

COLLEGE OF ARTS & SCIENCES

# CATALOG

AND POLICIES

# 2015–2016



**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

*Information contained in this catalog is current as of the date of printing.*

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# College of Arts and Sciences

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This catalog includes a list of programs and courses offered by the University. It also includes important information, such as academic policies and procedures, admission requirements, costs, and financial aid.

This catalog provides information that is subject to change at the discretion of the University. It does not constitute any form of a contractual agreement with current or prospective students or any other person.

*The University of the South's policy against discrimination, harassment, sexual misconduct, and retaliation is consistent with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, 34 CFR Part 106, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and 34 CFR 104.7, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and the Genetic Information Non-Discrimination Act of 2008. In addition to contacting the Vice Provost for Planning and Administration, who is the compliance coordinator, persons with inquiries regarding the application of Title IX and 34 CFR Part 106 may contact the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region IV, 61 Forsyth Street S.W., Suite 19T70, Atlanta, Georgia 30303. For the full policy visit: [sewanee.edu/provost/general-policies-and-procedures/](http://sewanee.edu/provost/general-policies-and-procedures/)*

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## The University

### Purpose

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning, and service. Sewanee's seminary education and world-wide programs equip people for ministry through the gift of theological reflection in community.

### About the University

The University of the South consists of the College of Arts and Sciences and The School of Theology. It is owned by 28 dioceses of the Episcopal Church and is governed by a board of trustees, most of whom are elected from these dioceses, and by the board of regents, which acts as the executive board of the trustees. Its chief executive officer is the vice-chancellor and president. The chancellor, elected from among the bishops of the owning dioceses, serves as a chair of the board of trustees and, together with the vice-chancellor, is a member of the board of regents, *ex officio*.

The University is located at Sewanee, Tennessee, in southeastern middle Tennessee atop the Cumberland Plateau, approximately 90 miles from Nashville, the state capital, and 50 miles from Chattanooga.

Established with a donation of land from the Sewanee Mining Company at a place known to the Native Americans as Sewanee, the University and the community are popularly known as Sewanee.

### History of the University

Concerned by the failure of the Episcopal Church to establish a successful institution of higher learning within the southern states, ten Episcopal dioceses agreed in 1856 to cooperate in creating a single university. Responding to their bishops' invitation, clergy and lay delegates from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee, and Texas met at Lookout Mountain near Chattanooga, Tennessee, on July 4, 1857, to name the first board of trustees.

On October 10, 1860, the ceremonial laying of a University cornerstone was completed, but plans were drastically altered by the Civil War, which erupted a few months later. After the war, the bishop of Tennessee and the University's commissioner of buildings and lands

returned to the campus in 1866 to re-establish the institution formally. But the money raised before the war was gone, the South was impoverished, and there was much to do before the University would open.

The first convocation of the University of the South was held on September 18, 1868, with nine students and four faculty present. The campus consisted of three simple frame buildings. Although years of struggle and adversity lay ahead, the University grew because many people, eager to participate in this challenging enterprise and willing to sacrifice for it, came to Sewanee.

The University's history can be divided into several periods. The "second founding" in 1866 was followed by years of uncertainty during Reconstruction. But from the end of that period until 1909, the University experienced steady growth.

Rising expenses forced the University to close the departments of dentistry, engineering, law, medicine, and nursing in 1909 allowing it to maintain its basic departments — a preparatory school, college, and seminary. Although the academic strength and reputation of the University grew, it lived with constant financial hardships.

The University shored up its ailing finances, undertook much-needed renovations, and emerged from the eras of the Great Depression and World War II well-equipped and prepared to enter its greatest period of growth. From 1950 to 1970, the endowment increased from just over \$1 million to more than \$20 million. Old buildings underwent major renovations, new buildings were constructed, and the school became coeducational in 1969.

During the seventies and eighties a new student union and hospital were built and municipal services were modernized. These years were also characterized by a dramatic improvement in the financial condition of the University as well as a revival of religious life on campus. Moreover, the University's three-year national capital campaign met and surpassed its \$50 million goal.

From its opening in 1868 until 1981, the University included a preparatory school known successively as the Junior Department, the Sewanee Grammar School, the Sewanee Military Academy, and the Sewanee Academy. In April, 1981, the board of trustees voted to merge the academy with St. Andrew's School on the St. Andrew's campus, just outside the gates of the University Domain. St. Andrew's-Sewanee School continues today to provide quality education in an Episcopal setting.

From 2000-2010, under the leadership of Vice-Chancellor Joel Cunningham, Sewanee saw extensive growth in the physical campus, expanding enrollment, and successful fundraising. Dr. Cunningham led an administration at Sewanee characterized by fiscal discipline and a strategic planning effort that touched virtually every area of the University's operation. During his tenure, Sewanee enjoyed record applications to the College of Arts and Sciences, a comprehensive program of renovation and new construction for academic, residential and athletics facilities, growth in the influence and reach of The School of Theology, and increasing recognition as a leading national liberal arts university. Under his leadership, the University completed the historic Sewanee Call Capital Campaign in 2008, exceeding the \$180 million goal by more than \$25 million. The campaign was marked by over \$40 million in endowment commitments for scholarships; extensive academic, residential, and athletics facility construction; the addition of 3,000 acres to the University's landholdings; and significant support for faculty compensation and academic enrichment.

In July 2010 the University welcomed as its 16th vice-chancellor a nationally known educator and scholar of the American South. John McCardell, president emeritus of Middlebury College in Vermont and a scholar of the pre-bellum Southern nationalist movement, was unanimously elected by the Trustees in January.

## The Domain

Located on the western face of the Cumberland Plateau approximately 50 miles west of Chattanooga, the campus, residential areas, the village of Sewanee, lakes, forests, and surrounding bluffs comprise a tract of 13,000 acres owned by the University and called the University Domain. Except for the campus and town, the Domain is preserved in a natural state as a wildlife preserve, recreational area, and site for scientific study. The unincorporated town of Sewanee, which is managed by the University administration, has a population of 2,500.

## The Library

Website: [library.sewanee.edu](http://library.sewanee.edu)

## Library Collections

The duPont building contains the University library collections. The principal or "main" collection is found distributed throughout the four floors of the building. In addition there other collections as follows:

- Fooshee Collection (browsing collection of popular books) — Main Floor
- General Reference — Main Floor
- Theology Periodicals, Theology Special Collections, and Theology Reference — Third Floor
- Government Documents — Ground Floor
- Archives and Special Collections — Archives and Special Collections Building, next door to library
- Video Collection — Main Floor



- CD and LP Collections — Second Floor

The Library Catalog lists books, periodical titles (not periodical articles), government publications, and audio and video materials found in the library. It also includes online resources (e-books, e-journals and websites) with direct links that enable users to connect from any computer, either inside the library or elsewhere.

## **Circulation Services**

The normal circulation period of books for college students is six weeks, and for seminary students, 16 weeks. Videos and DVDs can be checked out for three days. Books may be renewed two times if there is no one waiting for the book. Renewals may be made by phone or online. Books already on loan to another person may have a “hold” or “recall” placed on them. A “hold” prevents a book from being checked out to someone else once it is returned; a “recall” sends a message to the current user that someone else would like to use the book. A student must have his or her University ID (with the library barcode attached) to check out materials at the circulation desk or at the self-check station near the front door. Reference books and periodicals generally may not be checked out.

Fines are assessed for failure to return or renew items at the end of the loan period. Fines vary for different kinds of materials and are posted at the circulation desk. Unless fines are paid at the time of return, they are forwarded to the business office at the end of each month. Replacement fees are charged for items that are lost or damaged. Taking library materials from the library without their having been properly checked out is considered a theft of University property and is a direct violation of the University’s Honor Code to which all undergraduate students agree.

## **Reserve Materials**

Reserve books and photocopied materials are those which instructors have requested to be set apart to provide fair access for all students for a specific course and are located at the circulation desk. The loan period varies from one hour to one week and is indicated on the material to be checked out. It is important that reserve materials be returned as soon as possible for others to use; for that reason the fine for reserve materials is considerably greater than for regular books. These materials are checked out using the student’s campus identification card with a library barcode. All materials on reserve (books, articles, etc.) are listed in the online catalog by author, title, instructor, and course number. Theology reserve materials are kept on the third floor and are for use in the library building only.

## **Reference Services**

Reference staff is available to give assistance to students in making the most effective use of library resources. Reference materials are designed to provide answers to a variety of information and research queries, and the collection includes print and electronic indexes to periodical articles, encyclopedias, handbooks, and bibliographies and much more. Students may make an appointment with a reference librarian for extended help in any of their information needs. Reference service hours are posted at the desk and on the library website. Students may also send their reference questions via e-mail to [askref@sewanee.edu](mailto:askref@sewanee.edu) or via instant messaging during posted hours.

## **Government Documents**

The library receives, through the Federal Depository Library Program, thousands of U.S. Government publications covering many areas of the curriculum as well as of general interest. The Government Documents Collection is located on the main floor in compact shelving. The library offers many print and electronic indexes and other resources to aid in the use of the library’s extensive collection of government information.

## **Periodicals**

The library has over 7,000 journal subscriptions, with over half of these available online from any computer connected to the internet. Both print and electronic journals can be found in the Journal Finder at [fr7nn6kp2y.search.serialssolutions.com/](http://fr7nn6kp2y.search.serialssolutions.com/) (<http://fr7nn6kp2y.search.serialssolutions.com/>), which has both alphabetical and subject listings and provides direct links to online full-text articles or to the library catalog entry for locating print-only titles. Electronic indexes and databases doing topical research are listed by title and general subject area on the library website at [library.sewanee.edu/az.php?](http://library.sewanee.edu/az.php?).

For print periodicals, the library has two reading areas displaying the most current issues: the Wright Morrow Periodical Reading Room for the general collection titles, and another on the third floor for theological titles. Students are free to use either of the periodical collections. Issues of periodicals earlier than the most current volume are found in the general periodicals stacks on the second floor or the Theology periodicals stacks on the third floor. In the case of the general collection, they are arranged by call number, and in the theology collection, by title of the periodical. Periodicals generally do not circulate.

## **Interlibrary Services**

There may be times when a student wants to obtain an item which duPont Library does not have. Interlibrary Services assists in obtaining items and articles from other sources. To request an item, a student creates an account using ILLiad at [sewanee.illiad.oclc.org/illiad/logon.html](https://sewanee.illiad.oclc.org/illiad/logon.html) (<https://sewanee.illiad.oclc.org/illiad/logon.html>), the automated interlibrary loan system. Once an account is created, a student may place, track and renew requests online. The time it takes to obtain an item varies greatly. To be on the safe side requests

should be submitted as early as possible, since it could take up to two weeks to obtain the material. Many items that are borrowed through interlibrary loan cannot be renewed. Please contact ILS staff at [ils@sewanee.edu](mailto:ils@sewanee.edu) with any questions.

### Archives/Special Collections

The Archives and Special Collections building is located next door to the Jessie Ball duPont Library. The building is open to the public weekdays from 1-5 p.m. except during school holidays, when it is open by appointment only.

Archives and Special Collections house many rich resources for student, faculty, and others for scholarly research. Particular strengths include southern and local history and southern agrarian literature, information on the Episcopal Church of Tennessee, and papers relating to the history of the University and the surrounding community. Classes visit the Archives and Special Collections to see anything from insects in amber and fossils in the building stone to papers on Civil Rights from the Highlander Folk School or entries from a French Encyclopedia. They may come to view exhibits from our gallery or as a class project form their own curiosity cabinet in our front room exhibit space. The permanent collection of fine arts contains an eclectic array of material covering the liberal arts. Students can view works from Albrecht Durer and Rembrandt to Jonathan Green and Alexander Calder. Students, parents, and all others are welcome to come to do research or view our exhibits. A student ID or driver's license is required to use research materials.

### Academic Technology Center

The Academic Technology Center (ATC) provides a collection of twenty-first century resources. The main lab serves as the primary student computing facility with roomy carrels and open tabletop areas. Dell and Macintosh computers are available and loaded with a variety of specialized software used in academic disciplines. There are also several multimedia workstations equipped with multimedia editing software, flatbed or slide scanners, and video-capture peripherals.

The Writing Center is located in the ATC lab and tutors are available to assist students with writing assignments. The ATC also includes two classrooms equipped with desktop computers for students and an instructor's station, a digital video editing classroom, a screening room and a courtyard with comfortable chairs and laptop tables. The ATC is equipped with wireless network access and is open 24 hours a day, seven days a week. When the library is closed, the lab is not staffed, and students must enter using their University ID.

### Campus and Buildings

The buildings of the College of Arts and Sciences and The School of Theology are constructed of native sandstone, much of it from the Domain. In many cases, they are gifts of benefactors whose names they bear. Dates of construction and rebuilding appear below in parentheses.

**Thompson Union** (1883; 1901; 1950), which originally housed the medical school, was partially destroyed by fire in 1950. The present structure served as the student union until 1974. It now houses the advancement and records offices for the Office of University Advancement and the Sewanee Union Theatre. Among contributors to the building were the Hon. Jacob Thompson and Mrs. James L. Houghteling.

**Convocation Hall** (1886) was originally planned for convocations of the University and for meetings of the senate and board of trustees. It served as a library from 1901 to 1965. Breslin Tower, donated by Thomas and Elizabeth Breslin, houses a Seth Thomas clock and chimes given by The Rev. George William Douglas. The tower also houses Sewanee's Bentley Bells, which were made possible by a gift from Mrs. Donne Bentley Wright of Chattanooga. These English change-ringing bells were cast at Whitechapel Bell Foundry of London, England, which was also responsible for Big Ben and our Liberty Bell.

**Walsh-Ellett Hall** (1890; 1959), the gift of Vincent D. Walsh, was renovated with funds bequeathed by Dr. Edward Coleman Ellett. Classrooms and faculty and administrative offices, including those for the Vice-Chancellor, Provost, and the Dean of the College, are located here.

**Fulford Hall** (1890), the home of seven vice-chancellors, became the location of admissions, financial aid, and marketing and communication in 1989. It bears the name of a Canadian bishop who participated in the consecration of its first owner, Bishop Charles Todd Quintard of Tennessee.

**St. Luke's Chapel** (1904), the gift of Mrs. Telfair Hodgson, is a memorial to her husband, a former dean of The School of Theology.

**All Saints' Chapel** (1905; 1957; 2004) replaced the early wood structure near the present site. It was left incomplete in 1907 and finished over 50 years later. Memorials to alumni, professors, residents, and benefactors are found throughout the building. Shapard Tower, given by the family of Robert P. Shapard, contains a carillon donated in memory of Leonidas Polk, Bishop of Louisiana, by his descendant W. Dudley Gale.

**Carnegie Hall** (1913) was known for years as Science Hall. The observatory is located here. It now houses the Office of the Treasurer, classrooms, faculty offices, the department of education, studios, and darkrooms. The original donor was Andrew Carnegie. Mrs. J.L. Harris gave the telescope in the observatory, the gift of the General Education Board.

**Bairnick Women's Center** (1930, 1986) hosts lectures, meetings, and the annual Sewanee Conference on Women.

**Guerry Hall** (1961) honors Dr. Alexander Guerry, vice-chancellor of the University, 1938-48. It contains classrooms, offices, an auditorium and stage, and an art gallery.

**The Snowden Forestry Building** (1962, 2010) has provided classrooms, laboratories, and a greenhouse for the Department of Forestry and Geology for almost 50 years. A renovation and addition to Snowden Hall, more than doubling its size, opened in summer 2010. The paneling in the rooms and halls of the original building, with the different kinds of wood identified by plaques, remains. The renovation was designed for LEED Gold certification, and includes the use of natural and local materials, recycled materials, daylighting, solar panels, and efficient systems to lower water and energy use.

**The Cleveland Memorial** (1965), connecting Walsh-Ellett and Carnegie, was given by the family of William D. Cleveland Jr. It houses the offices for the registrar, institutional research, and the dean of students.

**The Jessie Ball duPont Library** (1965), named for one of the University's most generous benefactors, serves as the hub for access to an enormous array of information resources. The building houses the University's collection of 752,000 print volumes, 330,000 microforms, 10,000 records, tapes, and CDs, and over 13,000 videocassettes and DVDs. As the oldest federal documents depository in the state, beginning in 1873, the library contains 378,000 government publications. The library also provides access to over 507,000 electronic books or texts, over 200 online research databases, and has over 7,000 journal subscriptions, the majority of which are available online.

The library's instructional program consists of a half-credit course in the use of information resources, periodic walk-in research assistance sessions, and custom-designed library instruction on demand for any class taught in the University. In addition, professional reference service is available from the reference staff for 60 of the 106 hours that the library is open weekly, as well as by special appointment at other times. Reference librarians provide all levels of assistance, from brief reference questions to in-depth research guidance.

Academic Technology Services is also located in the Jessie Ball duPont Library building. The ground floor is home to the main campus computing lab for Sewanee students. There are over 50 networked computers, many with advanced multimedia capabilities, available for student use. The Writing Center is also located in the lab and provides a place where students can get help and advice on writing assignments from student tutors. Adjacent to the Writing Center is the Technology Tutoring Center where students can receive help with digital assignments or software problems. In addition, the lab contains two group study rooms and a larger conference room.

Other Academic Technology Services facilities housed in the library include three computer classrooms, a screening room for video, a digital video editing lab, as well as the offices of Academic Technology Services staff. Both faculty and students can reserve media equipment, get help with instructional technology projects, or consult with staff. Academic Technology Services also coordinates and manages all other University electronic classroom equipment and academic computing labs and services as well as student computing services.

**Hamilton Hall** (1968), including Hamilton Annex (1968) and Hamilton Study Center (1948), is the home of The School of Theology and *Sewanee Theological Review*, formerly titled "St. Luke's Journal of Theology." The hall and annex were originally built as part of the Sewanee Military Academy and the study center was formerly the SMA barracks.

**The J. Albert Woods Laboratories** (1968) honors one of the University's most devoted alumni, Class of 1918. The building contains classrooms, laboratories, Blackman Auditorium, and the Waring Webb Greenhouse.

**The Bishop's Common** (1974, 2008) was constructed with funds secured by alumni, faculty, and friends as a memorial to Bishop Frank A. Juhan of Florida. Containing the Student Post Office, pub, lounges, and game rooms, it serves as the center for campus student activity. The Niles Trammell Communications Center, providing office and studio space for student publications and the radio station, is located in the building. Also located in the building are offices of the deans of students, residential life, and minority affairs.

**Emerald-Hodgson Hospital** (1976) was planned and built to replace the original Emerald-Hodgson Hospital, now Hodgson Hall.

**Clement Chen Hall** (1991) was built to replace Fulford Hall as the residence of the vice-chancellor. It was funded by a gift of the late Clement Chen, C'53, and by private donations from members of the board of regents. The residence is also used for a variety of University activities such as receptions, dinners, meetings, lectures, and readings.

**The Robert Dobbs Fowler Sport and Fitness Center** (1994) incorporates the Frank A. Juhan Gymnasium (1956-57) which, in turn, was built around the older Ormond Simkins building and the Shaffer Gymnasium. The newer part features a varsity basketball court, a swimming pool and diving well, an indoor track, handball courts, workout rooms, coaches' offices, and a classroom. Adjoining the center are the Charlotte Guerry Tennis Courts (1964), the gift of members and friends of the Guerry family. Near the gymnasium are the Eugene O. Harris Stadium and McGee Field.

**McGriff Alumni House** (1907, 2004), formerly the Phi Delta Theta House, houses the Office of Alumni Relations. Members of the Associated Alumni, all those who attended the University for two or more semesters, are welcome to take advantage of its facilities.

**Career & Leadership Development House** (1996) provides a spacious area for those who are using career service resources. The building has a career library, offices, and an area where students can access online resources or work on resumes.

**Stirling's Coffee House** (1996) hosts art shows and occasional classes. The refurbished Victorian building was named in honor of the late Dr. Edwin Murdoch Stirling, professor of English.

**The Tennessee Williams Center** (1998) was built around the old Sewanee Military Academy gym. The J. Proctor Hill Theatre, inside the center, is named for a college alumnus who derived great joy from the theatre. A Computer Aided Drafting and Design (CADD) lab offers hardware and software for theatre projects. The facility also includes a dance studio, costume workshop and storage space, performance studio, and scene shop.

**The Chapel of the Apostles** (2000) was designed by the studios of renowned Arkansan architect E. Fay Jones, and serves as a center of worship for the University's School of Theology, providing an important space for the training of priests. The building seats approximately 200 people and is flexible to meet the varied needs of the liturgies of the Episcopal Church.

Funding for the chapel was aided by an anonymous \$1 million donation, as well as a major gift from Paul and Evelyn Howell of Houston, Texas, whose contribution honors Bishop Allin, presiding bishop of the Episcopal Church, 1973-85.

**McClurg Dining Hall** (2000) is built completely of native sandstone, and replaced Gailor Hall as the dining facility, which was constructed for just 500 students. McClurg has the capacity to serve three times that number.

