 400-level literature courses. An Interpretation or Analysis designated course. Prerequisites: SN 220 and instructor consent, or SN 270.

SN 293, 393, 493 Independent Study in Spanish (½ or 1)

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

SN 298, 398, 498 Teaching Experience in Spanish (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

SN 300 Advanced Conversation (1)

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

SN 315 WR Advanced Grammar and Composition (1)

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

SN 320 Advanced Communication (1)

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

SN 359 IA Cuba: Culture, Society, and the Revolution (1)

An in-depth study of the Cuban culture (including literature, music and film) from the triumph of the Castro Revolution in 1959 until the post-Soviet era. The course will focus both on the creation of the so called *hombre Nuevo*, a concept originally elaborated by Ernesto "Che" Guevara, and the examination of role the Cuban cultural institutions played in the construction of revolutionary consciousness in Cuba. An Interpretation or Analysis designated course. Prerequisite: SN 300 or instructor consent.

SN 365 Latin American Civilization (1)

A study of the culture of Spanish-speaking America from a variety of viewpoints: historical, literary, sociological, anthropological, and political. Prerequisite: SN 300 or above.

SN 390 Spanish for Health Care (1)

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

SN 391 Spanish for Business (1)

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

SN 397 Internship in Spanish (1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog. Department consent required.

SN 400 IA Introduction to Textual Analysis (1)

Study and application of the techniques of textual analysis. Attention is given to the four basic genres: narrative prose, drama, poetry, and the essay. An Interpretation or Analysis designated course. Prerequisite: SN 280.

SN 401 Panorama of Spanish Literature (1)

An introduction to Spain’s literature written from the Middle Ages to the present. Selected works, which include poetry, prose, and drama, emphasize literature as a reflection of Spanish society of the period. Prerequisite: SN 280 or SN 400.

SN 402 Panorama of Latin American Literature (1)

An introduction to Latin American literature written from colonial times to the present. Selected works, which include poetry, prose, and drama, reflect the Latin American society of the period. Prerequisite: SN 280 or SN 400.

SN 471 Senior Research Project in Spanish (1)

Student development and completion of a research project and accompanying bibliography. Students will work independently to write a significant research paper in MLA style. Topics of research will vary according to the interests of the students and sponsoring professor. Prerequisite: senior standing.

SO - Sociology**SO 101 IA Introduction to Sociology (1)**

A study of human behavior and society that provides an introduction to the concepts, principles, and theoretical perspectives of sociology. Emphasis is placed on applying a sociological perspective in critically examining culture, socialization, social interaction, deviance, social stratification, race/ethnicity, gender, sexuality, family, education, and health. An Interpretation and Analysis designed course. Fall, Spring, Summer.

SO 119 ES Oppression and Social Injustice (1)

An introduction to social welfare issues related to social and economic oppression and injustice. An Explorations in Scholarship designated course.

SO 177, 277, 377, 477 Special Topics in Sociology (1)

An exploration of a selected topic or problem in sociology. May be repeated for credit when the focus of the course is different. Prerequisite: SO 101.

SO 190 ES Drugs and Society (1)

An introduction to the sociological perspective as it is applied to drug use. Emphasis is on the social construction of drug use and drug users with a main focus on why the laws surrounding drug use are so punitive in some cases and so permissive in others. An Explorations in Scholarship and Public Health Studies designated course. Fall.

SO 201 Introduction to Poverty Studies (1)

An examination of wealth distribution, social inequality, and the complexities of poverty through interdisciplinary perspectives. The course uses theoretical and methodological frameworks from different disciplines to explore how access to resources shapes all aspects of the human experience. Through experiential learning activities, students will learn how wealth inequality affects the community and their own lives. A service-learning integrated course. (Also listed as PVS 201.) Fall.

SO 202 CI Contemporary Social Problems (1)

The application of sociological principles and perspectives in the analysis of current issues. The impact of social change, deviations from norms, and conflicts between social structures and social goals and values are considered in relation to social problems. A Community Interests designated course. Prerequisite: SO 101.

SO 205 Sociology of the Family (1)

A study of the relationship between the family and the changing external environment as well as the dynamic processes within the family. Historical and cross-cultural perspectives are considered along with alternatives to the traditional family. Prerequisite: SO 101.

SO 208 Criminology (1)

An investigation into the social processes involved in the criminal justice system. Crime and delinquency, police organization and behavior, and the sociology of law are stressed. Prerequisite: SO 101.

SO 213 Introduction to Public Health (1)

An introduction to the concepts and principles of public health, the science of protecting and improving population health through the promotion of healthy lifestyles, disease and injury prevention, and the detection and control of infectious diseases. Emphasis is placed on applying social, cultural, biological, and environmental perspectives to frame issues of health and wellness within and across populations. A Poverty Studies and Public Health Studies designated course. (Also listed as PHS 213.) Fall.

SO 215 GP Sociology of Gender and Sexuality (1)

An examination of the concepts and theories of gender and sexuality using a sociological perspective. Emphasis is placed on the social construction of gender identity and sexuality; the intersectionality of gender and sexuality; gendered social institutions and heteronormative culture; gender and sexuality discrimination and inequality. A Global Perspectives designated course. Prerequisite: SO 101.

SO 235 Race and Ethnic Relations (1)

An examination of major issues in the relations between dominant and minority groups. Emphasis is on contemporary U.S. society although historical and cross-cultural analyses are included. A Black Studies and Leadership Studies designated course. Prerequisite: GCS 100 or SO 101. Fall.

SO 290 Sociology of Drug Use (1)

An exploration of drug-using behavior as viewed from a sociological perspective. Emphasis is on understanding historical and current U.S. drug use trends and theoretical approaches regarding drug use, social correlates of drug use, and societal responses to drug use, including treatment, prevention, and policy. A Public Health Studies designated course. Prerequisite: SO 101.