McClurg Dining Hall encompasses approximately 42,000 square feet, including a 450-seat formal dining hall, 250-seat informal room, a 150-seat outdoor dining area, as well as four meeting/dining rooms, a kitchen, serving area, lobby, and storage space.

**Kappa Sigma House** (2003, 2011), formerly the Gilchrist residence and the Kappa Sigma House, has been restored by William Laurie, C'52, to house Special Collections and the University Archives.

The Special Collections department includes a large collection of Sewaneeana and materials written by Sewanee authors, along with about 8,000 rare books from all periods of printing. The rare book collection is particularly strong in southern literature and fine editions of early theological works. The University Archives safeguards a collection of over a half million documents and artifacts relating to the history of the University, the history of the South, and the development of the Episcopal Church in the South.

University Archives and Special Collections moved to their newly-constructed site next door to the duPont Library in the summer of 2011. The new site incorporated the former Kappa Sigma House creating approximately 10,000 square feet of secure, climate-controlled space housing the University's rich collections of rare books, fine art, manuscripts, artifacts, and archival records. This space includes a museum space for exhibitions as well as a reading room where students and scholars can study the collections more closely.

**Gailor Hall** (1952, 2005) With a renovation completed in 2005, the Gailor Center for Literature and Languages became home to the University's English literature department, as well as those of its foreign languages. In addition, it houses the offices of the Sewanee Writers' Conference, the Sewanee Young Writers' Conference, the School of Letters, and the *Sewanee Review*. The building has 13 seminar and lecture classrooms as well as 36 offices.

**Nabit Art Building** (2005) This facility, located off of Georgia Avenue, houses Sewanee's studio art program including sculpture, painting, and drawing. Featuring large, airy studios with abundant natural lighting, the facility also offers exhibition space for viewing of student's completed works. Gifts from Mary Kay and Charles Nabit, C'77; The Rather Family; Ginny and Jeff Runge, C'77, in memory of Howard Felt; and Friends of Sewanee in honor of Ed Carlos made the project a reality.

**Spencer Hall** (2008) The 47,000-square-foot Spencer Hall addition to Woods Laboratory opened for the Fall 2008 semester, and ushered in a new era for the University's historic commitment to the sciences. Named for William Spencer, C'41, the facility greatly expanded classrooms and laboratories for environmental science and chemistry, while also creating space for the biochemistry major. The building's façade blends with the gothic architecture of Sewanee's main academic quadrangle. The building was designed with environmental concerns in mind, also capturing ample opportunity to put science on display inside.

**Residence halls:** **Hodgson** (1877; 1950), **Emery** (1916), **Hoffman** (1922), **Elliott**, formerly the Sewanee Inn (1922), **Cannon** (1925, 2012), **Johnson** (1926), **Tuckaway** (1930), **Phillips** (1951), **Quintard** (1900, 1994), **Gorgas** (1952), **Hunter** (1953), **Cleveland** (1955), **Benedict** (1963), **McCrady** (1964), **Courts** (1965), **Trezevant** (1969), and **Wiggins** (1967; 1997). **Humphreys Hall** (2003) is named in honor of alumnus David Humphreys, C'79, and his wife, Debra, who provided a gift to help make the project a reality. **St. Luke's Hall** (1878; 1951; 1956-57; 2006) formerly housed The School of Theology, which in 1984, moved to Hamilton Hall. St. Luke's also housed the *Sewanee Review*, classrooms and faculty offices for the College of Arts and Sciences, and Grosvenor Auditorium, which, in 2005, moved to Gailor Hall. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault. **Lucy T. & Herbert E. Smith Hall** (2013) is named in honor of Lucy T. & Herbert E. Smith. A bequest from the Smith Family of Birmingham helped Sewanee move closer to its goals for new residence life.

**The Sewanee Inn** (reconstructed 2014) features 43 tastefully appointed guest rooms and suites, over 8,000 square feet of event space including conference and dining rooms, a full-service lounge, and access to Sewanee's redesigned nine-hole golf course.

**The Sewanee-Franklin County Airport** facilities include a 50' x 3,700' paved runway, community and individual aircraft hangars, offices, a pilot supply shop, a flight planning area with wireless internet, a meeting room, and a ground-school classroom. Services include aircraft rental, basic, instrument, and aerobatic instruction.

## Accreditations and Approvals

The University of the South is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of the South.

The School of Theology is additionally accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada. Contact the Commission on Accrediting at 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1110 or call 412-788-6505. The following degree programs are approved by the Commission on Accrediting: Master of Arts, Master of Divinity, Master of Sacred Theology, and Doctor of Ministry.

The University is a member of the American Council on Education, the Association of American Colleges and Universities, the National Association of Independent Colleges and Universities, the Associated Colleges of the South, and the Appalachian College Association.

## Administration

### Board of Trustees

*Dates indicate end of term.*

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Robert MacSwain (2016) School of Theology

Christopher McDonough (2016) College of Arts and Sciences

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Nickie Peardon, non-exempt (2016)

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Aelred Dean (2017) School of Theology

Sylar Holmes (2016) College of Arts and Sciences

Mary Elise Ottley (2015) College of Arts and Sciences

Anne Gray Thornburg (2017) College of Arts and Sciences



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*CEO, HTG Capital Partners, Chicago, IL*

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*Chancellor, Bishop, Diocese of Florida*

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*Bishop, Diocese of West Texas*

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*Rector, St. George's Episcopal Church, Nashville, TN*

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*Rector, Holy Innocents' Episcopal Church, Atlanta, GA*

## Chief Administrative Officers

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*Assistant Provost for Academic Services and Institutional Research*

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*Interim Treasurer*

## About the College

### General Information

Sewanee educates men and women for an ever-changing world by developing their general intellectual capacities, especially the capacity to continue learning. Immersed in a myriad of glorious details — sonnets and sonatas, experiments and graphical representations, primary sources and historical narratives — students explore who they are and who they wish to become while expanding their abilities to reason, create, understand, and explain. Such an education develops in graduates the flexibility of mind they will need to prosper in our 21st-Century world.

Led by faculty who already know the path well and who want to share the joy of discovery, students begin to read carefully and with new insight, to analyze arguments and evaluate theories, and to write and speak with clarity, precision, and style. While the Mountain's ancient splendor quietly informs all academic pursuits at Sewanee, scientific studies of the environment and the natural world gain special pertinence in this setting. The university Domain's 13,000-acre expanse of woodlands, fields, caves, and watercourses offers students unparalleled access to a living laboratory.

Students at Sewanee also look far beyond the Mountain. They study a foreign or classical language, entering another cultural world in the process; they explore the human past and the politics and economies of contemporary human societies; and they scrutinize the aesthetic and cultural legacies of human civilizations including literary and religious texts and traditions. Both in and beyond the classroom, Sewanee students are encouraged to confront ultimate questions, to consider matters of the heart and spirit as well as intellect. They participate actively in the creation of both art and knowledge, and in so doing, gain abilities and attributes that will serve them well regardless of where their journeys take them. At Sewanee, we believe that rigorous study in the liberal arts offers students the best preparation for a life of leadership, service, and learning.

Before their senior year, and mostly within their first two years, students take a variety of general education courses that offer exposure to a variety of academic disciplines as well as training in written communication. They also take two non-credit courses in physical education, to acknowledge the importance of fitness and physical health in development of the whole person.

### Academic Calendar

Go to [registrar.sewanee.edu/calendars/](http://registrar.sewanee.edu/calendars/) to view all the University calendars with detailed information about deadlines.

#### Advent Semester

Date	Event
August 12, 2015	First-Year Program Students Arrive
August 22-25, 2015	Orientation for New Students
August 26, 2015	First Day of Classes
October 3-6, 2015	Fall Break
October 16, 2015	Founders' Day Convocation
October 16-18, 2015	Family Weekend
November 13-15, 2015	Homecoming
November 25-30, 2015	Thanksgiving Break
December 5-6, 2015	Service of Lessons and Carols
December 9, 2015	Last Day of Classes
December 16, 2015	Last Day of Final Examinations

#### Easter Semester

Date	Event
January 11, 2016	Winter Convocation
January 12, 2016	First Day of Classes
March 10-20, 2016	Spring Break
April 27, 2016	Last Day of Classes
May 4, 2016	Last Day of Final Examinations
May 7, 2016	Baccalaureate
May 8, 2016	Commencement

## Summer Term

Date	Event
June 6, 2016	First Day of Classes Summer School
June 6, 2016	First Day of Classes for School of Letters
July 13, 2016	Last Day of Classes Summer School
July 14, 2016	Last Day of Classes for School of Letters
July 16, 2016	Last Day of Final Examinations Summer School

## Academic Year

The academic year is officially defined as encompassing the Advent and Easter semesters. For those who enroll in summer school, the academic credit is associated with the preceding terms as part of the same academic year.

## Administration

### Office of the Dean of the College

Terry L. Papillon  
*Dean*

Alexander M. Bruce  
*Associate Dean for Undergraduate Academic Affairs*

Virginia Craighill  
*Director of Writing-Across-the-Curriculum*

Larry Hudson Jones  
*Associate Dean for Global Education*

Chip Manning  
*Director of the Babson Center for Global Commerce*

Christopher McDonough  
*Director of the Humanities Program*

Deborah McGrath  
*Director of the First-Year Program*

Deon Miles  
*Co-director of the Center for Teaching*

James F. Peterman  
*Director of Community Engaged Learning*

Rongson Pongdee  
*Director of Undergraduate Research*

Betsy Sandlin  
*Co-director of the Center for Teaching*

Sarah C. Sherwood  
*Director of the Pre-college Field Studies Program*

Elizabeth A. Skomp  
*Associate Dean for Faculty Development and Inclusion*

Alyssa Summers  
*Director of the Office of Medical and Health Programs*

Richard G. Summers  
*Associate Dean for Faculty Affairs*

Lauryl Tucker  
*Director of the Office of Advising*

## Admission and Financial Aid

Lee Ann Backlund

*Vice President for Enrollment Planning and Dean of Admission and Financial Aid*

Lisa Burns

*Associate Dean of Admission*

Beth Cragar

*Associate Dean of Admission for Financial Aid*

Samuel McNair

*Associate Dean of Admission and Financial Aid for Operations*

## Office of the Dean of Students

W. Marichal Gentry

*Dean of Students*

Barbara Banks

*Director of Campus Life*

John Benson

*Director of the Sewanee Outing Program*

Hagi Bradley

*Assistant Dean of Students*

Eric Benjamin

*Director of Multicultural Student Affairs*

Kim Heitzenrater

*Director of Career and Leadership Development*

Nicole Noffsinger-Frazier

*Director of the University Wellness Center*

Becky Spurlock

*Associate Dean of Students*

Karen Tharp

*Director of University Health Services*

## Faculty

**Liesl Ann Allingham (2015)**

B.A., Tufts University; M.A., Indiana University Bloomington; Ph.D., Indiana University Bloomington

Associate Professor of German

**Laurence Richards Alvarez (1964)**

B.S., The University of the South; M.A., Yale University; Ph.D., Yale University

Professor of Mathematics, Emeritus

**Daniel Anderson (2014)**

B.A., University of Cincinnati; M.A., Johns Hopkins University

Associate Professor of English

**Richard Bryan Apgar (2014)**

B.A., Davidson College; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill

Assistant Professor of German

**Henry Frank Arnold, Jr. (1963)**

B.A., The University of the South; M.A., Harvard University; Ph.D., Harvard University

Jesse Spalding Professor of English Literature, Emeritus

**Emmanuel Asiedu-Acquah (2015)**

B.A., University of Ghana; M.Phil., University of Ghana; Ph.D., Harvard University  
Assistant Professor of International/Global Studies

**Robert Edward Bachman (2001)**

B.A., Rice University; Ph.D., Rice University  
F.B. Williams Professor of Chemistry

**Daniel S. Backlund (1989)**

B.S., Bradley University; M.F.A., University of North Carolina School of the Arts  
Professor of Theatre Arts

**Carl Albert Bardi (2008)**

B.A., North Carolina State University; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Associate Professor of Psychology

**Nicole Bella Barenbaum (1990)**

B.A., Cornell University; M.A., Boston University; Ph.D., Boston University  
Professor of Psychology, Emerita

**Helen V. Bateman (2003)**

B.A., Vanderbilt University; M.A., Vanderbilt University; Ph.D., Vanderbilt University  
Associate Professor Psychology

**James M. Bateman (2013)**

B.S., Union University; M.S., Vanderbilt University; M.S., Vanderbilt University; Ph.D., Vanderbilt University  
Assistant Professor of Mathematics

**Justyna Anna Beinek (2013)**

M.A., University of San Diego; Ph.D., Harvard University  
Associate Professor of International/Global Studies

**Robert G. Benson (1979)**

M.A., Vanderbilt University; Ph.D., The University of North Carolina at Chapel Hill  
Professor of English, Emeritus

**Julie Kay Berebitsky (1997)**

B.A., University of California, Davis; M.A., The George Washington University; Ph.D., Temple University  
Professor of History

**Nancy Jane Berner (1992)**

B.S., University of Idaho; M.S., University of Idaho; Ph.D., Stanford University  
William Henderson Professor of Biology

**Dharitri Bhattacharjee (2015)**

Assistant Professor of History

**Margaret Elaine Bonds (1980)**

B.A., University of Wisconsin-Milwaukee; M.A., University of Maryland Baltimore; Ph.D., University of Maryland Baltimore  
Professor of Spanish, Emerita

**John Lawson Bordley, Jr. (1970)**

B.S., Davidson College; Ph.D., Johns Hopkins University  
F.B. Williams Professor of Chemistry, Emeritus

**Nancy Mishoe Brennecke (1995)**

B.A., The University of the South; M.A., Columbia University in the City of New York; Ph.D., The Graduate Center of the City University of New York  
Professor of Art History

**Charles Donald Brockett (1979)**

B.A., Whittier College; Ph.D., The University of North Carolina at Chapel Hill  
Biehl Professor of International Studies, Emeritus

**Sidney Pamela Brown (1999)**

B.A., Emory University; M.S., Florida State University; Ph.D., University of Virginia

Professor of Religion

**Alexander Martin Bruce (2008)**

B.A., The University of the South; M.A., The University of Georgia; Ph.D., The University of Georgia  
Visiting Associate Professor of English

**Lisa R. Burner (2015)**

B.A., Colby College; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign  
Assistant Professor of Spanish

**Katharine M. Cammack (2015)**

B.S., Santa Clara University; Ph.D., Rutgers University—Newark  
Visiting Assistant Professor of Psychology

**Larry Edward Carden (1982)**

B.A., DePauw University; B.D., Yale University; Ph.D., Vanderbilt University  
Associate Professor of Religion, Emeritus

**Stephen Paul Carl (2004)**

B.S.E.E., Rice University; M.A., The University of Texas at Austin; Ph.D., Wright State University  
Associate Professor of Computer Science

**James Edward Carlos (1969)**

B.S., Indiana University of Pennsylvania; M.F.A., The Catholic University of America; Ph.D., Ohio University  
Professor of Art, Emeritus

**James Robert Carlson (2003)**

B.M., Central Washington University; M.M., New England Conservatory of Music; Ph.D., Duke University  
Visiting Assistant Professor of Music

**Thomas Macnab Carlson (1970)**

B.A., The University of the South; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Professor of English

**Stephen Byrnes Carmody (2015)**

B.S., College of Charleston; M.A., The University of Tennessee; Ph.D., The University of Tennessee  
Post Doctoral Fellow in Archaeology

**Catherine Elizabeth Cavagnaro (1993)**

B.S., Santa Clara University; Ph.D., University of Illinois at Urbana-Champaign  
Professor of Mathematics

**Kristen Kimberly Cecala (2013)**

B.S., Davidson College; Ph.D., The University of Georgia  
Assistant Professor of Biology

**Manuel Alberto Chinchilla (2009)**

B.A., Louisiana State University and Agricultural and Mechanical College; Ph.D., University of Michigan  
Associate Professor of Spanish

**Gregory Thomas Clark (1989)**

B.A., University of California, Los Angeles; M.A., City University of New York Queens College; Ph.D., Princeton University  
Professor of Art

**Marcia Shonnard Clarkson (1973)**

B.S., Hobart and William Smith Colleges  
Lecturer in Computer Science, Emerita

**John Kenyon Coffey II (2016)**

B.A., Creighton University; M.A., Claremont Mckenna College; M.S.W., University of Michigan  
Visiting Assistant Professor of Psychology

**Michael Thomas Coffey (2007)**

B.A., The University of the South; Ph.D., University of Oxford

Visiting Associate Professor of Physics

**David Colbert-Goicoa (2013)**

B.A., Columbia University in the City of New York; M.A., Brown University; Ph.D., Brown University  
Assistant Professor of Spanish

**Christopher H. Conn (1997)**

B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., Syracuse University  
Professor of Philosophy

**Benjamin Chisum Jason Craft (2015)**

B.A., The University of the South; M.S., Troy University  
Visiting Instructor of Psychology

**Virginia Harvey Ottley Craighill (2001)**

B.A., The University of the South; M.A., The University of Texas at Austin; Ph.D., The University of Georgia  
Visiting Assistant Professor of English

**Henrietta Brown Croom (1972)**

B.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Biology, Emerita

**Frederick Hailey Croom (1971)**

B.S., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Gaston Swindell Bruton Professor of Mathematics

**Melody Ara Crowder-Meyer (2011)**

B.S., Vanderbilt University; M.A., Princeton University; Ph.D., Princeton University  
Assistant Professor of Politics

**Joel L. Cunningham (2000)**

B.A., The University of Tennessee at Chattanooga; M.A., University of Oregon; Ph.D., University of Oregon  
Professor of Mathematics

**Adam Jonathan Dahl (2015)**

B.S., University of Wisconsin-La Crosse; M.A., Purdue University; Ph.D., University of Minnesota-Twin Cities  
Assistant Professor of Politics

**Lucia K. Dale (2000)**

B.A., Texas A&M University; M.A., Texas A&M University; Ph.D., Texas A&M University  
Professor of Computer Science

**Charles Vance Dalton (2014)**

B.A., The University of the South; M.A., University of Kentucky  
Visiting Instructor of Spanish

**James Charles Davidheiser (1976)**

B.A., La Salle University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh  
Professor of German, Emeritus

**Robert G. Delcamp (1978)**

B.M., University of Cincinnati; M.M., University of Cincinnati; D.Mus., Northwestern University  
Professor of Music

**Jacqueline Frost DiBiasie (2015)**

B.A., Washington and Lee University; M.A., The University of Texas at Austin  
Visiting Instructor of Classical Studies

**Eugenii Uliiev Donev (2013)**

B.S., The University of the South; M.S., Vanderbilt University; Ph.D., Vanderbilt University  
Assistant Professor of Physics

**Mila Dragojevic (2010)**

B.A., Wilson College; M.A., Northeastern University; M.B.A., University of New Hampshire; Ph.D., Brown University  
Assistant Professor of Politics



**Douglas J. Drinen (2001)**

B.A., Trinity University; M.A., Arizona State University; Ph.D., Arizona State University  
Associate Professor of Mathematics

**Craig Terrell Duncan (2011)**

B.A., Appalachian State University; M.A., Tennessee State University  
Visiting Instructor of Music

**D. Elwood Dunn (1981)**

B.A., Cuttington University; Ph.D., American University  
Alfred Walter Negley Professor of Politics, Emeritus

**Douglas Tybor Durig (1987)**

B.A., University of South Carolina-Columbia; Ph.D., University of South Carolina-Columbia  
Professor of Physics

**Thea Margaret Edwards (2014)**

B.S., Virginia Polytechnic Institute and State University; M.A., University of Florida; M.A., University of Florida; Ph.D., University of Florida  
Visiting Assistant Professor of Biology

**Aaron A. Elrod (2013)**

B.A., Centenary College of Louisiana; M.A., The George Washington University; Ph.D., The George Washington University  
Assistant Professor of Economics

**William Edward Engel (2004)**

B.A., Trinity University; M.A., University of Pennsylvania; Ph.D., University of California, Berkeley  
Nick B. Williams Professor of English

**Derek Michael Ettensohn (2015)**

B.A., Haverford College; M.A., Brown University; Ph.D., Brown University  
Assistant Professor of Humanities

**Jonathan P. Evans (1994)**

B.A., Cornell University; Ph.D., Duke University  
Professor of Biology

**Russell Thomas Fielding (2014)**

B.S., University of Florida; M.A., University of Montana; Ph.D., Louisiana State University and Agricultural and Mechanical College  
Assistant Professor of Environmental Studies

**John Francis Flynn (1966)**

B.A., Boston College; Ph.D., Columbia University in the City of New York  
Professor of History, Emeritus

**Elizabeth B. Ford (2004)**

B.S., University of Florida; M.S., University of Florida; Ph.D., University of Pennsylvania  
Visiting Assistant Professor of Economics

**Stephen A. Ford (2003)**

B.A., Colby College; M.A., University of Minnesota-Twin Cities; Ph.D., University of Minnesota-Twin Cities  
Visiting Associate Professor of Economics