SO 293, 393, 493 Independent Study in Sociology (½ or 1)

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

SO 297, 397, 497 Internship in Sociology (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

SO 339 Social Inequality (1)

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

SO 340 Social Epidemiology (1)

An introduction to the basic principles of epidemiological study design, analysis, and interpretation. Emphasis is placed on social causes and consequences of disease, how disease/illness is spread unevenly among different populations, and how public health interventions can help control or reduce the spread of disease and chronic illness. A Public Health Studies designated course. Prerequisite: PHS 213 or SO 101. Spring.

SO 350 Sociological Theory (1)

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

SO 370 Medical Sociology (1)

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

SO 373 Urban Sociology (1)

Social organization of the urban community; historical and contemporary patterns in the structure and growth of the city; cross-national processes of urbanization and social change. Prerequisite: GCS 100 or SO 101. Fall.

SO 376 Environmental Sociology (1)

Examines environmental issues from a sociological perspective. Emphasis is placed on human causes of environmental change such as science and technology, the government and the economy, population and consumption, and religion and culture; social and environmental consequences of the relationships between humans and the environment. A service-learning integrated course. Prerequisite: SO 101, UES 110, or UES 150. Fall.

SO 398 Teaching Experience in Sociology (1)

A course based teaching experience which might include attending selected class meetings, conducting classroom learning activities, leading exam review sessions, and evaluating research writing. Further guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

SO 460 WR Scientific Writing in Sociology (1)

An intensive study of sociological research writing. This course prepares students to write about their own sociological research and communicate their research goals, frameworks, findings, and conclusions to a professional audience. A Writing Reinforcement designated course. Pre/Corequisite: SBS 304. Fall.

SO 470 Senior Capstone Seminar (1)

A capstone project that requires an independent sociological research project and a substantial research paper that demonstrates knowledge of sociological concepts and research methodology. Seminar topics will vary according to interests and needs. The course stresses the ability to communicate ideas orally and in writing. Prerequisites: SBS 204, SBS 304, SO 350, and SO 460. Spring.

THA - Theatre Arts

THA 104 CE Theatre's Call to Action (1)

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

THA 106 ES Theatre as Human Rights Activism (1)

An introduction to theatre literature utilizing the lens of Human Rights, Idea, and Character. The course examines the role of theatre in public discourse of human rights and civic responsibility. An Explorations in Scholarship designated course.

THA 110 Introduction to Stagecraft (1)

An introduction to the principles and practices of constructing stage settings and furnishings, problem solving using theatre technology, shop safety, and scenic art. Spring.

THA 111 CE Make-Up (1)

Basic techniques in application of stage make-up for the performing arts. A Creative Expression designated course. Fall.

THA 120 CE Beginning Acting (1)

An introduction to the craft of acting, including focus on clarity and creativity in communication and performance skills, and the development of character analysis skills. The course reflects a "learning by doing," "hands on" approach. A Creative Expression designated course. Fall, Spring.

THA 177, 277, 377, 477 Special Topics in Theatre Arts (1)

An exploration of a selected topic or problem in theatre arts.

THA 201 Theatre Practicum (½)

Practical experience in performance or technical areas of theatre by participation in College Theatre productions. May be repeated for credit. Instructor consent required. Fall, Spring.

THA 210 Technical Workshop (1)

A practical course in the technical aspects of theatre. Fall, Spring.

THA 211 Stage Lighting (1)

Principles and practice of stage lighting, design, and execution. Fall.

THA 212 Set Design (1)

The art of stage design from concept to construction. Fall.

THA 223 Voice and Movement (1)

Techniques of vocal production and stage movement, including Shakespearean sonnets and unarmed combat. Spring.

THA 230 WR Ancient and Modern Drama (1)

An in-depth study of Greek tragedy and comedy that considers how these plays reflect the social, political, and religious concerns of the ancient Athenians and why they continue to exert such influence on modern playwrights. Each ancient play will be paired with a modern work to demonstrate the various ways that contemporary dramatists engage with, react against, and draw inspiration from a genre that traces its beginnings to Greek antiquity. A Writing Reinforcement designated course. (Also listed as GRS 230.) Fall.

THA 293, 393, 493 Independent Study in Theatre Arts (½ or 1)

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

THA 297, 397, 497 Internship in Theatre Arts (½ or 1)

An internship opportunity allowing students to practice career skills and/or further develop abilities beneficial for graduate study. Specific guidelines concerning internships appear in the “Exploration Term and Contract Learning” section of this catalog.

THA 298, 398 Teaching Experience in Theatre Arts (½ or 1)

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

THA 320 Intermediate Acting (1)

Building a character in context and depth through improvisation and scene study. Prerequisite: THA 120. Fall.

THA 323 Musical Theatre I (1)

The study of musical theatre, approached through analysis, performance, and criticism. Instructor consent required. Fall.

THA 324 Musical Theatre II (1)

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

THA 325 WR Contemporary Queer Theatre (1)

A discussion-based course examining contemporary (post-Stonewall) queer theatre. Students will explore “queerness” as a theatrical and theoretical concept by reading, discussing, and conducting both traditional and embodied research into plays, musicals, and performance pieces by and about LGBTQ+ individuals, examining these theatrical

works within the context of the history of the LGBTQ+ community and relevant theories of gender and sexuality. Students will practice both academic writing in the form of essays and field-specific critical and creative writing. A Writing Reinforcement designated course. Prerequisites: THA 104 or THA 120; instructor consent.

THA 341 Acting and Directing for the Camera (1)

An in-depth laboratory for actors and directors. The course integrates single-camera and multi-camera techniques, as well as diverse performance methodologies. (Also listed as MFS 341.) Prerequisite: MFS 220 or THA 120.

THA 370 Seminar in Theatre Art (1)

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

THA 403 Directing and Stage Management (1)

A study of the techniques of directing and stage management approached through practical projects and the staging of a one-act play. A Leadership Studies designated course. Instructor consent required.

THA 404 Advanced Acting (1)

An open and collaborative actor laboratory for experimentation, discovery, growth, and risk. The course covers diverse methodologies, including those of Constantine Stanislavsky, Viola Spolin, and Sanford Meisner. Instructor consent required. Spring.