**Maggie Ann Fritz-Morkin (2013)**

B.A., Bowdoin College; M.A., University of Chicago; Ph.D., University of Chicago  
Assistant Professor of Italian

**William Jay Garland (1968)**

B.A., Emory University; Ph.D., Johns Hopkins University  
Professor of Philosophy, Emeritus

**John J. Gatta, Jr. (2005)**

B.A., University of Notre Dame; M.A., Cornell University; Ph.D., Cornell University  
William B. Kenan Jr. Professor of English

**Aymeric Charles Glacet (2003)**

Ph.D., Emory University  
Associate Professor of French

**Harold J. Goldberg (1974)**

B.A., State University of New York at Buffalo; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison  
David Edward Underwood Chair of Modern European History

**Robert R. Gottfried (1982)**

B.A., Davidson College; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Economics, Emeritus

**John Miller Grammer (1992)**

B.A., Vanderbilt University; M.A., University of Virginia; Ph.D., University of Virginia  
Professor of English

**Elizabeth Elkin Grammer (1994)**

B.A., Davidson College; M.A., University of Virginia; Ph.D., University of Virginia  
Visiting Assistant Professor of English

**Francis Xavier Hart (2014)**

B.S., Manhattan College; M.S., Syracuse University; Ph.D., Syracuse University  
Tom Costen Professor of Physics, Emeritus

**David George Haskell (1996)**

B.A., University of Oxford; Ph.D., Cornell University  
Professor of Biology

**Andrea Christina Hatcher (2005)**

B.A., University of West Florida; M.A., University of West Florida; M.A., Vanderbilt University; Ph.D., Vanderbilt University  
Associate Professor of Politics

**Patricia Ruth Gibson Heck (1986)**

B.A., San Jose State University; M.A., University of California, Santa Barbara; Ph.D., University of California, Santa Barbara  
Professor of Anthropology, Emerita

**Carl Phillip Heinemann (1987)**

B.A., Vanderbilt University  
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**Jennifer Paige Hill (2009)**

B.A., The University of Tennessee at Chattanooga; M.A., Tennessee Technological University  
Visiting Instructor of Teacher Education

**Daniel Stephen Holmes (2008)**

B.A., The University of Queensland; M.A., University of Virginia; Ph.D., University of Virginia  
Associate Professor of Classical Studies

**Mark Simon James Hopwood (2014)**

B.A., City University of New York Queens College; Ph.D., University of Chicago  
Assistant Professor of Philosophy

**Matthew William Irvin (2008)**

B.A., University of Chicago; Ph.D., Duke University  
Associate Professor of English

**Timothy M. Jesurun (2014)**

B.A., Calvin College; M.A., The University of Akron; Ph.D., The University of Akron  
Visiting Assistant Professor of Psychology

**Larry Hudson Jones (1977)**

B.S., Wofford College; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Biology

**Serkan Karadas (2014)**

B.A., Beloit College; M.A., West Virginia University; Ph.D., West Virginia University

Assistant Professor of Economics

**Robert Larry Keele, Jr. (1968)**

B.A., The University of the South; M.A., Emory University; Ph.D., Emory University  
Alfred Walter Negley Professor of Politics, Emeritus

**Timothy Keith-Lucas (1973)**

B.A., Swarthmore College; Ph.D., Duke University  
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**Elise A. Kikis (2012)**

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Assistant Professor of Biology

**Martin Albert Knoll (1993)**

B.A., The University of the South; M.S., Vanderbilt University; Ph.D., The University of Texas at El Paso  
Professor of Geology

**Karen Kuers (1994)**

B.S., Spring Hill College; M.S., Texas A&M International University; Ph.D., The University of Georgia  
Professor of Forestry

**Yuliya Volodymyrivna Ladygina (2015)**

Ph.D., University of San Diego  
Visiting Assistant Professor of Russian

**David Macrae Landon (1974)**

B.A., Harvard University; Ph.D., Vanderbilt University  
Bishop Frank A. Juhan Professor of Theatre Arts

**Linda Bright Lankewicz (1995)**

B.S., The University of Georgia; M.S., University of South Alabama; M.S., Tulane University; Ph.D., Tulane University  
Professor of Computer Science, Emerita

**Cesar Andres Leal (2013)**

M.M., Florida International University; Ph.D., University of Kentucky  
Assistant Professor of Music

**Roger Saul Levine (2004)**

B.A., Yale University; M.A., Yale University; M.Phil., Yale University; Ph.D., Yale University  
Associate Professor of History

**James N. Lowe (2007)**

B.S., Antioch College; Ph.D., Stanford University  
F.B. Williams Professor of Chemistry, Emeritus

**James Ross Macdonald (2013)**

B.A., Harvard University; M.A., Yale University; M.Phil., Yale University; Ph.D., Yale University  
Assistant Professor of English

**Pamela Royston Macfie (1984)**

B.A., Goucher College; M.A., Duke University; Ph.D., Duke University  
Professor of English

**Cheri Alissa Magid (2015)**

B.A., University of Michigan  
Tennessee Williams Playwright and Instructor of English

**Pradip K. Malde (1990)**

B.A., Bournemouth University; M.F.A., Glasgow School of Art  
Professor of Art

**Kelly A. Malone (2002)**

B.A., Providence College; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill

Professor of English

**Mayumi Manabe (2013)**

B.A., University of Chicago; Ph.D., University of California, Irvine  
Assistant Professor of Asian Studies

**Rodelio Dela Cruz Manacsa (2008)**

B.A., Ateneo de Manila University; M.A., Vanderbilt University; Ph.D., Vanderbilt University  
Associate Professor of Politics

**Andrea Nichole Mansker (2004)**

B.A., California State University, Sacramento; M.A., University of Southern California; Ph.D., University of Southern California  
Associate Professor of History

**Arturo A. Marquez-Gomez (2015)**

Assistant Professor of Spanish

**Jennifer Kay Matthews (2000)**

B.C.A., The University of North Carolina at Chapel Hill; M.F.A., The University of North Carolina at Chapel Hill  
Professor of Theatre Arts

**John Malcolm McCardell, Jr. (2010)**

B.A., Washington and Lee University; M.A., Johns Hopkins University; Ph.D., Harvard University  
Professor of History

**Stephanie Ann McCarter (2008)**

B.A., The University of Tennessee; M.A., University of Virginia; Ph.D., University of Virginia  
Associate Professor of Classical Studies

**James Waring McCrady (2004)**

B.A., The University of the South; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Professor of French, Emeritus

**Christopher Michael McDonough (2002)**

B.A., Tufts University; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Classical Studies

**Carmen Elena McEvoy (1995)**

B.A., Universidad Femenina del Sagrado Corazon; M.A., Pontificia Universidad Catolica del Peru; M.A., University of California, San Diego; Ph.D., University of California, San Diego  
Professor of History

**Katherine Elizabeth McGhee (2015)**

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Assistant Professor of Biology

**Deborah Ann McGrath (1999)**

B.A., University of Wisconsin-Milwaukee; M.S., University of Florida; Ph.D., University of Florida  
Professor of Biology

**Gayle E. McKeen (1994)**

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Associate Professor of Politics, Emerita

**Jennifer Paine Davis Michael (1995)**

B.A., The University of the South; B.A., University of Oxford; M.A., Northwestern University; Ph.D., Northwestern University  
Professor of English

**Deon Terrell Miles (2002)**

B.A., Wabash College; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Chemistry

**Stephen Ray Miller (1995)**

B.A., University of Kansas; M.A., University of Chicago; Ph.D., University of Chicago

Professor of Music

**Kathryn Oliver Mills (1997)**

B.A., University of Virginia; M.A., University of Oxford; Ph.D., Yale University  
Professor of French

**Shane Elizabeth Minkin-Reinhard (2015)**

B.A., University of Pennsylvania; M.A., Emory University; Ph.D., New York University  
Assistant Professor of International/Global Studies

**Matthew David Mitchell (2014)**

B.A., University of Washington; M.Litt., University of Saint Andrews; Ph.D., University of Pennsylvania  
Assistant Professor of History

**Yasmeen Mohiuddin (1982)**

B.A., University of Karachi; M.A., University of Karachi; M.A., Vanderbilt University; Ph.D., Vanderbilt University  
Ralph Owen Distinguished Professor of Economics

**Brandon Christopher Moore (2014)**

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Assistant Professor of Biology

**Donna Faye Murdock (2003)**

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Professor of Anthropology

**Maria Jesus M. Natal (1986)**

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Professor of Spanish, Emerita

**Eric Woodfin Naylor (1962)**

B.A., The University of the South  
William R. Kenan Professor of Spanish, Emeritus

**Sarah Katherine Nelson (2015)**

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Assistant Professor of Psychology

**Sara Rose Nimis (2014)**

B.A., Macalester College; M.A., Miami University; Ph.D., Georgetown University  
Post Doctoral Fellow in Arabic Lang & Culture

**Richard A. O'Connor (1978)**

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Biehl Professor of International Studies and Professor of Anthropology

**John Raymond Palisano (1993)**

B.S., The University of Tennessee; Ph.D., The University of Tennessee  
Professor of Biology, Emeritus

**Xiaofei Pan (2014)**

M.A., George Mason University; Ph.D., George Mason University  
Assistant Professor of Economics

**Terry Logan Papillon (2014)**

B.A., Saint Olaf College; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Classical Studies

**Tam K. Parker (2000)**

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Professor of Religion

**Chris Parrish (1987)**

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Professor of Politics

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Francis S. Houghteling Professor of History, Emeritus

**Charles Richard Perry (1974)**

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**James Franklin Peterman (1980)**

B.A., Kenyon College; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley  
Professor of Philosophy

**James Robert Peters (1984)**

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**Randolph Stuart Peterson (1989)**

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Professor of Physics

**Charles Samuel Peyser, Jr. (1968)**

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**Jennifer A. Pickens (2015)**

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Visiting Assistant Professor of Biology

**George Wilkinson Poe (1988)**

B.A., Davidson College; M.A., Middlebury College; Ph.D., Duke University  
Class of 1961 Chair of the College and Professor of French

**James Gregory Pond (1999)**

B.A., The University of the South; M.F.A., The University of Georgia  
Professor of Art History

**Rongson Pongdee (2010)**

B.S., Vanderbilt University; Ph.D., Texas A&M University  
Associate Professor of Chemistry

**Donald Brandreth Potter, Jr. (1980)**

B.A., Williams College; M.A., University of Massachusetts Amherst; Ph.D., University of Massachusetts Amherst  
Annie Overton Brinkley Snowden Professor of Geology

**Raymond Mark Preslar (1991)**

B.A., Arizona State University; M.A., University of Arizona; Ph.D., University of Washington  
Associate Professor of Russian

**William McGowen Priestley (1967)**

B.A., The University of the South; Ph.D., Princeton University  
Gaston Swindell Bruton Professor of Mathematics, Emeritus

**Eugene Wyatt Prunty (1989)**

B.A., The University of the South; M.A., Johns Hopkins University; Ph.D., Louisiana State University and Agricultural and Mechanical College  
Carlton Professor of English

**Emily Elizabeth Puckette (1999)**

B.A., Smith College; M.A., Duke University; Ph.D., Duke University  
Professor of Mathematics

**Laurie Anne Ramsey (1992)**

B.A., The College of William and Mary; M.A., Indiana University Bloomington; Ph.D., Indiana University Bloomington  
Associate Professor of French

**Mark David Rasmussen (2014)**

Ph.D., Johns Hopkins University

**Stephen Boykin Raulston (1998)**

B.A., The University of the South; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley  
Professor of Spanish

**Rebecca Celeste Ray (1998)**

B.A., University of Florida; M.A., The University of Edinburgh; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Anthropology

**William Wood Register, Jr. (1992)**

B.A., The University of the South; M.A., Brown University; Ph.D., Brown University  
Francis S. Houghteling Professor of American History

**John Vincent Reishman II (1969)**

B.A., University of Notre Dame; M.A., University of Notre Dame; Ph.D., University of Virginia  
Jesse Spalding Professor of English Literature

**Leslie Buchman Richardson (1980)**

B.A., Rhodes College; M.A., University of Virginia; M.A., Middlebury College  
Instructor of Italian, Emerita

**Dale Edward Richardson (1973)**

B.A., Harvard University; M.A., University of Virginia; Ph.D., Princeton University  
Nick B. Williams Professor of English, Emeritus

**Susan Janet Ridyard (1989)**

B.A., University of Cambridge; M.A., University of Cambridge; Ph.D., University of Cambridge  
Professor of History

**Houston B. Roberson (1997)**

B.A., Mars Hill College; M.A., Wake Forest University; Ph.D., The University of North Carolina at Chapel Hill  
Professor of History

**Nicholas Edward Roberts (2009)**

B.A., Carleton College; M.A., University of Chicago; Ph.D., New York University  
Associate Professor of History

**Martha Louise Smith Roberts (2015)**

B.A., Missouri State University; M.A., Missouri State University; Ph.D., University of California, Santa Barbara  
Visiting Instructor of Religion

**Clay C. Ross (1973)**

B.S., University of Kentucky; M.A., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Chapel Hill  
Professor of Mathematics, Emeritus

**Matthew Brian Rudd (2010)**

B.S., Wake Forest University; M.S., University of Chicago; Ph.D., University of Utah  
Associate Professor of Mathematics

**Donald Charles Rung III (1987)**

B.A., Harvard University; M.A., Princeton University; Ph.D., Princeton University  
Associate Professor of French

**Susan K. Rupert Delcamp (1978)**

B.M., University of Cincinnati; M.M., Northwestern University  
Instructor in Music

**Ruth Sánchez-Imizcoz (1995)**

B.A., The University of the South; M.A., University of Kentucky; Ph.D., University of Kentucky

Professor of Spanish

**Matthew David Sanderson (2015)**

B.S., Abilene Christian University; M.A., The University of Texas at Austin; Ph.D., Dartmouth College  
Assistant Professor of Chemistry

**Betsy Ann Sandlin (2004)**

B.A., Morehead State University; M.A., Ohio University; Ph.D., The University of North Carolina at Chapel Hill  
Associate Professor of Spanish

**Jacqueline Thibault Schaefer (1967)**

B.A., Université de Caen Basse-Normandie; Ph.D., Université Paris-Sorbonne  
Professor of French, Emerita

**Kevin Conrad Schoenberger (2014)**

B.A., Washington University in St. Louis; M.A., Yale University; M.Phil., Yale University; Ph.D., Yale University  
Visiting Assistant Professor of Asian Studies

**Matthew Scott Schrader (2015)**

B.S., Florida State University; M.A., Florida State University; Ph.D., Florida State University  
Visiting Research Assistant Professor of Biology

**Bethel Sharma Seballos (2009)**

B.S., The University of Southern Mississippi; Ph.D., University of Kentucky  
Associate Professor of Chemistry

**Leo Bayani Seballos (2015)**

B.S., Loyola Marymount University; Ph.D., University of California, Santa Cruz  
Visiting Assistant Professor of Chemistry

**John Douglas Seiters (1971)**

B.A., The University of the South; M.A., Florida State University; Ph.D., Florida State University  
Class of 1961 Chair of the College and Professor of Classical Languages, Emeritus

**Stephen A. Shaver (1987)**

B.S., North Carolina State University; Ph.D., Stanford University  
Professor of Geology

**Margaret M. Shea (2015)**

B.A., University of Pennsylvania; M.A., University of Massachusetts Amherst; Ph.D., University of Massachusetts Amherst  
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**John Hisashi Shibata (1998)**

B.S., University of Washington; Ph.D., University of Washington  
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**Steven Wyck Shrader (1976)**

B.A., The College of William and Mary; M.M., University of Cincinnati; Ph.D., Northwestern University  
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**Elizabeth Ann Skomp (2005)**

B.A., Indiana University Bloomington; Ph.D., University of London  
Associate Professor of Russian

**Peter Thomas Smith (1982)**

B.A., College of the Holy Cross; M.A., Case Western Reserve University; M.F.A., Case Western Reserve University; Ph.D., Case Western Reserve University  
Professor of Theatre Arts

**Gerald Lafayette Smith (1969)**

B.A., University of Richmond; Ph.D., Duke University  
Robert M. Ayres Jr. Distinguished University Chair and Professor of Religion

**Charles Kenneth Smith (1998)**

B.A., Colorado State University; M.A., University of Florida; Ph.D., University of Florida



Professor of Forestry

**Thomas Dean Spaccarelli (1974)**

B.A., Universidad de Granada; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison  
Professor of Spanish

**Marc St-Pierre (2006)**

B.A., Universite de Sherbrooke; M.A., Universite de Sherbrooke; Ph.D., Brown University  
Associate Professor of Economics

**Alyssa Rowena Summers (2009)**

B.A., Lawrence University; Ph.D., Vanderbilt University  
Associate Professor of Biology

**Richard G. Summers, Jr. (2001)**

B.A., Swarthmore College; Ph.D., Harvard University  
Associate Professor of Chemistry

**John Richard Swallow (2012)**

B.A., The University of the South; M.Phil., Yale University; M.S., Yale University; Ph.D., Yale University  
Professor of Mathematics

**Heidi Marie Syley (2005)**

B.A., The University of Georgia; M.L.S., The University of Tennessee  
Visiting Instructor of Library Science

**Benito Teodoro Szapiro (1994)**

M.S., Universidad de Buenos Aires; Ph.D., Universidad de Buenos Aires  
Professor of Physics

**Katherine Christina Theyson (2010)**

B.A., North Carolina State University; Ph.D., The University of North Carolina at Chapel Hill  
Assistant Professor of Economics

**Jeffrey Parker Thompson (2009)**

B.A., Birmingham-Southern College; M.A., New York University; Ph.D., Emory University  
Associate Professor of Art History

**Courtney L. Thompson (2015)**

B.A., Hampton University; M.A., Purdue University; Ph.D., Purdue University  
Assistant Professor of American Studies

**Eric Thomas Thurman (2007)**

B.S., Cumberland University; M.A., Drew University; M.Div., Princeton Theological Seminary; Ph.D., Drew University  
Associate Professor of Religion

**Brandy Nicole Tiernan (2015)**

B.A., University of North Texas; M.A., Western Kentucky University; Ph.D., Iowa State University  
Assistant Professor of Psychology

**Scott J. Torreano (1993)**

B.S., Michigan Technological University; M.S., North Carolina State University; Ph.D., The University of Georgia  
Professor of Forestry

**Jordan Daniel Troisi (2014)**

B.A., Albion College; M.A., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo  
Assistant Professor of Psychology

**Virginia Lauryl Hicks Tucker (2009)**

B.A., The University of the South; M.A., University of Virginia; Ph.D., University of Virginia  
Associate Professor of English

**Michael Gathonjia Wairungu (2014)**

M.A., University of Virginia; Ph.D., University of Virginia  
Post Doctoral Fellow in Swahili and African Language

**Merle Wallace (1996)**

B.A., Temple University; M.A., University of Illinois at Springfield; Ph.D., University of Illinois at Urbana-Champaign  
Professor of Anthropology

**Jia Wang (2015)**

Ph.D., University of Oklahoma  
Visiting Assistant Professor of Economics

**Barclay Ward (1975)**

M.A., Johns Hopkins University; Ph.D., University of Iowa  
Alfred Negley Professor of Politics, Emeritus

**Herbert S. Wentz (2005)**

B.A., The University of North Carolina at Chapel Hill; S.T.B., The General Theological Seminary; M.A., University of Oxford; Ph.D., University of Exeter  
Professor of Religion, Emeritus

**Emily Marie White (2011)**

B.S., Tufts University; M.S., The Ohio State University; Ph.D., State University of New York College of Environmental Science and Forestry  
Assistant Professor of Chemistry

**Kelly J. Whitmer (2010)**

B.A., Colgate University; M.A., Western Washington University; Ph.D., University of British Columbia  
Associate Professor of History

**Earl Douglass Williams, Jr. (1999)**

B.A., The University of the South; Ph.D., Northwestern University  
Frank W. Wilson Professor of Economics

**Samuel Ruthven Williamson, Jr. (1988)**

B.A., Tulane University; M.A., Harvard University; Ph.D., Harvard University  
Robert M. Ayres Distinguished University Chair and Professor of History, Emeritus

**John Charles Willis (1991)**

B.A., Baylor University; M.A., University of Virginia; Ph.D., University of Virginia  
Jessie Ball duPont Professor of History

**Scott Howard Wilson (1994)**

B.A., Oberlin College; M.A., Cornell University; Ph.D., Cornell University  
Alfred Walter Negley Professor of Politics

**Michael Kevin Wilson (2005)**

B.A., Vanderbilt University; M.F.A., University of Florida  
Assistant Professor of English

**Jessica Faye Wohl (2010)**

B.F.A., Kansas City Art Institute; M.F.A., The University of Georgia  
Assistant Professor of Art History

**Courtney Beth World (2013)**

B.A., State University of New York at Buffalo; M.F.A., State University of New York College at Brockport  
Assistant Professor of Theatre Arts

**Karen Pao-ying Yu (1996)**

B.S., Massachusetts Institute of Technology; M.A., Vanderbilt University; Ph.D., Vanderbilt University  
Professor of Psychology

**Reinhard Konrad Zachau (1978)**

B.A., University of Hamburg; Ph.D., University of Pittsburgh  
Professor of German

**Kirk Steven Zigler (2005)**

B.A., Kenyon College; Ph.D., Duke University  
Associate Professor of Biology

## Degrees

### Degree Requirements

To earn a bachelor's degree (Bachelor of Arts or Bachelor of Science), a student must:

- Complete 32 full academic courses (equal to 128 semester hours), plus two physical education credits;
- Earn one PE credit by the end of the freshman year and an additional one by the end of the sophomore year<sup>1</sup>;
- Meet the general education requirements of the college before the beginning of the senior year<sup>2,3</sup>;
- Of the 32 academic full courses (128 semester hours) presented for a bachelor's degree, no more than 13 full courses (52 semester hours) may be presented in any single subject. Students and their advisors are strongly encouraged to develop a program of study for the junior and senior year that reflects breadth of involvement in disciplines beyond their principal academic interest;
- Complete an academic major, including one writing-intensive course in the major that exposes students to the conventions of writing and research expected in a given discipline<sup>4</sup>;
- Attain a grade point average of at least 2.00 on all academic work at Sewanee;
- Spend at least four semesters in residence, including the final two semesters;
- Earn a minimum of 64 semester hours of credit at Sewanee.