THA 470 Seminar in Theatre Art (1)

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

THA 472, 499 Senior Project in Theatre (1)

A theatre capstone experience. Students engage in a significant production responsibility in a theatre project. Each student writes a substantial reflection paper examining learning over the course of the project. This paper may integrate other relevant Birmingham-Southern College theatre learning experiences. THA 472: Fall, Spring; THA 499: Exploration term.

THA 498 Teaching Experience in Theatre Arts (½ or 1)

A course based teaching experience that might include collaboration with the instructor in designing and leading class activities, coaching performance projects, and evaluating student learning along with the instructor. Further guidelines concerning teaching experiences appear in the "Teaching Experiences" section of this catalog.

UES - Urban Environmental Studies

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

An introduction to sustainability issues from a global perspective. This course offers a social science approach to resilience drawing from comparisons among urban areas in the American South with those in the Global North and South. Concepts within urban sustainability to be explored include land use and urban design, transportation, urban ecology, energy, environmental justice, economic development, and green building. A Global Perspectives designated course. Spring.

UES 150 SM Introduction to Environmental Studies (1)

An interdisciplinary introduction to the complexities of environmental problems. The course provides an overview of scientific knowledge on ecology and environmental management and examines political, economic, and ethical issues involved in the attainment of a sustainable future. The course explores how an understanding of the natural and social sciences is necessary to address and solve environmental problems. Selected topics, including population growth, food shortages, pollution containment, and energy resources, are addressed. Two lectures and one three-hour laboratory per week. A Scientific Methodologies designated course. Fall, Spring, and Summer.

UES 160 SM Environmental Earth Science (1)

An introduction to the earth sciences, including climatology, oceanography, physical geography, geology, hydrology, and others. Topics include how the Earth's internal, surface, and atmospheric forces shape the physical environment, and selected examples of how humans interact with the physical environment. Special emphasis is placed on urban areas. Two lectures and one laboratory period per week. A Scientific Methodologies designated course. Spring.

UES 177, 277, 377, 477 Special Topics in Urban Environmental Studies (1)

An exploration of a selected topic or problem in urban environmental studies.

UES 230 IA Climate Change and Water Management (1)

A study of climate change, geographic information systems, and environmental management methods for water resources. The course is intended to give students a general understanding of the potential impacts of climate change on water resource management, with special emphasis on international freshwater and marine systems. An Interpretation or Analysis designated course. Prerequisite: UES 150 or UES 160, or instructor consent.

UES 250 Environmental Field Methods (1)

A study of the methodology behind current environmental issues. Includes freshwater resources, wildlife management, fisheries, and geology with a focus on water quality sampling, forestry, technological advances including GIS, and basic statistical measurements used in various environmental fields. Prerequisite: UES 150 or UES 160. Fall.

UES 260 CI Environmental Justice (1)

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

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

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

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

A contracted teaching experience that requires instructor approval. Specific guidelines concerning teaching experiences appear in the “Teaching Experiences” section of this catalog.

UES 310 WR Environmental Law and Policy (1)

An introduction to U.S. and international policies that address our many significant environmental problems. With more than 30 major U.S. environmental laws and over 300 international agreements, the course highlights selected domestic and international policies and processes. A Leadership Studies, Poverty Studies, Public Health Studies, and Writing Reinforcement designated course. Prerequisite: at least sophomore standing. Fall.

UES 330 GP Asian Perspectives on Environmental Science (1)

An interdisciplinary examination of environmental science from perspectives of Asian thought. The course supplements Anglo-European perspectives on the environment to achieve a more global understanding of environmental science. Topics include the problem of change, presuppositions of science, silent transformations, reversal and propensity, ecology and ecofeminism, energy and natural capital, biodiversity and chemical cycling, climate and future sustainability. A Global Perspectives designated course. (Also listed as AN 330 and HON 330.) Prerequisite: at least sophomore standing.

UES 350 Ecosystem Management (1)

A study of the physical processes responsible for the production and replenishment of natural resources, the interactions and feedbacks between Earth’s systems, and the impact of human population on those systems. Special emphasis is placed on local and regional systems with opportunities for hands-on experiences and data collection to improve critical thinking and reasoning skills. Prerequisite: UES 250. Spring.

UES 370 GP Environmental Hazards and Urban Social Risks (1)

An examination of environmental hazards (tectonic-earthquakes, tsunamis, volcanoes, extreme weather, hydrological events, disease epidemics) and urban social risks (poverty, war, starvation, crime) utilizing analytical perspectives from both the physical and social

sciences. The social and political construction of risks and hazards and mitigation strategies are examined, and resources from local, national, and international governmental and non-governmental organizations involved in risk reduction are utilized. The course may include fieldwork and/or travel. A Global Perspectives designated course. (Also listed as GCS 370 and PS 370.) Prerequisite: at least sophomore standing.

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

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

UES 397 Internship in Urban Environmental Studies (1)

Internship with approved community partner. Students are required to work a minimum of 150 hours per term as well as complete course assignments. "S"/"U" only. Prerequisite: UES 310. Fall, Spring, Summer.

UES 470 Senior Seminar (1)

An interdisciplinary capstone experience for the integration and synthesis of disciplines and subject areas related to the major, with an emphasis on creative problem solving. The course involves readings, guest speakers, instructor- and student-led discussions, and a significant project (with visual, written, and oral components) that focuses on advancing urban sustainability and community development. (Also listed as ARCH 470.) Prerequisite: senior standing. Spring.

ADDITIONAL ACADEMIC OPPORTUNITIES

Teaching Experiences

Students may earn credit for teaching experiences under the supervision of a full-time faculty sponsor. Activities may include a combination of setting up and/or teaching laboratories, assisting the instructor in creating or revising a course, collaborating with the instructor in preparation of examinations and other assignments and in the grading of these assignments, developing in-class activities, leading or facilitating class discussions, and preparing and delivering lectures. Teaching experiences are numbered 298, 398, or 498. A maximum of two units counting toward graduation may be earned for teaching experience. The following registration process and policies apply to teaching experiences, with the exception of those disciplines which have standardized their teaching experiences:

- (1) To register for a teaching experience, students must complete the Contract Learning Proposal Form available from the Office of Exploration Term and Contract Learning. The contract must stipulate the nature of the work to be completed; learning outcomes specific to the teaching experience; the amount of academic credit ($\frac{1}{2}$ or 1 unit) to be earned by the student; a completed credit hour worksheet; and signatures of the student, student's academic advisor, faculty sponsor, and faculty sponsor's department chair.
- (2) Completed proposal forms must be submitted to the Office of Exploration Term and Contract Learning by the due date published by that office and in any case no later than the end of the term (fall or spring) prior to the term of the teaching experience.
- (3) Once the contract has been approved by the Exploration Term and Contract Learning Committee, the Office of Exploration Term and Contract Learning will notify the Registrar who will then register the student for the course. A copy of the contract shall be held on file by the Office of Exploration Term and Contract Learning.
- (4) Teaching experiences may be evaluated with a letter grade or as "S"/"U" at the discretion of the instructor.
- (5) Students earning teaching experience credit shall be designated "Teaching Fellows."

Foreign Language Across the Curriculum

Birmingham-Southern College offers students opportunities to enhance their foreign language proficiency and cultural knowledge through coursework in other discipline areas. The Foreign Language Across the Curriculum (FLAC) program adds a foreign language component to courses in a variety of fields. Students taking these courses as FLAC courses receive an additional $\frac{1}{4}$ unit of credit in the foreign language. Such courses allow students to make sophisticated use of language skills, provide greater

flexibility in foreign language study (beyond the traditional language classroom), and demonstrate the degree to which language influences ideas. Students in the program develop a keener cultural awareness and language skills necessary to participate more fully in today's shrinking, interdependent world.

Students must register for the disciplinary content course and for the FLAC component (language courses numbered 333) during the same term. Exceptions are students who have already had the disciplinary content course; these students may register for the FLAC component any time it is offered. Students taking the FLAC component do additional readings in the foreign language and meet with the foreign language professor and, possibly, the discipline professor one hour per week for discussion of those readings.

Birmingham Area Consortium for Higher Education (BACHE)

The four-year colleges and universities that serve the Birmingham area have a long record of cooperation with one another. Building on that history, the Presidents of Birmingham-Southern College, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo created the Birmingham Area Consortium for Higher Education (BACHE) to enhance and strengthen educational opportunities.

Students, faculty, and staff at BACHE institutions may access the resources of all the member libraries by simply presenting their valid ID cards. Degree-seeking undergraduate students enrolled full-time at a BACHE institution who are in good academic standing may also take undergraduate courses at another BACHE campus at no additional charge. Only undergraduate courses may be taken through BACHE. The procedure for taking a course through this cooperative program follows.

Registration—This must be completed prior to the opening of a new term at the BACHE institution. Registration for courses may be completed in the Office of Academic Records. As listed on the academic calendar, the last day to add a course each term is also the last day to register for a BACHE institution course. Schedules of courses are available in the Office of Academic Records and online. Students are limited to taking one course per academic term through BACHE.

Approval—Students must have the approval of their advisor, the department chair in the discipline of the course, and the Provost. (A student must be taking at least three units at Birmingham-Southern College during a regular term or one unit in a summer term in order to register for one course at a BACHE institution.)

Credit—Work at a BACHE institution is given credit as if it were taken at Birmingham-Southern College; however, courses taken through BACHE may not count as learning outcomes designated courses for Explorations.

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

Cost—Except for associated laboratory and other special fees, there is no additional cost to a student who is taking at least three units at Birmingham-Southern College during a fall or spring term (one in the summer) at the time of enrollment at a BACHE institution. If the BACHE course places the student in academic overload, an overload fee is charged.

Academic Regulations—All academic regulations at Birmingham-Southern College must be observed. In addition, students in the exchange program are expected to observe the academic regulations of the cooperating institution. Students must follow Birmingham-Southern College's procedures if they wish to withdraw from a course. The withdrawal must be done through the Birmingham-Southern College Office of Academic Records according to the deadlines listed in the academic calendar of the cooperating institution.

Marine Environmental Sciences Consortium

The Marine Environmental Sciences Consortium (MESC) is a public, non-profit corporation dedicated to provide marine education, research, and service to the State of Alabama. Birmingham-Southern College's membership in this Consortium provides students with the opportunity to take a variety of marine science courses at the marine science station on Dauphin Island, Alabama. Students interested in receiving MESC credit must complete a contract for an individualized learning experience.

Oak Ridge Science Semester

Upper-class majors in biology, chemistry, mathematics, physics, and the social sciences are eligible to apply for study at the Oak Ridge National Laboratory (ORNL) in Oak Ridge, Tennessee. This fall term project provides students accepted into the program the opportunity to engage in research with an ORNL scientist and earn up to four units of academic credit. Students accepted into this program must complete a contract for an individualized learning experience.

Air Force ROTC

Air Force Reserve Officer Training Corps is available to Birmingham-Southern College students through a cooperative program with Samford University. Air Force ROTC courses are taught on the Samford University campus. Students enrolling in Aerospace

Studies courses must contact the Office of Academic Records to register. Additional information is available on the Samford University website.

Army ROTC

The Army ROTC is located on the University of Alabama at Birmingham campus. Students at Birmingham-Southern College are eligible to participate under the Cooperative Exchange Program. Students must contact the Office of Academic Records to register. Additional information is available on the University of Alabama at Birmingham website.

See the Birmingham-Southern College website for more detailed information about ROTC programs.