During the first two years, many of the student's courses are options listed within prescribed categories of general education. During the last two years, a student's courses are usually selected from those offered in a major field of study but also include ample electives.

The college offers a broad undergraduate education in the arts and sciences rather than highly specialized training. Toward this end, and to fulfill the aims suggested by the fourth bulleted item above, no major is allowed to require more than 11 courses in the major field. During the final year, each student is required to pass a comprehensive examination in the major field before graduation. A student who at the time of the comprehensive examination does not have at least a 2.00 grade point average is not allowed to take the exam until the grade point average has been raised to that required level.

<sup>1</sup> Exceptions may be made by petition to the College Standards Committee. A student must request and receive College Standards Committee approval to meet any general education requirement outside the time frame specified.

<sup>2</sup> General education courses must be taken and passed in the College of Arts and Sciences by all except transfer students. Only coursework taken by these students prior to admission to the college may be evaluated as possible substitutions for prescribed courses.

<sup>3</sup> Without specific approval from the Office of the Dean of the College, a student may not complete a general education requirement with an Independent Study (444) course or courses. The only exception is physical education in which 444 does count.

<sup>4</sup> To be accepted as a major in a particular field of study, a student must have maintained at least a 2.00 GPA in the courses already taken in that field.

### Additional Requirements for a Bachelor of Science

In addition to satisfying all requirements for the Bachelor of Arts degree, a candidate for the Bachelor of Science degree must:

- Complete a major in biochemistry, biology, chemistry, computer science, ecology and biodiversity, forestry, geology, mathematics, natural resources and the environment, physics, or psychology;
- Present four courses outside the major field from biology, chemistry, computer science, geology, mathematics, physics, statistics, or those courses in forestry and psychology designated as meeting the general education requirement for observing, experimenting and modeling.
- At least two of the four courses must be laboratory courses, all four must be taken at Sewanee, and none may be graded on a pass/fail basis.

### General Education Requirements

Students in the Class of 2017 and subsequent years are required to meet the general education requirements outlined below. Students in the Class of 2016 are presumed to meet the general distribution requirements<sup>1</sup> in the catalog at the time each matriculated; individual students in this class may, however, opt to meet the following requirements by filing the appropriate form with the Registrar's Office.<sup>2</sup>

The overarching goals of Sewanee's general education requirements and the broader curriculum are congruent with the University's mission of encouraging students to grow in character as well as intellect. Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service and provide opportunities in their classes and on this campus to take responsibility for their own lives and the lives of peers. Students are challenged to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems and produce creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on

campus and beyond, builds the foundation for their active citizenship and for lives of personal fulfillment involving commitment to service, achievement, and a reverent concern for the world.

Sewanee's general education curriculum encourages intellectual curiosity and exposure to significant traditions and ways of seeing the world that our disciplines and interdisciplinary programs present. The six fundamental learning objectives along with objectives 7a and 8 are typically accomplished in the first two years; objective 7b is ordinarily met during the last two years.<sup>3</sup>

Mentoring of students by faculty, which includes close discussion of available courses and programs, offers solid footing for the student's choice of major and the longer-term rewards of lifelong learning.

## Learning Objectives <sup>4</sup>

### **Learning Objective 1. Reading Closely: Literary Analysis and Interpretation.** *One course.*

The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with confidence. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.

### **Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation.** *One course.*

The need to create, experience, and comprehend art is a defining human activity. Learning in the arts fosters aesthetic development, self-discipline, imaginative insights, and the ability to make connections between seemingly disparate ideas and issues. Many courses provide insight into the discipline, craft, and creative processes that go into making a work of art, while others focus on analyzing and interpreting the products of that artistic creativity. Developing the ability to think in intuitive, non-verbal, aural, or visual realms enhances creativity, and provides students a way to address problems that do not have conventional solutions.

### **Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry.** *One course.*

The quest to answer fundamental questions of human existence has always been central to living the examined life. Through this learning objective, students examine how people in diverse times and places have addressed basic human questions about the meaning of life, the source of moral value, the nature of reality and possibility of transcendence, and to what or whom persons owe their ultimate allegiance. Courses that explore texts and traditions dedicated to philosophic questions and ethical inquiry, or that examine religious belief and practice as a pervasive expression of human culture, encourage students to develop a deeper understanding of what it means to be human.

### **Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures.** *Two courses.*

Curiosity about society and its institutions is central to the engaged life. In addition, informed citizens should have an understanding of individual and collective behavior in the past and present. To address the challenges facing the world today, citizens must understand how these challenges arise and the roles that individuals, communities, countries, and international organizations play in addressing them. Learning how to pose appropriate questions, how to read and interpret historical documents, and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies. These skills enable students to examine the world around them and to make historically, theoretically, and empirically informed judgments about social phenomena.

### **Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View.** *Three courses. One must include substantial quantitative, algorithmic, or abstract logical reasoning. One must be a science course with a substantial experiential or experimental component.*

The study of the natural world through careful observation, construction and testing of hypotheses, and the design and implementation of reproducible experiments is a key aspect of human experience. Scientific literacy and the ability to assess the validity of scientific claims are critical components of an educated and informed life. Scientific and quantitative courses develop students' ability to use close observation and interpret empirical data to understand processes in the natural world better. As they create models to explain observable phenomena, students develop their abilities to reason both deductively and inductively.

### **Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies.** *One 300-level or higher foreign language course OR foreign language through the 200 (3rd semester) level together with one course in a related culture.*

The cross-cultural comprehension requirement at Sewanee helps to prepare students for full citizenship in our global society. Upon completion of this requirement, students have developed a range of communicative strategies in a foreign language, recognition of another cultural perspective, and the capacity for informed engagement with another culture. These skills lead students to understand a variety of texts: oral, visual, and written. Students practice writing, public speaking, conversing, critical thinking, and textual analysis. Success in a foreign language gives students knowledge that they can apply broadly to academic and non-academic settings. The study

of at least a second language is and always has been a hallmark of liberal arts education, providing not just access to the thought and expression of a foreign mentality and culture, but also a useful way to reflect on one's own mentality, language, and culture.

**Writing-Intensive Courses.** *Students complete at least two writing-intensive courses, one by the end of sophomore year and one in the major.*

- a. **Foundational Writing-Intensive Course.** Typically taken during the freshman year, this course aims to provide extensive training and practice in expository writing. Although the course may be offered through any department or program, the craft of writing is its principal purpose. With a steady classroom focus on writing style and techniques for about three weeks of the fourteen-week term, students are expected to write at least six short papers, some of which are revised in consultation with the instructor. This foundational course includes not only training in argumentation, organization, and stylistics, but also a systematic review of technical matters such as grammar, punctuation, and usage.
- b. **Upper-level Writing-Intensive Course.** Upper-level writing intensive courses are offered in the student's major as part of the major requirement. Such courses aim to sharpen the student's skills through frequent writing assignments. They may include conferences with the instructor and should include assignments to revise written work and some time spent in classroom, group-engaged attention to the writing process. The second writing-intensive course or its college-approved equivalent (in the major) should also expose students to conventions of writing and research expected in a given discipline. Sewanee graduates are thus trained to express themselves with clarity and precision.

**Physical Education and Wellness.** *Two courses, not counted among the thirty-two full academic courses required for graduation, are required. One of these must be completed by the end of the freshman year and the second by the end of the sophomore year.*

As the Greeks and Romans understood, healthy bodies and minds are closely connected and need to be cultivated together. Students are expected to take these courses in order to learn about the proper care of the body, the value of regular exercise, or to obtain an appreciation of individual and team sports.

<sup>1</sup> The general distribution requirements are available here (p. 36).

<sup>2</sup> More information about general education requirements is available at: [registrar.sewanee.edu/students/general-education-attributes-in-the-college-of-arts-and-sciences/](http://registrar.sewanee.edu/students/general-education-attributes-in-the-college-of-arts-and-sciences/).

<sup>3</sup> Courses judged to be suitable for general education are tagged with one or two attributes (G1-G6), each attribute corresponding to one of learning objectives 1 through 6. Listing of the relevant attribution(s) for every qualifying courses can be found online, within the full roster of currently-offered courses on the Registrar's webpage, and this list is updated every semester. It should be remembered that, under the new general education model, students can continue to fulfill certain of their distribution requirements by taking courses in the interdisciplinary humanities program.

<sup>4</sup> Students under the new general education requirement who perform exceptionally well on Advanced Placement exams (scores of 4 or 5) or high-level International Baccalaureate exams (scores of 5, 6, or 7) are considered to have fulfilled appropriate learning objectives. More information is available at: [registrar.sewanee.edu/students/articulation-of-ap-and-ib-exams/](http://registrar.sewanee.edu/students/articulation-of-ap-and-ib-exams/).

## General Distribution Requirements

The general distribution requirements currently understood to be the "default" standard applicable to students enrolled in the Class of 2016 are as follows:

### **Language and Literature One course in English (ENGL 101) and one course in a foreign language at the 300 level.**

The required course in English prepares students to become critical readers of significant literary works, to apply a variety of interpretive approaches, and to learn effective techniques for writing clear, correct, and persuasive English prose. The culminating 300-level course in a foreign language, either ancient or modern, is required so that all students may develop some insight into the way language itself works — which can often be seen best in a language not one's own — and acquire some understanding of the literature and culture of another people. At the 300 level (the fourth semester, as languages are numbered here), a student should be able to read literary or cultural texts in the target language and, in the case of a modern foreign language, be capable of demonstrating facility in speaking the language in question.

Students who begin foreign-language study below the 300 level must complete each semester course in sequence before attempting a 300-level course (e.g., a student beginning in 104 must also pass 203 before taking a 300-level course). Exceptionally, however, a student could jump a level in the sequence via approval from the department in question, which must notify the Associate Dean of the College.

### **Mathematics, Computer Science, and the Natural Sciences One course in mathematics (or designated course in computer science) and two courses in the natural sciences.**

Mathematics is essential to all systematic inquiry in the natural and social sciences and is a study that can return great intellectual and aesthetic satisfaction. The study of computer science likewise offers both practical benefits and ways of envisioning multiple models of reality. Students at Sewanee pursue mathematics and the natural sciences to gain an understanding of the methods involved in scientific

work and an enhanced appreciation of the natural world. At least one of the two science courses must have a full laboratory. Labs meet for approximately the same number of hours as the lecture classes meet each week.

### **History and the Social Sciences One course in history (HIST 100) and one course in the social sciences.**

Studying important historical themes is essential to a liberal arts education. The required history course introduces students to significant developments since classical antiquity. While it focuses primarily on the western tradition, attention is given to others. The course also introduces students to methods of approaching historical study. A course in anthropology, economics, or political science enables students to approach social issues and problems with specific tools and techniques. Their work may also examine ways in which modern social problems can be alleviated.

### **Philosophy and Religion One course in philosophy or religion.**

Philosophy and religion are interrelated disciplines that examine the fundamental bases of human experience — the ways human beings think, form values, and conceive of human life and the cosmos. Introductory courses in philosophy and religion examine key ideas and texts from the Judeo-Christian and other traditions. One course at the introductory level in either discipline is required of all students to help them become more critical, more reflective, and more aware of transcendent values. This requirement also provides another perspective on moral and ethical problems discussed in complementary disciplines like English and history.

### **Art and Performing Arts One course in art, art history, music, or theatre.**

The aesthetic disciplines offer different options for expression. Students are required to take one course focusing on artistic activities that draw on intellectual, emotional, moral, and spiritual resources. The course provides a framework for understanding how techniques relate to the history and theory of the medium.

### **Writing-Intensive Courses One course designated as writing-intensive as general distribution and a second in a major.**

The ability to write clearly and effectively, like the ability to speak well, is a skill that comes through long practice with expert guidance. Each student must take at least one writing-intensive course during the freshman or sophomore year under the General Distribution rubric and must take another writing-intensive course that is offered in the student's major as part of the major requirement. Such courses aim to sharpen the student's skills through frequent writing assignments. They may include conferences with the instructor and opportunities to rewrite and revise assignments. The second writing-intensive course (in the major) should also expose students to conventions of writing and research expected in a given discipline. Sewanee graduates are thus trained to express themselves with clarity and precision.

### **Physical Education**

#### **Two courses (not counted among the thirty-two full academic courses required for graduation).**

One of these must be completed by the end of the freshman year and the second by the end of the sophomore year.

## **Majors**

### **Major Fields of Study**

To receive a bachelor's degree, a student must declare and complete the requirements for a major field of study. A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of study. Having the deadline for declaring a major allows this planning. In addition, before graduation, a student must pass a comprehensive examination in the major, demonstrating critical and creative abilities as well as an understanding of the principles of the subject. Comprehensive examinations are graded either using the usual pattern (A+, A, A-, B+, etc.) or Pass/Fail, as each major department or committee chooses. Those using Pass/Fail grading may also choose the category "Pass with Distinction."

During the second semester of the second year, a student selects a major field of study under the following guidelines.

1. To be accepted as a major in a particular field of study, a student must have maintained at least a 2.00 GPA in the courses already taken in that field. A student who has completed two years of study and is in good academic standing, but who has not achieved a 2.00 GPA in the intended major field of study, may be permitted to register for one additional year. A student who, at the end of an additional year, is still not qualified to declare a major will not be permitted to enroll again.
2. Each candidate for a degree must pass a comprehensive exam in the major field of study. To be eligible to take the comprehensive exam, a student must have a 2.00 GPA in the major field and have been accepted as a major at the beginning of the semester before the semester in which the exam is to be taken.
3. No more than two courses (eight semester hours) used to satisfy requirements for a major may be used to fulfill requirements for another major, minor, or certificate of curricular study.

There are thirty-six majors from which to choose. For information on requirements for specific majors, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs>).

## Special (Student-Initiated) Majors

Certain interdisciplinary majors, individualized to meet a student's needs and goals, may be initiated by students. Such majors must provide benefits not obtainable through established majors. After consultation with the Associate Dean of the College, a student may complete a form designed for special majors and submit this for consideration by the Curriculum and Academic Policy committee. If the proposal is approved by the committee, it goes on to the faculty for approval.

A specified faculty coordinator, with other participating faculty (usually two additional), is responsible for advising students and administering comprehensive exams in each independent major. These majors adhere to the rules of other majors. No pass/fail courses can be included in the independent major.

## Minors and Certificates of Curricular Study

A student may choose to complete a minor field of study or, where appropriate, a certificate of curricular study in an academic discipline, but doing so is not required for graduation. A certificate recognizes a program of coursework that involves a relatively large proportion of practicum training and requires a capstone project. A certificate is mostly intended to encourage mastery of a particular skill germane to liberal arts study; it is typically more specialized than either a major or minor field of study.

A minor or certificate is designated on the student's permanent record and transcript in addition to the required major. A student may declare a minor or certificate in the fourth semester, but no later than mid-semester of a student's last enrolled semester. At the time of declaration, the student must have maintained at least a 2.00 GPA in the courses already taken in that subject. In addition, the student must graduate with at least a 2.00 GPA in the minor or certificate.

Each department or program has the option of requiring or not requiring a comprehensive examination in the minor subject or for the certificate. Should a scheduling conflict between a student's major and minor comprehensive examinations arise, this is resolved by rescheduling the examination in the minor or certificate.

No more than two courses (eight semester hours) used to satisfy requirements for a minor or certificate of curricular study may be used to fulfill requirements for a major or another minor or certificate of curricular study.

There are forty minors/certificates from which to choose. For information on requirements for specific minors/certificates, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs>).

## Second Degrees, Majors, and Minors

### Requirements for a Second Bachelor's Degree

Students who have already received either the B.A. or the B.S. degree may wish to obtain the other bachelor degree. In order to receive that other degree, the student must successfully complete all requirements for the other degree (including a major) and at least eight additional full courses while enrolled as a regular full-time student in the college for two additional semesters. Students may not receive two B.A. degrees or two B.S. degrees from Sewanee.

### Earning an Additional Major, Minor, or Certificate of Curricular Study after Graduation

Students who have already received the B.A. or B.S. degree and wish to earn an additional major, minor, or certificate of curricular study may do so by successfully completing at least eight additional full courses while enrolled as a regular full-time student in the college for two additional semesters and by fulfilling all requirements for the additional major, minor, or certificate of curricular study.

## Degrees with Honors, Valedictorian, and Salutatorian

A student who fulfills the degree requirements with a cumulative GPA of at least 3.75 graduates summa cum laude. A student with a GPA of at least 3.50 and less than 3.75 graduates magna cum laude. A student with a GPA of at least 3.25 and less than 3.50 graduates cum laude.

In addition, a student deemed worthy of special recognition in the department or program of the academic major graduates "with honors" in that field. (This is generally separate from a "with distinction" evaluation on a comprehensive examination, although departments and programs establish their own criteria for graduation "with honors.")

The College Standards Committee declares class valedictorian and salutatorian. These students must be members of the Order of Gownsmen and must have pursued a full college course of study (128 credit hours) at Sewanee. Exceptions may be made for students spending no more than two semesters at an officially sanctioned off-campus program.

## Departments and Interdisciplinary Programs

Students at Sewanee may select from thirty-six major programs. Student initiated majors are also possible. Interested students should see the Associate Dean of the College. Students are assigned a faculty advisor in their major and come to know other students in the program. Seniors in the same major celebrate the completion of their comprehensive examinations, the capstone experience of the major.

A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of study. Career Development and Leadership and faculty advisors in the major help students make the transition between Sewanee and life beyond the Mountain.

Although students interested in careers in business, education, engineering, law, or medicine cannot major in these subjects at Sewanee, they will receive excellent preparation for the world of work or post-graduate study through careful selection of courses and by taking advantage of internships, research opportunities, advising, and co-curricular events such as lectures and networking with alumni.

- American Studies (p. 41)
- Anthropology (p. 45)
- Arabic (p. 47)
- Art and Art History (p. 48)
- Asian Studies (p. 51)
- Biochemistry (p. 53)
- Biology (p. 55)
- Business (p. 59)
- Chemistry (p. 61)
- Chinese (p. 63)
- Classical Languages (p. 64)
- Economics (p. 68)
- Education (p. 70)
- English (p. 71)
- Environmental Studies (p. 73)
- European Studies (p. 79)
- Film Studies (p. 80)
- First-Year Program (p. 82)
- Forestry and Geology (p. 83)
- French and French Studies (p. 90)
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- History (p. 96)
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- Library Resources (p. 116)
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- Non-departmental (p. 129)
- Philosophy (p. 130)
- Physical Education and Athletics (p. 132)
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- Pre-professional Programs (p. 141)



- Psychology (p. 144)
- Religion (p. 147)
- Russian (p. 149)
- School of Theology Electives (p. 151)
- Shakespeare Studies (p. 152)
- Southern Appalachian and Place-based Studies (p. 153)
- Spanish (p. 154)
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- Theatre Arts (p. 158)
- Women's and Gender Studies (p. 160)

## American Studies

Website: [sewanee.edu/academics/american-studies/](http://sewanee.edu/academics/american-studies/)

The comprehensive survey of American culture not only explores American history and literature, but also incorporates anthropology, political science, religion, and art. In the Junior Seminar, students gain highly transferable theoretical and methodological skills necessary for understanding American culture and conducting independent research. Majors complete an independent research project, assembled from at least two disciplines of their choosing, during the first semester of senior year. A track in Africana and African American studies provides a focused study of the importance of race and of the experiences of people of African descent in the development of American society.