ADMISSION

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

ENTRANCE REQUIREMENTS

First-Year Students

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

Materials required to complete the application for admission:

- high school transcript
- SAT or ACT scores

Optional materials accepted in support of the application for admission:

- 250-500 word essay
- school recommendation form
- letter of recommendation
- résumé

Birmingham-Southern College believes all students have the potential to succeed and that test scores may not be the best indicator of a student's abilities. With that in mind, the College has a test-optional admission policy where applicants submit a test-optional application that must include the following:

Materials required to complete a test-optional application for admission:

- high school transcript
- 250-500 word essay

To be admitted to Birmingham-Southern College as a first-year student, an applicant must have graduated from an accredited high school or homeschool with an acceptable average in all academic subjects attempted and received credit for at least sixteen units, four of which should be in English.

The other twelve academic units may be in any of the fields listed below:

Foreign languages (at least two units in the same language)

History

Mathematics (algebra, geometry, trigonometry, calculus, precalculus)

Natural sciences (general science, biology, chemistry, physics)

Social sciences (civics, democracy, economics, psychology, sociology)

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

Transfer, Transient, and Special Students

To be admitted to Birmingham-Southern College as a transfer student, an applicant must have been a student in good standing with a clear academic and social record at the accredited institution in which last enrolled and, in addition, must have at least a “C” average (2.000 on a 4.000 scale) on a full schedule of courses attempted and acceptable to the College.

If the applicant has attended more than one college, the overall average at these schools must meet the minimum academic year grade point average required at Birmingham-Southern College. These requirements are outlined in the “Academic Progress” section in this catalog.

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

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

APPLICATION PROCEDURES

First-Year Students

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

- (1) Submit an application for admission along with a non-refundable application fee of \$50. The College welcomes either the Common Application, the College’s online application, or the Coalition Application.
- (2) Send a copy of the high school transcript that indicates the courses expected to be completed before graduation if the applicant has not already received a diploma.
- (3) Send results of the SAT or the ACT unless applying as a test-optional candidate.

(4) If applicable, write and submit a 250-500 word essay.

(5) If applicable, request a letter of recommendation from someone with the ability to speak to the student's character and readiness for college.

Transfer Students

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

(1) Submit an application for admission along with a non-refundable application fee of \$50.

(2) Request that the Registrar of the institution in which the student is currently or formerly enrolled send an official copy of the student's academic record. This official transcript should indicate the courses presently being taken if the student is currently enrolled. If the student has attended more than one college or university, an official transcript from *each* institution must be provided.

(3) Request that the Dean of Students, or a school official with access to the student's record, at the institution currently being attended complete the statement of good standing form. If the applicant is not presently enrolled, this form should be completed by an official at the last college attended.

(4) Request that the student's high school send a final transcript, including SAT or ACT scores, if the student does not have at least two full semesters of college course work.

(5) If applicable, write and submit a 250-500 word essay.

(6) If applicable, request a letter of recommendation from someone with the ability to speak to the student's character and readiness for college.

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

Transient students must complete the transient student application and the credit certification form. Special students must complete the special student application. A \$50 application fee is required for both transient and special students.

International Students

Applicants who are not citizens or permanent residents of the United States should follow the application and admission guidelines for international students provided on the College's website. Applicants whose native language is not English must demonstrate satisfactory English language proficiency through the Test of English as a Foreign Language (TOEFL), other acceptable examination, or through an official school

document stating that the student was taught in an English medium. A complete set of educational credentials with certified English translations, if necessary, is required before eligibility for admission can be determined. Additionally, international students must provide an affidavit of financial responsibility and proof of sufficient finances in order to be admitted to the College.

Dual Enrollment

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

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

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

Medical Certificates

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

Readmission

A student who withdraws or fails to register during any regular term (unless the student has transient approval for a study abroad or similar program) and who later wishes to resume studies at Birmingham-Southern College must file an application for readmission to the College. If the student has attended other institutions in the meantime, an official transcript from *each* institution must be filed. Applicants for readmission must be approved by the Provost, Bursar, and Dean of Students or designee. The College reserves the right to require any readmitted student to meet graduation requirements as indicated in the catalog in effect at the time of re-entry to the College. A \$50 readmit fee is required.

A student who has been suspended from Birmingham-Southern College for academic reasons, in addition to following the procedure indicated above, must make a written request for readmission to the Provost. A student in this category can be readmitted only with the authorization of the Provost and is readmitted on academic probation. A student

who has been suspended from the College for disciplinary reasons, in addition to following the procedure above, must make a written request for readmission to the Office of Student Development.

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

FINANCES 2022-2023

Tuition

The tuition charge for students is \$10,000 per term. A combination of courses equaling three units is considered a regular term schedule.

Students who enroll in more than 4.75 units in any regular term are charged additional tuition at the rate of \$1,750 per additional unit. Students who enroll in fewer than three units in any regular term are charged at a rate of \$3,333 per unit.

The Exploration term is an integral part of the academic year. No additional charges for tuition are made to any student who has paid full tuition for at least one regular term of the academic year. Students who enroll in more than four Exploration term projects while at the College are charged tuition for each additional unit of credit received.

The summer session is not considered an integral part of the academic year. Tuition for the 2022 summer session was \$1,800 per unit, and the non-BSC student data science program tuition was \$2,375 per unit. Students who receive permission to complete an Exploration term project during the summer session are charged for a unit of credit at the summer rate.

Confirmation Fee and Residence Hall Deposit

A tuition confirmation fee of \$200 and a housing deposit of \$100 are requested from each new student within thirty days of notification of acceptance to the College. Residence hall deposits are refundable upon check-out.

Billing

Payments are due July 31 for the fall; December 31 for the spring. If financial aid of this amount, excluding work-study funds, has been awarded, the aid may be used to satisfy this requirement. Should a student have an unpaid balance at the end of any term, the student will be denied permission to register for subsequent terms and denied permission to obtain a transcript from the Office of Academic Records. No diploma, certificate of credit, or official transcript is given to a student who is in default of any payment due to the College.

Should the account have an unpaid balance at the end of any given month, an annual percentage rate of fifteen percent (15%) is assessed on the last day of each month.

Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability

to meet their financial obligation due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

Estimated Cost Summary for Academic Year 2022-2023

Tuition.....	\$20,000.00
Housing.....	\$8,200.00-\$14,700.00
Meals.....	\$5,200.00-\$5,800.00
Information Technology Fee.....	\$800.00
Student Activity Fee.....	\$450.00
Parking Decal.....	\$80.00

Mandatory Fees

Tuition (per term).....	\$10,000.00
Information Technology Fee (per term).....	\$400.00
Student Activity Fee (per term).....	\$225.00

Other Fees

Audit Fee.....	\$500.00
Course Change.....	\$30.00
Graduation.....	\$200.00
Greek Fee (per term, active members only).....	\$35.00
Late Registration.....	\$100.00
Lost Room Key.....	\$100.00
Orientation (new students only).....	\$220.00
Parking Decal (annual).....	\$80.00
Readmission/Application Fee.....	\$50.00
Replacement Campus ID Card.....	\$35.00
Returned Check.....	\$50.00
Room Change.....	\$35.00
Tuition Confirmation (new students only).....	\$200.00

Laboratory and Studio Fees

Applied Music (MS) Courses.....	\$350.00-\$650.00
MS 100-level.....	\$350.00
MS 300- and 400-level.....	\$650.00
MS 320/420 Accompanist.....	\$300.00
Recital Fees (Half/Full).....	\$150.00/\$300.00
Art Studio (AR) Courses.....	\$135.00
BA 499.....	\$275.00
Courses with Labs (AS, BI, CH, EC, PH, PS, PY, SO, UES).....	\$135.00

Education (ED) Courses	\$115.00-\$300.00
ED 316, ED 319	\$139.00
ED 317	\$150.00
ED 360	\$115.00
ED 410, ED 413, ED 414.....	\$300.00
LS 200.....	\$50.00
MU 114.....	\$100.00

Housing*

Housing Deposit (new students only)	\$100.00
Residence Hall (per term, shared room)	\$4,100.00-\$5,050.00
Greek Housing (per term, shared room)	\$4,400.00-\$4,650.00
Hilltop Apartments (per term, standard occupancy)	\$5,050.00

*Private room may be available at additional cost

Meals

Students are required to participate in a meal plan during regular terms; enrollment is mandatory for registered, resident students during the Exploration term. The plans vary according to meal access and amount of “Panther Bucks,” which can be used at food service locations outside the cafeteria by presenting a Birmingham-Southern College campus card.

Unlimited 7-Day Plan plus 300 Panther Bucks (per term).....	\$2,900.00
Hilltop Apartment Plan, 150 meals plus 750 Panther Bucks (per term)	\$2,600.00
Commuter Plan, 300 Panther Bucks	\$300.00
Commuter PLUS Plan, 200 Panther Bucks + 25 swipes.....	\$500.00
Exploration term, 100 Panther Bucks + 20 swipes	\$300.00

In case of a lost campus card, the student is responsible for notifying the Bursar’s Office immediately to stop any unauthorized use of the card. If the Bursar’s Office is notified, the student may be responsible for no more than \$50 in unauthorized charges. There is a fee for replacing a lost campus card. There is no fee for replacing a damaged or illegible card upon presentation of that card to the Bursar’s Office.

Refunds

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

Students who withdraw from the College within the first three weeks of a regular term or the first week of a summer term may be entitled to a partial refund of tuition and fees.

Tuition and fee refunds are made only upon the receipt of a completed official withdrawal form. Tuition and fees include tuition, student government fee, information technology fee, course fees, and campus housing and meal plan fees.

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

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

Credit Balance Refunds

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

FINANCIAL AID

Student Financial Aid at Birmingham-Southern College

Financial aid at Birmingham-Southern College is administered through the Office of Financial Aid. The College embraces the philosophy that worthy, qualified students should have an opportunity for a college education regardless of their economic circumstances. Birmingham-Southern College is willing to join with students and their families to provide monetary assistance for eligible students who demonstrate financial need. The student's family bears the principal responsibility of financing college education. The College expects each student to assume a measure of responsibility through a combination of savings, limited work, and/or borrowing. Any eligible student admitted to Birmingham-Southern College who applies for need-based financial aid through the Free Application for Federal Student Aid (FAFSA) is considered for assistance.

Based on the statement of philosophy above, and with an understanding that aid resources at the College are limited, the Office of Financial Aid has adopted these principles:

- The primary purpose of the financial aid program is to assist students who, without such aid, would be unable to attend Birmingham-Southern College.
- A student's family is expected to make a maximum effort to assist the student with college expenses. The Office of Financial Aid views financial assistance as a supplement to the student and family contribution.
- Financial aid consists of grants, scholarships, loans, and employment that may be offered to students singularly or in various combinations.
- Students must maintain satisfactory academic progress, as defined by the College.
- The total amount of need-based and merit-based financial assistance offered to a student shall not exceed the student's cost of attendance.
- With certain limited exceptions, merit scholarships funded by the College shall not exceed the cost of regular tuition. In the event that outside scholarships are awarded to individual students, the College reserves the right to use merit-based awards to fund educational costs other than tuition and mandatory fees not to exceed the cost of attendance.
- In determining a student's financial aid award, outside resources including scholarships, grants, and loans will be considered to ensure equitable distribution of funds and adherence to federal regulations.
- International students are eligible for institutional aid.

Types of Financial Aid

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

Title IV Financial Aid

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

Other Government Financial Aid Programs

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

Institutional Scholarships

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

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

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

Application Procedure

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

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

(1) Establish and use a Federal Student Aid Login/Password to electronically sign the FAFSA application.

(2) Include Birmingham-Southern College’s Title IV school code: 001012.

(3) Complete tax forms and file the FAFSA as soon as possible.

Since the FAFSA must be resubmitted annually, financial aid packages may vary in content and in total amounts from year to year, and the College reserves the right to change packaging policies annually. The FAFSA can be completed online at www.fafsa.gov for the next academic year beginning 1 October.