### Faculty

Professors Berebitsky, Brennecke, J. Grammer, O'Connor, Ray, Register (Chair), Roberson, Willis

Assistant Professors E. Grammer, C. Thompson

### Major

American studies is an interdisciplinary major that fosters an understanding of past and contemporary American culture. While requiring a substantial foundation in American literature and history, the program also encourages students to explore nontraditional methods and subjects. The major is assembled usually from the fields of history, literature, anthropology, politics, religion, and art history. The junior seminar for majors introduces students to important methodological and theoretical problems in the study of American culture. During the first semester of the senior year, students undertake an independent and interdisciplinary research project. The comprehensive examination in the second semester of the senior year covers the particular program of required classes and electives the student has chosen.

The program further encourages students to take responsibility for the design and content of their major course of study. Students elect to pursue one of two possible tracks.

### Requirements for the Major in American Studies (General Track)

This general track is the traditional major in American studies. It requires successful completion of the following:

#### Course Requirements <sup>1</sup>

AMST 333	Junior Seminar	4
AMST 420	Senior Research Seminar	4
ENGL 377	American Literature I <sup>2</sup>	4
ENGL 378	American Literature II <sup>2</sup>	4
HIST 201	History of the United States I <sup>2</sup>	4
HIST 202	History of the United States II <sup>2</sup>	4
Select five additional approved electives for the General Track in American Studies (p. 42) <sup>3</sup>		20
<b>Total Semester Hours</b>		<b>44</b>

#### Additional Requirements

A written comprehensive examination

<sup>1</sup> Students must complete a minimum of eleven courses in at least four different disciplines.

<sup>2</sup> It is recommended that prospective majors take this course in the sophomore year.

<sup>3</sup> Courses should be combined into an integrated course of study that reflects the student's intellectual and scholarly interests.

### Requirements for the Major in American Studies (Africana and African American Studies Track)

The Africana and African American studies track in American studies requires successful completion of the following:

#### Course Requirements <sup>1</sup>

AMST 150	Introduction to Africana and African American Studies <sup>2</sup>	4
AMST 333	Junior Seminar	4
AMST 420	Senior Research Seminar <sup>3</sup>	4
ENGL 377	American Literature I <sup>2</sup>	4
ENGL 378	American Literature II <sup>2</sup>	4

HIST 201	History of the United States I <sup>2</sup>	4
HIST 202	History of the United States II <sup>2</sup>	4
Select four additional approved electives for the Africana and African American Studies Track in American Studies (p. 44) <sup>4</sup>		16
<b>Total Semester Hours</b>		<b>44</b>

### Additional Requirements

A written comprehensive examination

- <sup>1</sup> Students must complete a minimum of eleven courses in at least four different disciplines.
- <sup>2</sup> It is recommended that prospective majors take this course in their sophomore year.
- <sup>3</sup> Complete in the same subject area of AAAS.
- <sup>4</sup> Electives should focus on the history and culture of the African diaspora, with particular attention to the experiences of the populations of African descent in North America and the Caribbean.

### Honors

Students with an average of B or above in courses that qualify for the major may be considered for honors; departmental honors are granted to those who achieve a B+ or better on the senior research project and on the comprehensive examination.

### Approved Electives for the General Track in American Studies

The following courses are recommended as electives. Other classes, not included in the list below, may be counted toward the major with the approval of the program director. Students majoring in American studies should consult their advisor in designing their program of study and selecting the appropriate electives.

AMST 150	Introduction to Africana and African American Studies	4
AMST 251	Black Masculinity in the United States	4
AMST 255	Imagining Africa	4
AMST 351	Toni Morrison	4
AMST 444	Independent Study	2,4
ANTH 301	American Culture	4
ANTH 302	Southern Cultures	4
ANTH 307	The Archaeology of Southeastern United States	4
ANTH 411	Research Seminar: Campus Life and Academic Culture	4
ARTH 212	American Animation, 1910-1960	4
ARTH 310	Far East in American Visual Culture	4
ARTH 340	American Art	4
ARTH 348	Reframing Architecture and the Decorative Arts: Arts and Crafts, Art Nouveau, and Art Deco	4
ASIA 110	Asian American Experience	4
EDUC 279	History of American Education	4
ENGL 330	The Life and Literature of Tennessee Williams	4
ENGL 377	American Literature I	4
ENGL 378	American Literature II	4
ENGL 379	The American Novel	4
ENGL 380	Whitman and Dickinson	4
ENGL 391	Modern American Poetry	4
ENGL 392	Modern American Fiction	4
ENGL 393	Faulkner	4
ENGL 394	Literature of the American South	4
ENGL 395	African-American Literature	4
ENGL 396	American Environmental Literature	4
ENGL 397	Contemporary American Fiction	4
ENGL 398	American Poetry Since World War II	4
HIST 201	History of the United States I	4
HIST 202	History of the United States II	4

HIST 204	Rich and Poor in America from the Colonial Period to the Present	4
HIST 226	Politics and Society in Contemporary America	4
HIST 227	Intellectual and Cultural History of the United States I	4
HIST 228	Intellectual and Cultural History of the United States II	4
HIST 229	The Many Faces of Sewanee	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 316	The African-American Church in Slavery and Freedom	4
HIST 317	African-American Intellectual History	4
HIST 318	African American Women and Religion	4
HIST 322	Southern Lives	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 325	Revolutionary America	4
HIST 327	The Old South	4
HIST 329	The New South	4
HIST 330	History of Southern Appalachia	4
HIST 332	Twentieth Century American Culture	4
HIST 334	Mass Culture and Popular Amusements in the United States, 1870-1945	4
HIST 339	The Making of Modern America, 1877-1920	4
HIST 347	The American Civil Rights Movement	4
HIST 375	The Outlaw in American Culture	4
HIST 393	America's Civil War	4
HIST 394	Reconstructing the South	4
HIST 493	The Civil War and American Historical Memory	4
MUSC 210	Music in Multicultural America	4
MUSC 223	American Music	4
PHIL 311	American Philosophy	4
POLS 107	Critical Issues in American Politics	4
POLS 203	The Presidency	4
POLS 204	Legislative Process	4
POLS 205	The Judicial Process	4
POLS 304	American Political Thought	4
POLS 322	United States Foreign Policy	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 343	Visions of Constitutional Order	4
POLS 344	Myth America	4
POLS 373	African-American Political Thought	4
POLS 390	The United Nations	4
PSYC 403	Psychology and Popular Culture in the U.S.	4
RELG 343	Popular Culture and Religion in America	4
RELG 391	Southern Religion	4
RELG 393	Rural Religion	4
SAST 220	Place, Memory, and Identity	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
WMST 100	Introduction to Women's and Gender Studies	4
WMST 251	Black Masculinity in the United States	4
WMST 351	Toni Morrison	4

**Approved Electives for the Africana and African American Studies Track in American Studies**

The following courses are recommended as electives. Other classes, not included in the list below, may be counted toward the major with the approval of the program director. Students majoring in AAAS track should work closely with their advisor in designing their program of study and selecting the appropriate electives. For ARTH 340, MUSC 201, and MUSC 223, students should consult the instructor about the possibility of directing their written work or other assignments towards subjects pertaining to AAAS.

ANTH 302	Southern Cultures	4
ANTH 304	Peoples and Cultures of Africa	4
ANTH 305	Cultures of Latin America	4
ANTH 311	Gender and Class in Latin America	4
ANTH 314	Colonialism and Culture	4
ANTH 317	The Anthropology of Development	4
ANTH 379	Ethnicities	4
ARTH 340	American Art	4
ENGL 395	African-American Literature	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 223	Latin American History to 1825	4
HIST 224	Latin American History Since 1826	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 316	The African-American Church in Slavery and Freedom	4
HIST 317	African-American Intellectual History	4
HIST 318	African American Women and Religion	4
HIST 322	Southern Lives	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 327	The Old South	4
HIST 329	The New South	4
HIST 347	The American Civil Rights Movement	4
HIST 363	Peasant Resistance and Rebellion in Latin America, 1500-1990	4
HIST 382	Science, Segregation, and Popular Culture in 20th-Century South Africa	4
HIST 385	Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam	4
HIST 386	African Environmental History	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 393	America's Civil War	4
HIST 394	Reconstructing the South	4
HIST 493	The Civil War and American Historical Memory	4
MUSC 201	Bach, Beethoven, and the Beatles: History of Music in the Modern Era	4
MUSC 223	American Music	4
POLS 227	Africa in World Politics	4
POLS 230	Politics in Nigeria and South Africa	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 329	Comparative African Politics	4
POLS 373	African-American Political Thought	4
RELG 265	Ethical Thought and the African American Experience	4
RELG 315	African Religions	4
RELG 391	Southern Religion	4
RELG 393	Rural Religion	4

## Anthropology

Website: [anthropology.sewanee.edu](http://anthropology.sewanee.edu)

Anthropology is the study of human experience across space and time, and has historically been subdivided into four major sub-disciplines: archaeology, biological anthropology, cultural anthropology, and linguistics. See the American Anthropological Association site: [What Is Anthropology?](http://www.aaanet.org/about/whatisanthropology.cfm) (<http://www.aaanet.org/about/whatisanthropology.cfm>)

At Sewanee, our department concentrates on two of these: archaeology and cultural anthropology. Our current areas of expertise include Europe, Latin America, Southeast Asia, and the Southeastern United States. Our faculty has studied agricultural development and state formation in Southeast Asia, anorexia, ecological anthropology, education, ethnicity in Europe and America, gender and development in Latin America, health and healthcare, labor migration in the Southeastern United States, religion, and sacred landscapes in Ireland, Scotland and Italy.

In today's globalizing world, understanding human diversity in the broadest sense is a valuable skill that anthropology students acquire in their course of study. Former majors report using these skills in a variety of arenas that include the medical and education fields, marketing and public relations, international business and finance, and cultural resource management and museum studies.

Learning about other societies through regular participation in their daily lives is the central method of cultural anthropology. Many of our courses provide opportunities for this kind of research on campus and in neighboring towns. Additionally, every anthropology major is required to complete a semester-long field methods project either here or abroad.

We especially encourage study abroad options for students interested in cultural anthropology as they gain invaluable experience and expertise in cross-cultural interaction and research.

Field methods credit may also be obtained through completion of an archaeological field school through the University of the South or other pre-approved program in the United States or abroad.

Community engagement is a powerful way to combine anthropological research with service to the larger community. Anthropologists increasingly look for ways to give back to the communities they seek to understand, and in the methods courses in particular, students work closely with consultants from our local communities. Additionally, several of our courses are part of the Center for Liberal Education and Community Engagement (CLECE) curriculum. These include some sections of Introductory Cultural Anthropology (ANTH 104), Medical Anthropology (ANTH 319), the Anthropology of Education (ANTH 399) and Anthropological Field Methods (ANTH 401).

### Faculty

Assistant Professor Carmody

Professors Murdock, O'Connor, Ray, Wallace

Associate Professor R. Summers (Chair)

### Major

#### Requirements for the Major in Anthropology

The major requires successful completion of the following:

##### Course Requirements <sup>1</sup>

ANTH 104	Introductory Cultural Anthropology	4
Select one of the following:		4
ANTH 106	Introductory Physical Anthropology and Archaeology	
ANTH 107	Human Evolution and Variation	
ANTH 109	World Prehistory	
ANTH 391	Junior Tutorial <sup>2</sup>	4
ANTH 401	Anthropological Field Methods <sup>3</sup>	4
ANTH 403	Social Theory	4
Select five additional courses in anthropology (ANTH) <sup>4</sup>		20
<b>Total Semester Hours</b>		<b>40</b>

**Additional Requirements**A comprehensive examination <sup>5</sup>A department-approved area or a topical specialty <sup>6</sup><sup>1</sup> Majors are strongly urged to take a course in statistics.<sup>2</sup> This course is taken in the second semester of the junior year, and majors are encouraged to study abroad in the first semester of the junior year.<sup>3</sup> Students satisfy a requirement in methods by taking 401, but may also take another pre-approved course or a pre-approved ethnographic or archaeological field school for methods credit. Students complete a paper or report on their methods field work (cultural or archaeological).<sup>4</sup> ENST 332 may be used as one of these electives. No more than one 444 may count towards the five required electives.<sup>5</sup> Comprehensives are given in two parts during the student's last semester: a written exam and an oral defense of both their written answers and their field methods reports.<sup>6</sup> A major may meet this requirement by either: 1) spending a semester abroad to acquire experience in another culture, or 2) taking two upper-level courses outside of anthropology either a) in a single discipline (e.g. history, religion, economics, political science, art, theatre, music, psychology) or b) related to a single area of the world (Asia, Oceania, Africa, Europe, or Latin America).**Honors**

In October of the senior year, students may apply for honors if they have a "B+" or higher grade point average in the major. To apply, students submit a project proposal to the department chair for a 40-page paper on their area of specialty. The project is to be researched and written in the second semester of the senior year. Those applicants invited to complete an honors project register for a full course (ANTH 405) and work with a departmental faculty member to submit the project in mid-April.

**Minor**

All courses for the minor are normally taken at the University of the South. One course taken abroad may occasionally qualify for the minor requirement, but approval must be obtained from the department before taking the course.

**Requirements for the Minor in Anthropology**

The minor requires successful completion of the following:

ANTH 104	Introductory Cultural Anthropology	4
Select one of the following:		4
ANTH 106	Introductory Physical Anthropology and Archaeology	
ANTH 107	Human Evolution and Variation	
ANTH 109	World Prehistory	
Select three additional courses in anthropology (ANTH) <sup>1</sup>		12
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> ENST 332 may be used as one of these electives. No more than one 444 may count towards the required three electives.

## Arabic

Website: [sewanee.edu/academics/arabic/](http://sewanee.edu/academics/arabic/)

Arabic is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Study of Arabic can fulfill the language requirement for international and global studies majors, but it does not count as one of the eight distributed electives needed for the major and is not expected at this time to lead toward fulfillment of the general distribution requirement for foreign language study since the intermediate level is not available.

## Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

## Faculty

Assistant Professor Nimis



## Art and Art History

Website: [art.sewanee.edu](http://art.sewanee.edu)

The Department of Art and Art History offers courses that satisfy the degree requirements toward the B.A. degree in art or art history. The art discipline prepares individuals for a life in the arts with a grounding in the technical, aesthetic, and critical aspects of artistic production and exhibition; art history provides students with the methodological and critical tools for the analysis of visual culture and its role in history. The study of art and art history can significantly enrich a liberal-arts education, especially in a world that is increasingly shaped by images and the exchange of visual information.

### Faculty

Professors Brennecke, Clark, Malde, Pond (Chair)

Associate Professor J. Thompson

Assistant Professor Wohl

### Majors

#### Art History

Students planning to major in art history are strongly encouraged to complete a range of courses in complementary disciplines, including studio art, literature, history, philosophy, and religion. Majors are also advised to study abroad.

#### Requirements for the Major in Art History

The major requires successful completion of the following:

##### Course Requirements <sup>1</sup>

ARTH 103	Survey of Western Art I <sup>2</sup>	4
ARTH 104	Survey of Western Art II <sup>2</sup>	4
ARTH 317	Approaches to Art History	4
Select one of the following (Area I): <sup>3</sup>		4
ARTH 312	Greek and Roman Art and Architecture	
ARTH 320	Medieval Art and Architecture	
ARTH 322	Art and Devotion in Late Medieval and Early Modern Northern Europe	
ARTH 325	Italian Renaissance Art and Architecture	
ARTH 326	Northern Renaissance Art	
Select one of the following (Area II): <sup>3</sup>		4
ARTH 202	History of Photography	
ARTH 332	Seventeenth and Eighteenth Century Art	
ARTH 333	French Art	
ARTH 335	Nineteenth-Century Art	
ARTH 338	British Art	
ARTH 340	American Art	
ARTH 350	Spanish Painting	
Select one of the following (Area III): <sup>3</sup>		4
ARTH 108	History of Film: Invention to Mid-Century	
ARTH 212	American Animation, 1910-1960	
ARTH 317	Approaches to Art History	
ARTH 345	Modern Art	
ARTH 346	Contemporary Art	
ARTH 351	Conceptual Art	
ARTH 360	Pop Art	
ARTH 370	Art in Germany: 1919-1933	

Select four additional courses in art history (ARTH) <sup>4</sup> 16

**Total Semester Hours**

**40**

## Additional Requirements

### A comprehensive examination

- <sup>1</sup> Students interested in advanced placement into upper-division art history courses should consult the department.
- <sup>2</sup> Majors should complete the two art history surveys by the conclusion of the first semester of the junior year.
- <sup>3</sup> Students will also choose one of the three chronological areas as their area of special interest and take at least one additional art- history course in that area. The three chronological-area courses must be completed at Sewanee.
- <sup>4</sup> Subject to approval by the art history faculty, the department may accept up to two courses (eight hours) in art history from other institutions. Exceptions to this limit are decided by the chair.

## Honors

To receive departmental honors, a student must have a departmental GPA of 3.50 at the end of the final semester, pass the comprehensive examination with distinction, that is, with an overall score of 88, and earn a grade of B+ or higher on an honors research paper. Eligibility for departmental honors depends on completion of Approaches to Art History (ARTH 317) with a grade of B+ or higher and a departmental GPA of 3.50 at the end of the first semester of the senior year. Eligible majors may then, at the discretion of the chair, elect a course of independent study (ARTH 440) and write an honors research paper under the direction of a member of the art history faculty.

## Art

The studio art program offers classes in six disciplines: digital arts, drawing, painting, photography, sculpture, and video.

## Requirements for the Major in Art

The major requires successful completion of the following:

### Course Requirements

ART 101	Line, Form and Space: Studies in Drawing, Photography and Sculpture	4
ART 102	Color, Motion, and Time: Studies in Digital Art, Painting, and Video	4
ART 420	Seminar in Creativity	4
ART 430	Senior Seminar	4
Select one course in art history (ARTH)		4
Select three additional courses in art (ART)		12
Select two additional courses in art (ART) numbered 300 or above		8
<b>Total Semester Hours</b>		<b>40</b>

### Additional Requirements

#### A comprehensive examination <sup>1</sup>

- <sup>1</sup> The comprehensive examination for studio art majors includes the following: preparation and presentation of a portfolio produced over the course of at least one year, participation in a senior exhibition along with the submission of an artist's statement, writing a thesis paper, undergoing a private defense of the portfolio and thesis, and giving a public presentation with response to questions from the audience. The comprehensive exam result is based on passing all of these components.

## Honors

Students with a department GPA of at least 3.20 by the end of their junior year are eligible to apply for department honors. To apply for honors, a student must submit a proposal for a thesis project by the designated date during the first semester of his or her senior year. Those students whose proposals have been approved will, in addition to fulfilling the comprehensive exam requirements, assemble a solo exhibition along with the submission of an artist's statement, write an extended thesis paper, undergo a private defense of the exhibition and thesis, and give a public presentation with response to questions from the audience. Final determination of honors is based on the quality of all of these components.

## Minors

### Art History

#### Requirements for the Minor in Art History

The minor requires successful completion of the following:

**Course Requirements**<sup>1</sup>

ARTH 103	Survey of Western Art I	4
ARTH 104	Survey of Western Art II	4
Select four additional courses in art history (ARTH) numbered 200 or above		16
<b>Total Semester Hours</b>		<b>24</b>

**Additional Requirements**

Part I (slide identification and visual analysis), Part II (visual analysis of an unknown work of art), and Part III (art-historical terms and concepts) of the art history comprehensive examination

<sup>1</sup> Subject to approval by the art history faculty, the department may accept up to two courses (eight hours) in art history from other institutions. Exceptions to this limit are decided by the chair.

**Art**

Students with Advanced Placement art credit or students with other advanced art education or experience are strongly encouraged to consult with art faculty for placement in art classes, with possible enrollment directly into upper-level courses without need to complete otherwise required prerequisites. Placement directly into courses beyond the 100-level is at the discretion of the professor teaching the course into which a student wishes to gain entry.

Up to two art history courses taken as part of the requirements for an art minor may be counted toward a major or minor in art history.

**Requirements for the Minor in Art**

The minor requires successful completion of the following:

**Course Requirements**<sup>1</sup>

ART 101	Line, Form and Space: Studies in Drawing, Photography and Sculpture	4
ART 102	Color, Motion, and Time: Studies in Digital Art, Painting, and Video	4
Select two additional courses in art (ART) numbered 200 or above		8
Select one additional course in art (ART) numbered 300 or above		4
<b>Total Semester Hours</b>		<b>20</b>

**Additional Requirements**

Group exhibition<sup>2</sup>

<sup>1</sup> Subject to approval by the art faculty, the department accepts up to two courses (eight hours) in art from other institutions. Students may take up to two courses that are cross-listed with and taught by other departments or programs from the College as credit toward the minor requirements. The chair decides exceptions to this limit.

<sup>2</sup> Students must contribute approved works of art and a two-page artist statement to a group exhibition in March of their senior year.

## Asian Studies

Website: [sewanee.edu/asianstudies/](http://sewanee.edu/asianstudies/)

Asian studies majors seek to acquire a deep knowledge of one or more cultures in Asia so that they can understand how people in an Asian society act and view the world. Such a goal requires a firm grasp of: an Asian language so that students can understand the concepts and modes of communication within a culture, historical knowledge of the culture's development, the culture's values and ritual practices that stem from religious and philosophical traditions, and the pattern of social structure and economic development. Asian studies majors should also examine the forces that have integrated Asia as well as how Asian countries vary among themselves, as revealed through comparative analyses.

### Summer Program in China/India

Sewanee students may take advantage of summer study in China and India. The continuing issue of the program is economic development, with other subjects also included in different summers. *Note: does not fulfill the study-abroad requirement for Asian Studies.*

### Faculty

Professors Brown, Goldberg, Mohiuddin, O'Connor, Peterman, Wallace, S. Wilson (Chair)

Assistant Professors Manabe, Schoenberger

### Major

#### Requirements for the Major in Asian Studies

The major requires successful completion of the following:

Select three or more approved integrative or comparative electives in Asian studies (from at least two departments/programs) (p. 52)	12
Select five or more electives in Asian cultures (p. 52)	20
Select one course in Asian languages numbered 300 or above (p. 52)	4
ASIA 458 Asian Studies Senior Thesis	4
<b>Total Semester Hours</b>	<b>40</b>

#### Additional Requirements

A comprehensive examination <sup>1</sup>

A study abroad program approved by the chair of the program

<sup>1</sup> The comprehensive examination is two parts: a) a written set of questions that integrate courses taken by the student; and b) a written set of questions on specific courses taken by the student.

### Honors

To earn honors in Asian studies, a student must satisfy the following criteria: a) at least a 3.33 grade point average from courses in the major; b) awarding of a "B+" or better on the senior thesis; and c) awarding of "distinction" (B+ or better) on the comprehensive exam.

### Minor

#### Requirements for the Minor in Asian Studies

The minor requires successful completion of the following:

#### Course Requirements

Select one approved integrative or comparative elective in Asian studies (p. 52)	4
Select two electives in Asian cultures (p. 52)	8
Select two courses in one Asian language (p. 52)	8
<b>Total Semester Hours</b>	<b>20</b>

**Asian Cultures Electives**

ASIA 203	Chinese Martial Arts Cinema	4
ASIA 204	Themes in New Chinese Cinema	4
ASIA 205	Modern China through Fiction and Film	4
ASIA 209	Introduction to Japanese Civilization	4
ASIA 217	Modern Japanese Literature	4
ASIA 220	Japanese Folklore and Mythology	4
ASIA 230	The Land of the Rising "Sons:" The Concept of the Child and Children's Culture in Japan	4
ASIA 232	Father Emperor, Mother Land: Family and Nationalism in Modern Japan	4
ASIA 233	The Fantastical World of <i>Anime</i>	4
ASIA 235	Love in Modern Japan	4
ASIA 320	Gender and Sexuality in Japanese Culture	4
ECON 345	Economic Development in China	4
ECON 347	Microfinance Institutions in South Asia	4
HIST 216	History of Japan	4
HIST 388	The United States and Vietnam since 1945	4
INGS 304	Politics and Society in Modern India	4
PHIL 215	Chinese Philosophy	4
PHIL 226	Philosophical Issues in Daoism	4
POLS 249	China and the World	4
POLS 360	Chinese Politics	4
RELG 264	Hinduism	4
RELG 342	Mindfulness: East and West	4
RELG 353	Buddhism and the Environment	4
RELG 364	Buddhist Ethics	4

**Asian Language Courses**

CHIN 103	Elementary Chinese I	4
CHIN 104	Elementary Chinese II	4
CHIN 203	Intermediate Chinese	4
CHIN 301	Advanced Chinese	4
CHIN 444	Independent Study	2,4
JAPN 103	Elementary Japanese I	4
JAPN 104	Elementary Japanese II	4
JAPN 203	Intermediate Japanese	4
JAPN 301	Composition and Conversation	4
JAPN 303	Readings in Japanese: Modern Short Stories and Poetry	4
JAPN 444	Independent Study	2,4

**Asian Studies Integrative or Comparative Electives**

ANTH 340	Families in Asia	4
ANTH 341	The Culture and History of Southeast Asia	4
ECON 310	Economic Development	4
HIST 211	China: Inside the Great Wall	4
HIST 212	China: Manchus to Massacre, Dynasty to Dictatorship	4
POLS 326	Comparative Asian Politics	4
RELG 162	Introduction to Asian Religions	4
RELG 262	Buddhist Traditions	4
THTR 226	Asian Theatre	4

## Biochemistry

Website: [sewanee.edu/academics/biochemistry/](http://sewanee.edu/academics/biochemistry/)

Students in this interdisciplinary field explore life's molecular building blocks and the intersections of biology and chemistry. Majors complete six required courses in biology and chemistry, then choose electives from such courses as cell biology, organic chemistry, thermodynamics and kinetics, genetics, immunology, microbiology, environmental physiology and biochemistry of animals, inorganic chemistry, chemical analysis, and advanced biochemistry.

Science students pursue their work in Spencer Hall, Sewanee's new, LEED-certified \$22 million science facility.

### Faculty

Assistant Professor Kikis

Professor

Associate Professors Pongdee, B. Seballos (Chair), A. Summers, R. Summers

### Major

The biochemistry major is an interdisciplinary major administered by the Departments of Biology and Chemistry.

### Requirements for the Major in Biochemistry

The major requires successful completion of the following:

#### Course Requirements

BIOL 133	Introductory Cell and Molecular Biology	4
BIOL 233	Intermediate Cell and Molecular Biology (Lab)	4
BIOL/CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)	4
CHEM 102	General Chemistry II (Lab)	4
CHEM 201	Organic Chemistry I (Lab)	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM/BIOL 307	Mechanistic Biochemistry (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
MATH 102	Calculus II	4
PHYS 101	General Physics I (Lab)	4
Select at least two of the following:		8
BIOL 280	Molecular Genetics (Lab)	
BIOL 301	Genetics	
BIOL 300 or BIOL 325	Biology of Aging (Lab) or Biology of Aging	
BIOL 318 or BIOL 328	Molecular Revolutions in Medicine or Molecular Revolutions in Medicine (Lab)	
BIOL 319 or BIOL 320	Cancer Cell Biology (Lab) or Cancer Cell Biology	
BIOL 330 or BIOL 331	Immunology (Lab) or Immunology	
BIOL 340	Microbiology (Lab)	
BIOL 350 or BIOL 351	Environmental Physiology and Biochemistry of Animals (Lab) or Environmental Physiology and Biochemistry of Animals	
BIOL 380 or BIOL 381	Genomics or Genomics (Lab)	
BIOL 388 or BIOL 389	Epigenetics or Epigenetics (Lab)	
CHEM 308	Inorganic Chemistry (Lab)	
CHEM 311	Instrumental Analysis (Lab)	

CHEM 415	Mechanistic Enzymology
CHEM 417	Advanced Biochemistry
CHEM 418	Structural Methods
CHEM 425	Drug Design and Development

**Total Semester Hours** **48**

### Additional Requirements

A comprehensive examination <sup>1</sup>

<sup>1</sup> The comprehensive exam in biochemistry has three parts: a written exam covering CHEM 201, CHEM 202, and BIOL 233, which students are expected to take in the first semester of their junior year; a written exam covering CHEM 307, BIOL 316, and CHEM 352, which students are expected to take in the second semester of their senior year; and an oral exam that follows the second written exam.

### Honors

In order to receive honors in biochemistry, a student must have a 3.20 or higher GPA in the major courses and must complete a research project that the biochemistry committee considers worthy of honors. The research project may be done as part of a course (usually BIOL 444 or CHEM 494), or it may be done in the context of a summer research program at this University or at another institution. The honors project must involve some original work. A formal written report and seminar presentation on the research are required. Students must inform the biochemistry committee of their intention to seek honors no later than October 1 of their senior year.

### Minor

#### Requirements for the Minor in Biochemistry

The minor requires successful completion of the following:

#### Course Requirements

BIOL 316	Biochemistry of Metabolism and Molecular Biology (Lab)	4
CHEM 307	Mechanistic Biochemistry (Lab)	4
Select at least three of the following:		12
BIOL 233	Intermediate Cell and Molecular Biology (Lab)	
BIOL 280	Molecular Genetics (Lab)	
BIOL 301	Genetics	
BIOL 318 or BIOL 328	Molecular Revolutions in Medicine or Molecular Revolutions in Medicine (Lab)	
BIOL 330 or BIOL 331	Immunology (Lab) or Immunology	
BIOL 340	Microbiology (Lab)	
BIOL 350 or BIOL 351	Environmental Physiology and Biochemistry of Animals (Lab) or Environmental Physiology and Biochemistry of Animals	
BIOL 380 or BIOL 381	Genomics or Genomics (Lab)	
BIOL 388 or BIOL 389	Epigenetics or Epigenetics (Lab)	
CHEM 201	Organic Chemistry I (Lab)	
CHEM 202	Organic Chemistry II (Lab)	
CHEM 417	Advanced Biochemistry	

**Total Semester Hours** **20**

## Biology

Website: [biology.sewanee.edu](http://biology.sewanee.edu)

The study of biology at Sewanee — the study of life — can mean anything from studying cells and molecules to studying ecosystems. Breadth is a hallmark.

As part of the liberal arts program, the department helps prepare students from all areas to be better able to address present-day challenges which our society faces. The department also offers a wealth of courses and experiences to prepare majors and minors through an emphasis on learning through experimentation and/or field work. Biology students at Sewanee have unmatched opportunities for research in collaboration with faculty. Each year some students are able to publish their results in scientific journals and to present research at conferences.

Through the classroom, laboratory, and field experiences the biology department seeks to encourage students to solve problems, think critically, work collaboratively, and communicate well. Faculty and students together are challenged to develop the ability to empathize with other organisms, to work ethically, and to act responsibly.

The Department of Biology offers the following majors:

- Biology explores life at scales ranging from molecules and cells to populations and ecosystems.
- Ecology and biodiversity integrates biology with other disciplines, engaging students in both applied and theoretical aspects of environmental challenges.

### Faculty

Professors Berner, Evans, Haskell, L. Jones, McGrath

Assistant Professors Cecala, Edwards, Kikis, McGhee, Moore, Pickens, Schrader

Associate Professors A. Summers, Zigler (Chair)

## Majors

### Biology

#### Requirements for the Major in Biology

The major requires successful completion of the following:

##### Course Requirements <sup>1,2</sup>

BIOL 130	Field Investigations in Biology	4
BIOL 133	Introductory Cell and Molecular Biology <sup>3</sup>	4
CHEM 120	General Chemistry (Lab) (or equivalent)	4
MATH 101 or MATH 102	Calculus I or Calculus II	4
Select one of the following: <sup>4</sup>		8
PHYS 101 and PHYS 102	General Physics I (Lab) and General Physics II (Lab)	
PHYS 103 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	
Select three laboratory courses in biology (BIOL) numbered 200 or above <sup>5</sup>		
Select two additional courses in biology (BIOL) numbered 200 or above <sup>6</sup>		20
<b>Total Semester Hours</b>		<b>44</b>

##### Additional Requirements

A comprehensive examination

<sup>1</sup> Courses numbered below 130 do not count toward the major.

<sup>2</sup> Students contemplating a career in research should consider taking courses in statistics and computer science.

<sup>3</sup> The Department of Biology will allow an AP test score of 5 or a higher level IB test score of 6 or 7 to substitute for BIOL 133. Students should be advised that mastery of the material covered in BIOL 133 is important as majors will be tested on it during their comprehensive exams.



- <sup>4</sup> Students may substitute laboratory biology courses for one or both of the physics classes. However, students considering professional careers in medicine should be aware that all medical schools specify courses in physics and organic chemistry among their entrance requirements.
- <sup>5</sup> Students who have completed and passed a) the Island Ecology summer program or b) the specific combination of the two half courses BIOL 241 and BIOL 251 may count either a) or b) as one laboratory course in the major. For purposes of calculating GPA within the major, the grade for the island ecology program will count as the equivalent of one biology class.
- <sup>6</sup> Students may receive college credit for more than three 200- or 300-level biology courses taught by the same professor. However, no more than three may be counted among those required for the major.

## Ecology and Biodiversity

Ecology and biodiversity is an interdisciplinary major that integrates coursework in biology, ecology, and evolution with other environmental disciplines.

### Requirements for the Major in Ecology and Biodiversity

The major<sup>1</sup> requires successful completion of the following:

#### Course Requirements <sup>2</sup>

BIOL 133	Introductory Cell and Molecular Biology	4
BIOL 210	Ecology (Lab)	4
BIOL 211	Biodiversity: Pattern and Process (Lab)	4
BIOL 315	Advanced Topics in Ecology and Biodiversity (capstone for seniors)	4
ENST 101	Introduction to Environmental Studies	4
ENST 217	Fundamentals of GIS	4
or STAT 204	or Elementary Statistics	

Select one course in ecological and evolutionary processes from the following: 4

BIOL 206	Plant Ecology (Lab)	
BIOL 213	Evolutionary Biology	
BIOL 221	Environmental Physiology of Plants (Lab)	
BIOL 237	Freshwater Biology (Lab)	
BIOL 241 and BIOL 251	Rainforests and Coral Reefs and Field Study in Belize	
BIOL 260	Cave Biology	
BIOL 313	Ecosystems and Global Change (Lab)	
BIOL 323	Environment and Development	
BIOL 350	Environmental Physiology and Biochemistry of Animals (Lab)	
ENST 240	Island Ecology (Lab) (counts as one course)	

Select one course in taxonomy from the following: 4

BIOL 200	Entomology	
BIOL 201	Ornithology (Lab)	
BIOL 202	Invertebrate Zoology (Lab)	
BIOL 215 and BIOL 216	Fungi and Algae and Bryophytes	

BIOL 255	Herpetology (Lab)	
BIOL 310	Plant Evolution and Systematics (Lab)	
Select one course in human dimensions from the following:		4
BIOL 209	Advanced Conservation Biology	
BIOL 222	Advanced Conservation Biology (Lab)	
BIOL 232	Human Health and the Environment (Lab)	
BIOL 235	Freshwater Conservation	
Select one additional course from ecological and evolutionary processes, taxonomy, or human dimensions		4
Select one course on the environment from a non-science perspective: <sup>3</sup>		4
ANTH 298	Ecological Anthropology	
ANTH 316	Archaeology of the Cumberland Plateau	
ANTH 350	Environmental Archaeology	
ANTH 357	Field School in Archaeology	
ECON 335	Environmental Economics	
ENST 217	Fundamentals of GIS (if not taken as a core course)	
ENST 336	Environmental Land-Use Policy	
ENGL 220	Poetry, Nature and Contemplation	
ENGL 396	American Environmental Literature	
FORS 270	Water Resource Policy and Law	
PHIL 230	Environmental Ethics	
POLS 382	International Environmental Policy	
RELG 125	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Buddhism and the Environment	
RELG 393	Rural Religion	
RUSN 363	Environmentalism and Ecocide in Russian Literature and Culture	
<b>Total Semester Hours</b>		<b>44</b>

### Additional Requirements

A comprehensive examination

Study abroad (recommended) <sup>4</sup>

<sup>1</sup> The major field is defined as all Biology classes listed above, including: BIOL 130, ENST 101, ENST 140, ENST 217, ENST 240, ENST 317, ENST 400.

<sup>2</sup> Many graduate programs in ecology and biodiversity require one or more semesters of physical science (chemistry, geology, and/or physics). CHEM 120, GEOL 121, and STAT 204 are recommended electives.

<sup>3</sup> Other non-science environmental courses require departmental approval.

<sup>4</sup> Study abroad is recommended from programs such as: Organization for Tropical Studies (Costa Rica or South Africa), School for International Training (from a variety of countries), and Sea Semester. Study abroad courses count inside the major field if the majority of the work in the course concerns the scientific study of ecology and biodiversity; study abroad courses will count outside the major field if the majority of the work for the course concerns social science, humanities or other work outside the natural sciences.

### Required for a B.S. (but not for a B.A.) in Ecology and Biodiversity

#### Course Requirements

Select one course in statistics (STAT)	4
Select three additional courses in mathematics, statistics, or science outside biology, including at least two lab science courses	12

<b>Total Semester Hours</b>	<b>16</b>
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### Minor

#### Requirements for the Minor in Biology

The minor requires successful completion of the following:

**Course Requirements**

Select one of the following:	4-8
BIOL 130 and BIOL 133	Field Investigations in Biology and Introductory Cell and Molecular Biology
One course in biology (BIOL) numbered 200 or above	
Select three additional courses in biology (BIOL) numbered 200 or above <sup>1</sup>	12
<b>Total Semester Hours</b>	<b>16-20</b>

<sup>1</sup> No student may take more than one of the following courses for credit: BIOL 100, BIOL 105. Students who propose taking any of their required courses in biology elsewhere must seek prior approval for each such course taken after matriculating in the college.

**Off-Campus Study****Island Ecology Program**

The island ecology program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Six faculty members from three departments teach in the program each spring and summer.

## Business

Website: [business.sewanee.edu/minor](http://business.sewanee.edu/minor)

### Carey Fellows

Prospective business minors can apply in November of their sophomore year to become Carey Fellows. The designation of Carey Fellow brings with it both a mark of distinction and additional requirements designed to prepare fellows for leadership positions in business and finance. The business minor and the pre-business program are also supported, with practical benefits as well as intellectually stimulating offerings, by The Babson Center for Global Commerce, directed by Mr. Chip Manning.

Carey Fellows are required to maintain a 3.33 GPA. In addition to completing course requirements for the minor, Carey Fellows must complete a semester-long internship off campus in their junior year, attend a Sewanee summer school session, complete two proseminar courses in their junior year and senior year and attend a specified number of Babson Center for Global Commerce events.

### Internship Requirement

With assistance from the Director of the Babson Center for Global Commerce, Fellows must secure and complete a semester-long internship off-campus during their junior year. Each Carey Fellow must register for and complete three full courses (12 semester hours) at Sewanee during the term of his or her internship. Instruction for two of these, PHIL 232 and ECON 360, will be begun in the summer (funded by the Carey program) with completion involving some final test(s) or paper(s) based, most likely in some part, on subject matter associated with the internship setting. The third course will be BUSI 352 or, in special circumstances, an Independent Study (444). Carey Fellows will then be considered enrolled as full-time, degree-seeking students during the period of the internship.

### Proseminar Course Requirement

During their junior year and senior year, fellows must complete two proseminar courses (BUSI 352 and BUSI 353) designed to complement their internship experience. Each seminar includes reading on topics such as business history or philosophical perspectives on capitalism.

The proseminars also draw on academic work within the business minor to enhance spreadsheet modeling skills, writing skills, and speaking skills. One full course (four semester hours of credit) will be awarded for completion of each seminar.

### Faculty

Instructor Heinemann

Associate Professor St-Pierre (Chair)

Professor Williams

### Minor

An element of the Wm. Polk Carey Pre-business Program, the business minor is anchored in the belief that a liberal arts education offers the best foundation for a business career. Such an education provides broad understanding of human behavior and institutions, appreciation of global culture and of peoples around the world, and perspectives for developing personal values and ethical standards. It also encourages the sort of creativity and flexibility of mind that business leadership demands.

The business minor requires students to take courses in economics, accounting, finance, and business ethics and to elect specified courses from the disciplines of economics, psychology, political science, and computer science. In choosing elective courses, students must select one of three tracks: managerial, international, or finance. The managerial track is for students who wish to concentrate their electives in courses directly relevant to the management of complex business organizations. The international track is for students who have a particular interest in international business. The finance track is designed for students wishing to acquire a comprehensive grounding in modern finance. Finance I (ECON 360), Finance II (ECON 361), and Finance III (ECON 362) cover all topics on the Chartered Financial Analysts (CFA) exam and will be of special interest to students contemplating careers in finance or those who plan to take the CFA exam.

### Requirements for the Minor in Business

The minor requires successful completion of the following:

#### Course Requirements

BUSI 215	Fundamentals of Financial Accounting	4
ECON 101	Introduction to Economics	4
ECON 360	Finance I <sup>1</sup>	4

PHIL 232	Business Ethics	4
Select two additional approved electives identified under a common track (below) <sup>2</sup>		8
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> ECON 360, which is required of all students, has a prerequisite of statistics (STAT 204) and Introduction to Economics (ECON 101). All business minors should have completed STAT 204 and ECON 101 by the end of their sophomore year.

<sup>2</sup> Business minors who elect the finance track should complete BUSI 215 and ECON 360 by the end of their junior year.