Enrollment Requirements for Financial Aid

- To receive a Birmingham-Southern College scholarship or grant, the recipient must be enrolled as a full-time student, as defined by the College for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled at least half time, as defined by the College for financial aid purposes.
- To receive work study, a student must be enrolled or accepted for enrollment and registered or pre-registered for courses.

The amount of certain federal grants and loans may be adjusted or prorated, depending on enrollment status. The College administers federal aid according to federal regulations. A student's financial aid award may be altered due to enrollment changes; the College highly recommends speaking to a financial aid counselor prior to making a decision to drop courses.

Satisfactory Academic Progress for Title IV Financial Aid

A recipient of Title IV federal financial aid must maintain certain standards of academic progress toward graduation, and the College is required to have and enforce a policy to monitor academic progress annually. The College's policy is based, in part, on the following definitions.

Regular semester denotes fall term or spring term.

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

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

Completed unit refers to a unit successfully completed with a passing grade.

Attempted unit refers to a unit attempted and either successfully or unsuccessfully completed. Attempted units include incompletes, dropped units, official withdrawals, unofficial withdrawals, unsatisfactory grades, failing grades, and repeated units.

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

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

- 1.500 minimum cumulative GPA = 1 - 5.75 attempted units
1.800 minimum cumulative GPA = 7 - 13.75 attempted units
2.000 minimum cumulative GPA = 14 or more attempted units
- Successful completion of at least 67 percent of all units attempted.
- Completion of all required coursework within 12 regular semesters by full-time students; within 24 regular semesters by part-time students.

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

A student has the right to appeal the decision to suspend Title IV eligibility based on failure to meet minimum standards of academic progress. The Office of Financial Aid provides an appeal form that may be submitted by the student and an academic plan form that must be approved by the Provost's Office. An appeal is reviewed promptly and the student is notified in writing of the decision. The decision may include a probationary period or a specific plan to assist the student to reinstate Title IV eligibility. The decision of the Provost's Office is final.

A student who loses Title IV eligibility as a result of this policy may attend the College without benefit of Title IV aid if the student is otherwise eligible to enroll. If the student's academic progress improves and meets minimum standards of academic progress and the student is otherwise eligible for Title IV aid, eligibility may be reinstated.

Implications of Withdrawal

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

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

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

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

Return of Title IV Funds

The College is required to return Title IV funds if a recipient withdraws during the first 60 percent of the term. The refund calculation and process is governed by federal regulation, and the College is required to determine the portion of aid earned by the student up until the date of withdrawal and to refund or repay the amount of unearned aid.

For the purposes of Title IV refund policy, the date of an official withdrawal is the date the student initiated the withdrawal process or notified any administrative office of intention to withdraw. In the event of an unofficial withdrawal, the College utilizes the last date of academic activity that can be documented in the College's records. Where no official date is determined, students will earn no more than 50 percent of eligible funds.

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

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

If a student withdraws and has Title IV funds subject to return, the College completes the calculation in a timely manner, awards are adjusted, aid is refunded and/or repaid, and the student is notified in writing.

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

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

THE COLLEGE REGISTER

FACULTY

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

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

Kent S. Andersen, Senior Lecturer of English (2000)

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

C. Melissa Anderson, Visiting Assistant Professor of the Library (2021)

B.A. (2002), North Carolina State University; M.A. (2005), California State University, Fullerton; M.A. (2010), Emory University; M.L.I.S. (2020), University of Alabama.

GK Armstrong, Associate Professor of the Library (2016)

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

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

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

Jeffrey T. Barton, Professor of Mathematics (1999)

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

Sarah Marie Beno, Assistant Professor of Biology (2020)

B.S. (2013), B.A. (2013), Meredith College; Ph.D. (2017), Cornell University.

Lamia Benyoussef, Associate Professor of Arabic (2015)

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

Susan C. Buckingham, Assistant Lecturer of Health Sciences (2021)

B.A. (1986), College of Wooster; M.S. (1999), Ph.D. (2007), University of Vermont.

Catherine Cashio, Assistant Lecturer of Mathematics (2019)

B.S. (2007), Birmingham-Southern College; M.S. (2009), University of Florida.

Arnab Chakraborty, Visiting Lecturer of English (2022)

B.A. (2011), M.A. (2013), Jadavpur University.

Teddy Champion, Associate Professor of Media and Film Studies (2016)

B.A. (1996), Vanderbilt University; M.F.A (2003), Columbia University; Ph.D. (2016), University of Alabama.

Joseph F. Chandler, Associate Professor of Psychology (2013)

B.S. (2003), Birmingham-Southern College; M.A. (2006), Ph.D. (2009), University of Alabama.

Paul A. Cleveland, Professor of Finance (1990)

B.S. (1977), M.S. (1981), Auburn University; Ph.D. (1985), Texas A&M University.

Amy C. Cottrill, Denson N. Franklin Professor of Religion (2007)

A.B. (1993), Earlham College; M.Div. (1997), Methodist Theological School in Ohio; Ph.D. (2006), Emory University.

William Tynes Cowan, Professor of English (2002)

B.A. (1985), Birmingham-Southern College; M.A.Ed. (1990), University of Alabama at Birmingham; M.A. (1992), Northeastern University; Ph.D. (2001), The College of William and Mary.

Daniel Coyle, Visiting Assistant Professor of Philosophy (2008)

B.S. (1987), Birmingham-Southern College; M.A. (1992), Ph.D. (1999), University of Hawaii at Manoa.

Randy Cragun, Visiting Assistant Professor of Economics (2019)

B.A. (2009), Oregon State University; B.S. (2011), University of Oregon; M.A. (2014), Ph.D. (2016), Clemson University.

Lusie Cuskey, Visiting Assistant Professor of Theatre Arts (2021)

B.A. (2014), B.F.A. (2014), Western Kentucky University; M.A. (2016), University of Oregon; Ph.D. (2020), University of Kansas.