### Managerial Track

BUSI 216	Fundamentals of Managerial Accounting	4
BUSI 217	Marketing Strategy	4
CSCI 180	Business Data Communications and Computer Networks	4
CSCI 284	Database Design with Web Applications	4
CSCI 290	Data Mining	4
ECON 304	Labor Economics	4
ECON 315	Industrial Organization and Public Policy	4
ECON 341	Game Theory	4
ECON 348	Social Entrepreneurship	4
FORS 319	Natural Resource Management and Decisions	4
HIST 100	Topics in Western Civilization	4
PSYC 203	Social Psychology	4
PSYC 206	Industrial Psychology	4
PSYC 208	Cognitive Psychology	4

### International Track

BUSI 217	Marketing Strategy	4
ECON 310	Economic Development	4
ECON 343	International Trade	4
ECON 344	International Finance	4
ECON 345	Economic Development in China	4
ECON 346	Introduction to Asian Development	2
ECON 349	Selected topics in Microfinance and Social Entrepreneurship	2
POLS 250	States and Markets in East Asia	4
POLS 366	International Political Economy	4
POLS 402	Topics in Political Economy	4

### Finance Track

ECON 361	Finance II	4
ECON 362	Finance III	4

# Chemistry

**Website:** chemistry.sewanee.edu

Chemistry is often referred to as the central science. As such, it interfaces with and illuminates numerous disciplines including physics, biology, forestry, and geology. The general chemistry course attempts to serve future majors and students from these other disciplines by providing a solid foundational understanding of the central organizational principles of chemistry. Courses in the major amplify this understanding by providing an in-depth exploration of the major sub-disciplines: organic, inorganic, analytical, environmental, physical and biochemistry. Majors are encouraged to participate in research projects with faculty members, during the school year and in the summer. Majors are also encouraged to participate in research groups at other schools during the summers. An active seminar series allows students to gain proficiency in oral presentation of technical material as well as learn about the frontiers of chemical research from eminent scientists.

Entering students with an interest in the chemistry major are strongly encouraged to discuss their academic planning with faculty in the Department of Chemistry as early as possible in their academic career.

## Faculty

Professors Bachman (Chair), Durig, Miles

Associate Professors Pongdee, B. Seballos, Shibata, R. Summers

Assistant Professors Sanderson, L. Seballos, White

## Major

### Requirements for the Major in Chemistry

The major requires successful completion of the following:

#### Course Requirements

Select one of the following: <sup>1</sup>		4
CHEM 102	General Chemistry II (Lab) <sup>2</sup>	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
Select one of the following:		8
PHYS 101 and PHYS 102	General Physics I (Lab) and General Physics II (Lab)	
PHYS 103 and PHYS 104	Modern Mechanics (Lab) and Electric and Magnetic Interactions (Lab)	
CHEM 201	Organic Chemistry I (Lab) <sup>2</sup>	4
CHEM 202	Organic Chemistry II (Lab)	4
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	4
CHEM 301	Chemistry Seminar for Juniors	2
CHEM 307 or CHEM 316	Mechanistic Biochemistry (Lab) or Biochemistry of Metabolism and Molecular Biology (Lab)	4
CHEM 308	Inorganic Chemistry (Lab)	4
CHEM 311	Instrumental Analysis (Lab)	4
CHEM 352	Thermodynamics and Kinetics (Lab)	4
CHEM 401	Chemistry Seminar for Seniors	2
MATH 102	Calculus II <sup>3</sup>	4
Select one additional course in chemistry (CHEM) numbered above 401		4
<b>Total Semester Hours</b>		<b>52</b>

#### Additional Requirements

A comprehensive examination

<sup>1</sup> Completion of this requirement is a prerequisite to all chemistry courses numbered 201 or higher.

<sup>2</sup> Students interested in advanced placement into CHEM 102 or CHEM 201 should consult the department chair.

<sup>3</sup> MATH 207 is strongly recommended.

## Honors

In order to receive honors in chemistry, a student must have a 3.00 or higher GPA in the major, take two advanced electives in chemistry at the 400 level, and complete a research project that the chemistry faculty considers worthy of honors. The research project may be done as part of a course (usually CHEM 494), or it may be done in the context of a summer research program at this University or at another institution. The honors project must involve some original work. A formal written report and a seminar presentation on the research are required. Students must inform the department of their intention to seek honors no later than the middle of the first semester of their senior year. Please see the departmental web page for additional information about honors.

## Minor

### Requirements for the Minor in Chemistry

The minor requires successful completion of the following:

#### Course Requirements

Select one of the following:		4
CHEM 102	General Chemistry II (Lab)	
CHEM 120	General Chemistry (Lab)	
CHEM 150	Advanced General Chemistry (Lab)	
CHEM 201	Organic Chemistry I (Lab)	4
CHEM 202	Organic Chemistry II (Lab)	4
Select two of the following:		8
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	
CHEM 307	Mechanistic Biochemistry (Lab)	
CHEM 308	Inorganic Chemistry (Lab)	
CHEM 311	Instrumental Analysis (Lab)	
CHEM 352	Thermodynamics and Kinetics (Lab)	

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**Total Semester Hours**

**20**

## Chinese

Website: [sewanee.edu/academics/chinese/](http://sewanee.edu/academics/chinese/) (<http://sewanee.edu/academics/chinese/>)

The University offers four semesters of Chinese, sufficient to satisfy the college's foreign language requirement. Although a major or minor in Chinese is not currently offered, students may participate in study-abroad programs in China to extend their study of Chinese and to explore Chinese society. Further study of topics bearing on Chinese culture and history can be undertaken through coursework offered in the Asian studies program.

## Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

## Faculty

Assistant Professor Schoenberger



## Classical Languages

Website: [classics.sewanee.edu](http://classics.sewanee.edu)

Following the premise that a thorough and nuanced understanding of Greece and Rome and the formation of Western civilization can only be achieved through knowledge of the ancient languages, Sewanee offers a major in Greek, in Latin, and in classical languages.

Apart from the intellectual discipline, many students benefit from study of the foundational languages of the legal and medical professions and the hard sciences.

Students read ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome and are tested on those readings during the comprehensive examination.

### Departmental Programs and Opportunities

The University is a member of the Intercollegiate Center for Classical Studies in Rome, and majors are encouraged to study there for one semester. The James M. Fourmy Jr. Scholarship is awarded annually to a deserving and qualified graduate of this University for graduate study in classical languages. The Charles M. Binnicker Endowment Fund for foreign study of classical languages provides aid to our students who wish to study abroad.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital- conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Instructor DiBiasie

Associate Professors Holmes, McCarter

Professors McDonough (Chair), Papillon

### Majors

#### Classical Languages

#### Requirements for the Major in Classical Languages

The major requires successful completion of the following:

##### Course Requirements

Select a minimum of six courses in the language of emphasis (GREK or LATN)	24
Select four additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below)	16
<b>Total Semester Hours</b>	<b>40</b>

##### Additional Requirements

A comprehensive examination <sup>1</sup>

<sup>1</sup> A student accepted to any of the majors in the Department of Classical Languages is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

## Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
ARTH 494	Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization	4
CLST 494	From Pericles to Caesar	4
ENGL 494	Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry	4
HIST 301	Ancient Greece	4
HIST 302	Ancient Rome	4
HIST 495	War and Society in Ancient Greece and Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 492	Plato, Aristotle, and the Legacy of Ancient Philosophy	2
POLS 306	Ancient Political Philosophy	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in classical languages, Greek, or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Greek

### Requirements for the Major in Greek

The major requires successful completion of the following:

#### Course Requirements

Select at least eight courses in Greek (GREK)	32
Select three additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below) <sup>1</sup>	12
<b>Total Semester Hours</b>	<b>44</b>

#### Additional Requirements

A comprehensive examination <sup>1</sup>

<sup>1</sup> Greek majors planning graduate studies in classics should complete courses in Latin at least through 301.

<sup>2</sup> A student accepted to any of the majors in the Department of Classical Languages is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

## Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
ARTH 494	Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization	4
CLST 494	From Pericles to Caesar	4
ENGL 494	Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry	4
HIST 301	Ancient Greece	4
HIST 302	Ancient Rome	4
HIST 495	War and Society in Ancient Greece and Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 492	Plato, Aristotle, and the Legacy of Ancient Philosophy	2
POLS 306	Ancient Political Philosophy	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in classical languages, Greek, or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Latin

### Requirements for the Major in Latin

The major requires successful completion of the following:

#### Course Requirements

Select at least eight courses in Latin (LATN)	32
Select three additional courses drawn from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below) <sup>1</sup>	12
<b>Total Semester Hours</b>	<b>44</b>

#### Additional Requirements

A comprehensive examination <sup>2</sup>

<sup>1</sup> Latin majors planning graduate studies in classics should complete courses in ancient Greek at least through 301.

<sup>2</sup> A student accepted to any of these majors in the Department of Classical Languages is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings.

## Approved List

Code	Title	Semester Hours
ARTH 103	Survey of Western Art I	4
ARTH 494	Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization	4
CLST 494	From Pericles to Caesar	4
ENGL 494	Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry	4
HIST 301	Ancient Greece	4
HIST 302	Ancient Rome	4
HIST 495	War and Society in Ancient Greece and Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 492	Plato, Aristotle, and the Legacy of Ancient Philosophy	2
POLS 306	Ancient Political Philosophy	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

## Honors

To be eligible for departmental honors, a student majoring in classical languages, Greek, or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

## Minors

### Classical Languages

#### Requirements for the Minor in Classical Languages

The minor requires successful completion of the following:

#### Course Requirements

Select four courses in either ancient Greek (GREK) or Latin (LATN)	16
Select two additional courses from Greek (GREK), Latin (LATN), classical studies (CLST), or from the approved list (below)	8
<b>Total Semester Hours</b>	<b>24</b>

**Approved List**

<b>Code</b>	<b>Title</b>	<b>Semester Hours</b>
ARTH 103	Survey of Western Art I	4
ARTH 494	Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization	4
CLST 494	From Pericles to Caesar	4
ENGL 494	Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry	4
HIST 301	Ancient Greece	4
HIST 302	Ancient Rome	4
HIST 495	War and Society in Ancient Greece and Rome	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 492	Plato, Aristotle, and the Legacy of Ancient Philosophy	2
POLS 306	Ancient Political Philosophy	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4

**Greek****Requirements for the Minor in Greek**

The minor requires successful completion of the following:

**Course Requirements**

Select any six courses in ancient Greek (GREK)	24
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<b>Total Semester Hours</b>	<b>24</b>
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**Latin****Requirements for the Minor in Latin**

The minor requires successful completion of the following:

**Course Requirements**

Select four courses in Latin (LATN) numbered above 300	16
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<b>Total Semester Hours</b>	<b>16</b>
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## Economics

Website: [economics.sewanee.edu](http://economics.sewanee.edu)

Babson Center for Global Commerce Website: [business.sewanee.edu](http://business.sewanee.edu)

This department provides instruction for students interested in understanding economic activity: its development and operation, its problems and trends, and its public and private institutions. The program is designed to be broad in nature to meet the needs of students with various career interests. Many majors go on to graduate or professional schools in economics, business administration, and law, but also in such fields as public administration, international relations, environmental protection, health care, social work, and education.

### Faculty

Assistant Professors Elrod, B. Ford, Karadas, Pan, Theyson, Wang

Associate Professors S. Ford, St-Pierre (Chair)

Instructor Heinemann

Professors Mohiuddin, Williams

### Major

#### Requirements for the Major in Economics

The major requires successful completion of the following:

##### Course Requirements

ECON 301	Money and Banking	4
ECON 305	Microeconomic Theory <sup>1</sup>	4
ECON 306	Macroeconomic Theory <sup>1</sup>	4
ECON 410 or ECON 411	Research Seminar in Economics <sup>2</sup> or Policy Seminar in Economics	4
MATH 101	Calculus I <sup>3</sup>	4
STAT 204	Elementary Statistics <sup>3</sup>	4
Select four additional approved electives numbered 300 or above <sup>4</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

##### Additional Requirements

A comprehensive examination <sup>5</sup>

<sup>1</sup> ECON 305 and ECON 306 should be completed in the junior year.

<sup>2</sup> ECON 410 or ECON 411 should be completed during the senior year.

<sup>3</sup> MATH 101 and STAT 204 should be completed during the sophomore year.

<sup>4</sup> Courses in accounting do not count toward the major, nor do such grades count in the grade point average in the major.

<sup>5</sup> The written comprehensive exam consists of two sections administered over two days. The first section covers the core classes (ECON 301, ECON 305 and ECON 306) and an applied economic policy question. The second section covers three electives chosen by the student. In order to pass the written comprehensive exam, an overall grade of "C" is required.

### Honors

To be eligible for honors in economics, the student must demonstrate distinguished performance in three areas: 1) major coursework; 2) the research seminar (ECON 410); and 3) the comprehensive examination. Distinguished performance is determined at the discretion of the economics faculty, though a minimum grade point average of 3.33 is necessary in the area of major coursework.

### Minor

#### Requirements for the Minor in Economics

The minor requires successful completion of the following:

##### Course Requirements

ECON 301	Money and Banking	4
ECON 305	Microeconomic Theory	4
MATH 101	Calculus I <sup>1</sup>	4
STAT 204	Elementary Statistics <sup>1</sup>	4
Select two additional courses in economics (ECON) numbered 300 or above <sup>2</sup>		8
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> MATH 101 and STAT 204 should be completed during the sophomore year.

<sup>2</sup> Courses in accounting do not count toward the minor.

## Education

Website: [education.sewanee.edu](http://education.sewanee.edu)

Teachers need to be knowledgeable about their subjects, human learning and development, and the contexts, cultures, and purposes of education. They also need to be advocates for student and community development who are both skilled in the use of a variety of materials and methods and leaders who can effect positive change. Our courses, internships, and special projects support these goals by engaging students in research, tutoring, assisting in computer labs, reading to children, assisting teachers with lessons, organizing conferences and meetings, and other service learning projects. We serve the Franklin, Grundy, and Marion county schools.

### Faculty

Instructor Hill

Professor Wallace (Chair)

### Minor

The minor in education is a program for students who are interested in pursuing careers as pre-K through 12 teachers, school and guidance counselors, and administrators. The minor does not lead to a teaching license, but is excellent preparation for post-baccalaureate and graduate programs. It is also an organized course of study for students interested in art, museum, community, and environmental education, or training in business and higher education.

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement that allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary, special education, and additional fields in as little as three semesters. A trip to Peabody each fall helps familiarize students with opportunities for graduate studies in education.

Students may apply for admission to the minor from the third through the middle of the eighth semester at Sewanee. The minor declaration form is available in the education and registrar's offices. Students should contact the education program chair early in their academic careers so the program best suited to each student's goals may be planned.

### Requirements for the Minor in Education

The minor requires successful completion of the following:

#### Course Requirements

EDUC 161	Introduction to Educational Psychology	4
EDUC 341	Methods and Materials of Teaching	4
Select three additional approved electives <sup>1</sup>		12

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**Total Semester Hours** **20**

<sup>1</sup> With advance approval by the chair of education, one course may be taken at another college or university.

## English

Website: [english.sewanee.edu](http://english.sewanee.edu)

The study of English language and literature has long held a prominent place among Sewanee's educational offerings. English majors at Sewanee receive an unsurpassed training in Shakespeare, English literature before 1750, and other traditional elements of British and American literary history. They can also choose to take courses in modern and contemporary literature, world literature in English, diverse literary genres, and a broad range of special topics. Among the many distinctive offerings available to students are courses devoted to literature of the American South, Irish literature, women and literature, poetry and contemplation, and American literary journalism.

For majors and non-majors alike, Sewanee's Department of English contributes to an education in which students learn to interpret both texts and the world with deep imagination and to write with grace, clarity, and cogency. Following graduation, many English majors from the College have pursued successful careers as teachers, professors, lawyers, business or nonprofit executives, actors, clergypersons, journalists, media specialists, physicians, or editors of noted publications.

### Creative Writing

Building upon the great literary tradition of Sewanee, including *The Sewanee Review* and the Sewanee Writers' Conference, the university offers instruction in fiction, playwriting, and poetry, in both beginning and advanced workshops, for students interested in the craft of writing. Using existing creative works to help students understand the necessary elements of successful writing, the workshops focus on critiquing the original work of each student.

From time to time, students also have opportunities to participate in campus readings from their own creative work, or to seek publication in the student-run literary journal, *The Mountain Goat*. Students are encouraged to take part in informal discussions with the esteemed poets, novelists, and playwrights who visit Sewanee each semester.

### Faculty

Associate Professors Anderson, Irvin, Tucker

Professors T. Carlson, Engel, John Gatta, J. Grammer, Macfie, Malone (Chair), Michael, Prunty, Reishman

Assistant Professors Craighill, Etensohn, E. Grammer, Macdonald, K. Wilson

Instructor Magid

Bruce

### Major

English majors must plan their academic curriculum carefully with their advisor.

### Requirements for the Major in English

The major requires successful completion of the following:

#### Course Requirements

Select a minimum of eight courses in English (ENGL) <sup>1</sup>	32
<b>Total Semester Hours</b>	<b>32</b>

#### Additional Requirements

A comprehensive examination <sup>2</sup>

<sup>1</sup> All majors are expected to take ENGL 357 and ENGL 358 and at least two other courses in English literature before 1750. Potential or actual English majors are strongly urged to take ENGL 200. Almost all majors take the full complement of eleven courses in English.

<sup>2</sup> The exam must be taken in the final semester of enrollment. The beginning and advanced creative writing courses are excluded from coverage on the comprehensive examination, and they count as courses outside the major.

### Honors

At the beginning of the final semester, an English major with an average of 3.50 or better in English courses may, at the discretion of the chair, elect a course of independent study — the English Tutorial. The student must be enrolled in ENGL 452, assigned a tutor for direction, and write a major essay as a step toward departmental honors. Students enrolled in ENGL 452 who demonstrate excellence in



their tutorial papers and in the written comprehensive examination are invited to take a one-hour oral examination in order to qualify for departmental honors.

## Certificate

Although a major or minor is not currently offered in creative writing, students, regardless of the major field of study, may earn a certificate of curricular study in creative writing. Students are expected to declare the certificate before the Spring semester of their junior year.

## Requirements for the Certificate in Creative Writing

The certificate of curricular study requires successful completion of the following:

### Course Requirements

Select three of the following:		12
WRIT 205	Creative Writing: Poetry	
WRIT 206	Creative Writing: Fiction	
WRIT 207	Creative Writing: Playwriting	
WRIT 305	Advanced Creative Writing: Poetry	
WRIT 306	Advanced Creative Writing: Fiction	
WRIT 307	Advanced Creative Writing: Playwriting	
WRIT 413	Creative Writing: Song Lyric	
Select one additional literature course from the following: <sup>1</sup>		4
ENGL 381	Modern British Poetry	
ENGL 382	Modern British Fiction	
ENGL 383	Contemporary British Fiction	
ENGL 386	Joyce	
ENGL 390	Modern Drama	
ENGL 391	Modern American Poetry	
ENGL 392	Modern American Fiction	
ENGL 393	Faulkner	
ENGL 394	Literature of the American South	
ENGL 395	African-American Literature	
ENGL 397	Contemporary American Fiction	
ENGL 398	American Poetry Since World War II	
ENGL 399	World Literature in English	

**Total Semester Hours** **16**

### Additional Requirements

A capstone project <sup>2</sup>

<sup>1</sup> English majors must present a single literature course offered through a department of classical or modern languages that has the prior approval of the director of the certificate in creative writing. The course may be either in the original language or in translation; if the course is in the original language, the course must surpass the minimal standards of the College's general education requirements.

<sup>2</sup> The capstone project could be a sheaf of poems or short stories, a more substantial single piece of fiction such as a novella, or a one-act play. Students must present the capstone project before the end of the first semester of their senior year, demonstrating thereby their mastery within and critical self-consciousness regarding a particular genre. Because the successful completion of the capstone project requires careful planning and supervision, we strongly advise that students declare the certificate before the Spring semester of their junior year.

## Environmental Studies

Website: [environmental.sewanee.edu](http://environmental.sewanee.edu)

The environmental studies program at Sewanee offers students a rich array of curricular options including a major, a minor, and a certificate of curricular study. This expansive curriculum— including natural and social sciences as well as the humanities and fine arts — offers students multiple pathways to appreciating the ecological complexity and wonder of the earth we inhabit. The program’s spread of curricular options enables majors to develop not only depth of exposure to certain fields and methodologies of study, but also cross-disciplinary breadth of understanding. This broad-gauged outlook is crucial for graduates looking to address the inherently interdisciplinary challenges of environmental study in today’s world. So an overarching belief in the value and need for interdisciplinary inquiry suffuses the entire program. Students share common exposure to the program’s team-taught offering ENST IOI, as well as involvement in various other collaborative opportunities and occasions for interaction across academic disciplines.

A major asset of the environmental studies program at Sewanee is the unparalleled opportunity for field study available throughout the University’s 13,000-acre land-base, commonly known as “the Domain.” This extensive tract includes extensive woodlands, lakes, trails, caves, and bluffs that surround the central campus and encompass the residential village of Sewanee. The Domain’s amalgamation of wildlife preserve, working forest, farmland, and settlements thus offers students and faculty members rare benefit as a “living laboratory” for inquiry.