Barbara Domcekova, Professor of Spanish (1999)

B.A. (1992), Comenius University; M.A. (1995), Ph.D. (1999), University of Florida.

Ann Dominick, Visiting Assistant Professor of Education (2020)

B.S. (1984), Auburn University; M.A. Ed. (1987), University of Alabama at Birmingham; CAS (1989), Harvard University; Ed.D. (1991), Vanderbilt University.

Scott C. Dorman, Professor of Chemistry (2001)

B.S. (1985), Florida State University; Ph.D. (1991), North Carolina State University.

Kevin M. Drace, Associate Professor of Biology (2016)

B.S. (2002), Athens State University; Ph.D. (2008), University of Alabama at Birmingham.

Andrew Gannon, Professor of Biology (1995)

B.A. (1980), University of South Florida; M.S. (1986), Ph.D. (1990), University of Florida.

Vincent T. Gawronski, Professor of Political Science (2001)

B.A. (1987), University of Texas at Austin; M.A. (1993), Ph.D. (1998), Arizona State University.

Rachel A. Gevlin, Assistant Professor of English (2021)

B.A. (2010), Bennington College; Ph.D. (2020), Duke University.

Umesh Ghimire, Assistant Professor of Economics (2021)

B.B.A. (2011), M.A. (2013), University of Pune, India; M.S. (2021), Ph.D. (2021), University of Connecticut.

Megan Elizabeth Gibbons, Professor of Biology (2001)

B.A. (1993), Emory University; M.S. (1999), Ph.D. (2001), University of Louisiana at Lafayette.

Victoria Katherine Gibbs, Associate Professor of Biology (2016)

B.S. (2003), M.S. (2005), Ph.D. (2011), University of Alabama at Birmingham.

Mary Hamil Gilbert, Assistant Lecturer of Greek and Roman Studies (2017)

B.A. (2006), University of Georgia; M.A. (2008), Washington University in Saint Louis; M.A. (2012), Ph.D. (2017), University of Virginia.

Daniel S. Graham, Assistant Professor of Chemistry (2022)

B.S. (2016), Centre College; M.S. (2018); Ph.D. (2022), University of Minnesota.

Jeremy N. Grall, Associate Professor of Music (2014)

B.M. (1996), University of Memphis; M.M. (1999), Yale University; D.M.A. (2009), Ph.D. (2017), University of Memphis.

Kathleen Greer, Associate Professor of Economics (1999)

B.A. (1987), Furman University; M.A. (1995), Ph.D. (1999), University of Colorado at Boulder.

Stephanie M. Hansard, Assistant Professor of Sociology (2017)

B.A. (2009), Agnes Scott College; M.A. (2014), Ph.D. (2017), Georgia State University.

Mary Pritchett Harrison, Associate Professor of Marketing (2011)

B.S.B.A. (2002), Mississippi College; M.B.A. (2004), Ph.D. (2011), University of Alabama.

Nancy Hartin, Assistant Lecturer of Accounting (2019)

B.S. (1996), Samford University; M. Acc. (1997), University of Alabama.

Kate Hayden, Associate Professor of Chemistry (2014)

B.S. (2006), University of Montevallo; M.S. (2013), Ph.D. (2014), University of Alabama at Birmingham.

Jessica N. Hines, Assistant Professor of English (2018)

B.A. (2010), Sewanee: The University of the South; Ph.D. (2017), Duke University.

William Grady Holt III, Associate Professor of Urban Environmental Studies (2012)

B.A. (1989), University of Georgia; M.C.P. (1991), Georgia Institute of Technology; J.D. (2009), Vermont School of Law; Ph.D. (2010), Yale University.

Centdrika Hurt, Assistant Professor of Biology (2019)

B.S. (2008), Alcorn State University; M.S. (2010), Jackson State University; Ph.D. (2015), University of Arkansas for Medical Sciences.

William Hustwit, Associate Professor of History (2013)

B.A. (2002), Kenyon College; M.A. (2004), Ph.D. (2008), University of Mississippi.

Louanne C. Jacobs, Associate Professor of Education (2008)

B.S. (1987), University of Alabama at Birmingham; M.Ed. (1996), Alabama A&M University; Ed.D. (2002), University of Alabama/University of Alabama at Birmingham.

Clinton M. Jenkins, Assistant Professor of Political Science (2018)

B.A. (2012), York College of Pennsylvania; M.A. (2015), Ph.D. (2018), The George Washington University.

Jeff Kensmoe, Associate Professor of Music (2010)

B.M. (1998), University of Wisconsin at Eau Claire; M.M. (2004), D.A. (2012), University of Northern Colorado.

Randall David Law, Professor of History (2003)

B.A. (1991), Amherst College; M.A. (1993), Yale University; Ph.D. (2001), Georgetown University.

Rick A. Lester, Associate Professor of Management (2012)

B.S. (1977), University of North Alabama; M.A. (1978), University of Alabama; Ph.D. (1985), University of Mississippi.

V. Markham Lester, W. Michael Atchison Professor of History and Legal Education (1991)

B.A. (1973), Rhodes College; M.A. (1975), Harvard University; J.D. (1979), University of Virginia; D.Phil. (1991), Oxford University.

Kim Lewis, Senior Lecturer of Spanish (2001)

B.A. (1986), M.A. (1988), Auburn University.

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B.S. (2008), M.L. (2013), Zhongan University of Economics and Law; M.A. (2013), Abilene Christian University; M.A. (2019), Ph.D. (2021), Baylor University.

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Cullen C. Daniel, 1918-1921

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George R. Stuart, 1942-1955

Guy E. Snavelly, 1955-1957

Henry K. Stanford, 1957-1962

Howard M. Phillips, 1963-1968

Robert F. Henry, 1968-1969

Charles D. Hounshell, 1969-1972

Ralph M. Tanner, 1972-1975

Neal R. Berte, 1976-2004

G. David Pollick, 2004-2010

Mark S. Schantz, 2010-2011

Charles C. Krulak, 2011-2015

Edward F. Leonard III, 2015-2016

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