### Faculty

Professors Bachman, Brown, Dale, Durig, Evans, John Gatta, Haskell, Knoll, Kuers, Malde, McGrath, Michael, Miller, Peters, Pond, Potter, Ray, Shaver, J. Smith, K. Smith, Torreano, Willis

Assistant Professors Carmody, Elrod, Fielding, White

Associate Professors Levine, Shibata, Zigler

### Majors

The College of Arts and Sciences offers four majors focused on the environment:

- Ecology and Biodiversity (p. 56) (offered through the Department of Biology)
- Environmental Arts and Humanities (p. 73) (offered through the Environmental Studies Program)
- Environment and Sustainability (p. 83) (offered through the Department of Forestry and Geology)
- Natural Resources and the Environment (p. 87) (offered through the Department of Forestry and Geology)

### Environmental Arts and Humanities

Environmental arts and humanities is an interdisciplinary major that explores humanity’s evolving relation to the environment with the benefit of diverse perspectives offered by history, literature, art, philosophy, and religion. It is administered chiefly through a steering committee co-chaired by James Peters and John Willis.

### Requirements for the Major in Environmental Arts and Humanities

The major requires successful completion of the following:

#### Course Requirements <sup>1</sup>

ENST IOI	Introduction to Environmental Studies (writing intensive)	4
ENST 400	Seminar in Environmental Studies (senior capstone course)	4
Select one course in culture and history from the following:		4
ANTH 298	Ecological Anthropology	
ENGL 220	Poetry, Nature and Contemplation	
ENGL 396	American Environmental Literature	
ENST 100	Walking the Land	
HIST 100	Topics in Western Civilization (only when the course bears this topical subtitle)	
HIST 229	The Many Faces of Sewanee	
HIST 330	History of Southern Appalachia	
HIST 386	African Environmental History	
RUSN 363	Environmentalism and Ecocide in Russian Literature and Culture	
Select one course in religion and values from the following:		4
ANTH 312	Place, Ritual and Belief	

PHIL 230	Environmental Ethics	
RELG 125	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Buddhism and the Environment	
RELG 393	Rural Religion	
Select four additional courses from the categories above or from the arts, landscape and design courses below: <sup>2</sup>		16
ART 242	The Lens and the Landscape: Documentary Studies and the Environment	
ART 263	Intermediate Documentary Projects in Photography	
ART 282	Sustainable Structures	
ART/THTR 343	Advanced Seminar in the Production of Video and the Moving Image	
ART 363	Advanced Documentary Projects in Photography	
ART 381	Advanced Studio Seminar in Sculpture	
MUSC 269	Music of the Birds and Bees: Music and Nature	
Select one course in policy from the following:		4
ECON/POLS 381	The Political Economy of Sustainable Development	
ENST 201	Foundations of Food and Agriculture	
ENST 332	Archaeological Resource Management and Policy	
ENST 336	Environmental Land-Use Policy	
FORS 201	Natural Resources Issues and Policies	
FORS 270	Water Resource Policy and Law	
POLS 382	International Environmental Policy	
Select one course in life science from the following: <sup>3</sup>		4
BIOL 105	Biology and People	
BIOL 107	People and the Environment	
BIOL 130	Field Investigations in Biology (Field-Based)	
FORS 121	Introduction to Forestry (Lab)	
Select one course in physical science from the following: <sup>3</sup>		4
CHEM 101	General Chemistry I (Lab)	
GEOL 121	Physical Geology (Lab)	
GEOL 235	Earth Systems and Climate Change	
PHYS 105	Energy and the Environment	

**Total Semester Hours** **44**

### Additional Requirements

A comprehensive examination

- <sup>1</sup> ENST 217 is strongly recommended as an elective outside the major.
- <sup>2</sup> No more than four courses may be counted from any group.
- <sup>3</sup> One of the life or physical science courses must be either field-based or lab.

## Minors

The College of Arts and Sciences offers two minors focused on the environment:

- Environmental Studies (p. 74) (offered through the Environmental Studies Program)
- Religion and Environment (p. 76) (offered through the Environmental Studies Program)

## Environmental Studies

### Requirements for the Minor in Environmental Studies

The minor requires successful completion of the following:

ENST 101	Introduction to Environmental Studies	4
Select two of the following humanities/social science courses:		8
ANTH 201	Global Problems: Anthropology and Contemporary Issues	
ANTH 298	Ecological Anthropology	
ANTH 307	The Archaeology of Southeastern United States	
ANTH 312	Place, Ritual and Belief	

ANTH 313	Method and Theory in Archaeology
ANTH 316	Archaeology of the Cumberland Plateau
ANTH 318	North American Archaeology
ANTH 350	Environmental Archaeology
ANTH 357	Field School in Archaeology
ART 242	The Lens and the Landscape: Documentary Studies and the Environment
ART 282	Sustainable Structures
ECON 335	Environmental Economics
ECON 381	The Political Economy of Sustainable Development
EDUC 205	Introduction to Environmental Education
ENGL 220	Poetry, Nature and Contemplation
ENGL 396	American Environmental Literature
ENST 100	Walking the Land
ENST 101	Introduction to Environmental Studies
ENST 140	Readings in Island Ecology
ENST 201	Foundations of Food and Agriculture
ENST 211	Sustainability and Global Environmental Change Seminar
ENST 217	Fundamentals of GIS
ENST 285	The Development of Aldo Leopold's Land Ethic
ENST 300	Seminar in Ecology and Ethics
ENST 301	Introduction to Spatial Information Systems and Field Mapping
ENST 317	Advanced Applications of GIS
ENST 332	Archaeological Resource Management and Policy
ENST 334	Environmental Policy and Law
ENST 336	Environmental Land-Use Policy
ENST 340	Tools for Environmental Policy Analysis
ENST 400	Seminar in Environmental Studies
ENST 444	Independent Study
FORS 201	Natural Resources Issues and Policies
FORS 270	Water Resource Policy and Law
HIST 283	Environmental History
HIST 330	History of Southern Appalachia
HIST 386	African Environmental History
MUSC 269	Music of the Birds and Bees: Music and Nature
PHIL 230	Environmental Ethics
POLS 260	Political Theory of the Environment
POLS 381	The Political Economy of Sustainable Development
POLS 382	International Environmental Policy
RELG 125	Religion and Animals
RELG 307	Religious Environmentalism
RELG 341	Religion and Ecology
RELG 353	Buddhism and the Environment
RELG 393	Rural Religion
RUSN 363	Environmentalism and Ecocide in Russian Literature and Culture

Select two of the following natural science courses:

8

BIOL 107	People and the Environment
BIOL 114	Introduction to Botany
BIOL 130	Field Investigations in Biology
BIOL 200	Entomology
BIOL 201	Ornithology (Lab)
BIOL 202	Invertebrate Zoology (Lab)
BIOL 206	Plant Ecology (Lab)
BIOL 207	Biology of Lower Plants (Lab)
BIOL 209	Advanced Conservation Biology
BIOL 210	Ecology (Lab)
BIOL 211	Biodiversity: Pattern and Process (Lab)

BIOL 215	Fungi	
BIOL 216	Algae and Bryophytes	
BIOL 221	Environmental Physiology of Plants (Lab)	
BIOL 232	Human Health and the Environment (Lab)	
BIOL 235	Freshwater Conservation	
BIOL 241	Rainforests and Coral Reefs	
BIOL 251	Field Study in Belize	
BIOL 260	Cave Biology	
BIOL 305	Plant Physiology	
BIOL 310	Plant Evolution and Systematics (Lab)	
BIOL 313	Ecosystems and Global Change (Lab)	
BIOL 340	Microbiology (Lab)	
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	
CHEM 411	Geochemistry of Natural Waters	
CSCI 120	Introduction to Environmental Computing	
ENST 240	Island Ecology (Lab)	
ENST 302	Ecology, Evolution, and Agriculture	
ENST 305	Ecological Integrity in Agriculture	
FORS 121	Introduction to Forestry (Lab)	
FORS 204	Forest Wildlife Management	
FORS 211	Dendrology (Lab)	
FORS 212	Forestry in the Developing World	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 230	Urban Forest Management	
FORS 250	Forests: Food, Medicine, and More	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture (Lab)	
FORS 314	Hydrology (Lab)	
FORS 319	Natural Resource Management and Decisions	
GEOL 121	Physical Geology (Lab)	
GEOL 222	Historical Geology (Lab)	
GEOL 230	Paleoecology	
GEOL 235	Earth Systems and Climate Change	
GEOL 303	Soils (Lab)	
GEOL 305	Economic Geological Resources (Lab)	
GEOL 314	Hydrology (Lab)	
GEOL 411	Geochemistry of Natural Waters	
PHYS 105	Energy and the Environment	
Select one additional course from the previous two lists		4
<b>Total Semester Hours</b>		<b>24</b>

## Religion and Environment

The ways we interact with the natural world reflect the deep-seated values of the society to which we belong and the experiences of nature we have as individuals. Religion, and the spiritual experiences of individuals that inform religious thought, provide profound insights into how we perceive the world around us and guidance as to how to interact with it. The minor in religion and environment encourages students to integrate religious insights and spiritual experience with the natural and social sciences to better understand how religion and the natural world affect one another. Accordingly, the minor includes coursework in natural and social environmental science along with coursework in religion. Because the minor encourages students to reflect on their own spiritual experience and beliefs as they relate to the environment, it culminates in a capstone experiential course involving environmentally related service or action along with reflection on the meaning of that engagement.

The minor is offered by interdisciplinary faculty in conjunction with the environmental studies program and the Center for Religion and Environment. It is administered by Emeritus Professor Robin Gottfried, Director.

## Requirements for the Minor in Religion and Environment

The minor requires successful completion of the following:

### Course Requirements

ENST 101	Introduction to Environmental Studies	4
ENST 431	Practicum in Religion and Environment	2
PHIL 230	Environmental Ethics	4
Select two of the following:		8
RELG 125	Religion and Animals	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 350	Field Methods in Religious Studies	
RELG 353	Buddhism and the Environment	
RELG 393	Rural Religion	
THEO 360	Creation, Evolution and God (three semester hours)	
Select one of the following:		4
BIOL 105	Biology and People	
BIOL 107	People and the Environment	
BIOL 130	Field Investigations in Biology (Field-Based)	
CHEM 101	General Chemistry I (Lab)	
ECON/POLS 381	The Political Economy of Sustainable Development	
ENST 332	Archaeological Resource Management and Policy	
ENST 336	Environmental Land-Use Policy	
FORS 121	Introduction to Forestry (Lab)	
FORS 201	Natural Resources Issues and Policies	
FORS 270	Water Resource Policy and Law	
GEOL 121	Physical Geology (Lab)	
GEOL 235	Earth Systems and Climate Change	
PHYS 105	Energy and the Environment	
<b>Total Semester Hours</b>		<b>22</b>

## Certificate

The watershed science certificate of curricular study is designed for students interested in gaining a better understanding of the interactions among the physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses that focus on water resources and watershed science. In addition to hydrology, students take at least one half-course in applied watershed science, and choose additional watershed science courses from a list that contains offerings in a variety of disciplines, including biology, chemistry, forestry, geology, and environmental studies. Each student completes the certificate with the watershed science capstone course, a multidisciplinary, project oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watersheds, the relationship between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. The capstone project may be a semester project created solely for the capstone, or may begin as a watershed-related summer internship project that is further developed by the student during an academic semester.

Students who obtain the certificate will be better prepared to pursue graduate training in watershed science and other hydrologic disciplines, or to begin careers associated with watershed science and management.

Students deciding to pursue the certificate should contact one of the faculty members of the Watershed Certificate Organizing Committee to develop his or her study plan. The Organizing Committee is also available to help a student identify his or her area of emphasis and primary faculty supervisor for the ESCI 430; together the student and primary supervisor identify the second discipline and arrange to work with a faculty member in that area. The Watershed Certificate Organizing Committee is comprised of Professor Knoll, Forestry and Geology; Associate Professor McGrath, Biology; and Assistant Professor White, Chemistry.

## Requirements for the Certificate in Watershed Science

The certificate of curricular study requires successful completion of the following:

**Course Requirements**

ESCI 430	Watershed Science Capstone	4
FORS/GEOL 314	Hydrology (Lab)	4
Select one of the following:		2
ESCI 444	Independent Study (approved by the Organizing Committee)	
FORS 260	Forest Watershed Measurements	
GEOL 315	Watershed Contaminant Hydrology	
Select twelve hours from the following:		12
BIOL 210	Ecology (Lab)	
BIOL 235	Freshwater Conservation	
BIOL 237	Freshwater Biology (Lab)	
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	
CHEM 411	Geochemistry of Natural Waters	
ENST 217	Fundamentals of GIS	
ENST 240	Island Ecology (Lab)	
ENST 301	Introduction to Spatial Information Systems and Field Mapping	
ENST 310	Comparative Watershed Studies	
ENST 311	Comparative Watershed Studies Field Course	
ENST 317	Advanced Applications of GIS	
FORS 215	Fisheries Ecology and Management (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 270	Water Resource Policy and Law	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
GEOL 303	Soils (Lab)	
GEOL 411	Geochemistry of Natural Waters	
<b>Total Semester Hours</b>		<b>22</b>

**Off-Campus Study****Island Ecology Program**

The island ecology program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Six faculty members from three departments teach in the program each spring and summer.

## European Studies

- Website: [sewanee.edu/academics/european-studies/](http://sewanee.edu/academics/european-studies/)

European studies, which takes place during the first semester each year, is jointly sponsored by the University of the South and Rhodes College. Students begin the program with three weeks in Sewanee in the summer, one week in the north of England, six weeks in Oxford, and four weeks on the Continent with one final week in London at the end of the program. The program ends at the beginning of November. Subsequently, one group travels to a variety of medieval or Renaissance sites on the European continent, while the other focuses on the roots of classical civilization in Italy, Greece, and Turkey. The program ends before Thanksgiving, allowing additional travel time.

### Off-Campus Study

#### Track One: Ancient Greece and Rome

Track One: Ancient Greece and Rome: the Foundations of Western Civilization, which takes place during the first semester each year, is jointly sponsored by Rhodes College and the University of the South. Students begin the program in July with three weeks of foundation study at Sewanee, then one week in the north of England at York, followed by six weeks at Lincoln College, Oxford and four weeks of extensive travel on the Continent ending in a final week in London. Track one focuses on the roots of classical civilization in Italy, Greece, and Turkey. The program ends at the beginning of November, allowing additional travel time.

##### Course Requirements

ARTH 494	Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization	4
CLST 494	From Pericles to Caesar	4
ENGL 494	Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry	4
HIST 495	War and Society in Ancient Greece and Rome	4
PHIL 492	Plato, Aristotle, and the Legacy of Ancient Philosophy	2

##### Total Semester Hours

18

#### Track Two: Western Europe in the Middle Ages and the Renaissance

Track Two: Western Europe in the Middle Ages and the Renaissance, which takes place during the first semester each year, is jointly sponsored by Rhodes College and the University of the South. Students begin the program in July with three weeks of foundation study at Sewanee, then one week in the north of England at Durham University, followed by six weeks at Lincoln College, Oxford and four weeks of extensive travel on the Continent ending in a final week in London. Track two travels to a variety of European cities with important medieval or Renaissance sites. The program ends at the beginning of November, allowing additional travel time.

##### Course Requirements

ARTH 490	Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments	4
ARTH 492	Western Europe: Middle Ages and the Renaissance	4
ENGL 495	Arthurian Literature, Shakespeare, and the Elizabethan Theatre: From Allegory to Inwardness	4
HIST 491	European Life in the Late Middle Ages and Renaissance	2
HIST 496	History and Religion in Medieval Europe	4

##### Total Semester Hours

18



## Film Studies

Website: [sewanee.edu/academics/film-studies/](http://sewanee.edu/academics/film-studies/)

The film studies program offers two tracks: film theory, which encompasses analysis of film history, genre, and national culture, as well as an appreciation for film production; and film production, which centers on film and video preparation but also covers film theory.

Six courses are completed for the minor, with such electives as Introduction to World Cinema (FILM 105), American Animation, 1910-1960 (ARTH 212), and The Films of Alfred Hitchcock (ARTH 107).

### Faculty

Associate Professors Beinek, Glacet, Skomp, J. Thompson (Chair)

Professors Malde, Pond, Zachau

### Minor

The film studies minor combines study in two tracks: film theory (FT) and film production (FP). Film theory includes film analysis and the exploration of film histories in relation to genre and diverse national cultures. Film theory encourages students to acquire a theoretical, comparative, and critical understanding of film as well as some appreciation for film production. Film production focuses on the practice of film and video preparation within the context of film theory. As part of declaring the minor with the Chair, each student selects an advisor from program faculty in the appropriate track. Students in the film theory or film production track then select their courses in consultation with their advisor.

### Requirements for the Minor in Film Studies

The minor requires successful completion of the following:

#### Course Requirements

Select one of the following:	4
ARTH 108	History of Film: Invention to Mid-Century
FILM 105	Introduction to World Cinema
FILM 109	History of Film: Mid-Century to the Present
Select one additional course in introductory film theory or film production:	4
Film Theory (FT)	
ARTH 107	The Films of Alfred Hitchcock
ARTH 108	History of Film: Invention to Mid-Century
FILM 105	Introduction to World Cinema
FILM 109	History of Film: Mid-Century to the Present
Film Production (FP)	
ART 101	Line, Form and Space: Studies in Drawing, Photography and Sculpture
ART 102	Color, Motion, and Time: Studies in Digital Art, Painting, and Video
ART 231	Topics in Electronic and Interactive Art
ART 263	Intermediate Documentary Projects in Photography
THTR 143	Beginning Video Production
Select at least two additional courses in advanced film theory or film production:	8
Film Theory (FT)	
FREN 415	The History of French Cinema
GRMN 353	German Film
INGS 305	Narrating Place/Space in Contemporary World Film
RUSN 355	Russian and Soviet Film
Film Production (FP)	
ART 243	Cutting Time: Topics in Contemporary Video Production and the Moving Image
ART/THTR 343	Advanced Seminar in the Production of Video and the Moving Image
Select at least two additional approved electives from the above lists or from the courses below: <sup>1</sup>	8
AMST 333	Junior Seminar
ARTH 108	History of Film: Invention to Mid-Century

ARTH 212	American Animation, 1910-1960
ASIA 203	Chinese Martial Arts Cinema
ASIA 205	Modern China through Fiction and Film
FREN 413	Modern France Through Film and Text
PHIL 255	Existentialism in Film
SPAN 385	Spanish-American Short Fiction and Film

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**Total Semester Hours****24**

<sup>1</sup> Thus, a film production student elects two courses in film theory and a film theory student elects two courses in film production.

## **First-Year Program**

As part of its general education curriculum, the University of the South encourages first-year students to gain exposure to a wide variety of course offerings, made available to them through an expansive range of academic departments and interdisciplinary programs.

Currently only one course, however, an innovative offering titled “Discovering a Sense of Place — Upon and Beyond the Domain,” has thus far been approved for presentation under this discrete rubric of First-Year Program.

### **Faculty**

Professors Bachman, John Gatta, Malde, McGrath (Chair), Potter, Register, J. Smith

Associate Professor J. Thompson

## Forestry and Geology

Website: [sewanee.edu/academics/forestry-geology/](http://sewanee.edu/academics/forestry-geology/)

### Department Mission

Forestry, geology, watershed analysis, and environmental study are the emphases of the Department of Forestry and Geology. Students analyze the physical, biological, hydrological, and chemical components of natural landscapes, and also address the economic, social, and political aspects of environmental issues as part of their study. The department stresses work both within and outside the classroom, and trains students to integrate their field observations with theoretical concepts and analytical data.

The department offers four majors, two minors, and a certificate of curricular study.

### Majors

- **Environment and Sustainability:** An environmental major that analyzes and addresses complex environmental issues from a variety of perspectives.
- **Forestry:** A study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.
- **Geology:** A study of processes affecting the earth — geological, hydrological, and chemical.
- **Natural Resources and the Environment:** An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with other environmental coursework. (This major is offered in collaboration with the environmental studies program.)

All majors in the Department of Forestry and Geology emphasize an interdisciplinary study of the natural world and the interrelationships between geological, hydrological, and forest ecological processes. Excellent forest and geological exposures on the University Domain and its environs, along with the stream drainages that comprise local watersheds, are the focus of both lab and field study. Other sites in the Appalachians, Rocky Mountains, Colorado Plateau region, Yellowstone and Grand Teton National Parks, and St. Catherine's barrier island environment are also studied in specific courses. Students in all majors develop skills appropriate to the study of forested and geologic systems. These include skills in computer use/analysis (database, word processing, and/or GIS software), field identifications, laboratory analysis, and mapping and spatial analysis of variables in the field. Graduating seniors must demonstrate a broad knowledge of environmental issues (local, regional, and global) and must be competent in both oral and written communication skills. As part of this goal, all juniors in the department complete an oral presentations course, and all seniors complete a collaborative and interdisciplinary senior field research project.

Students interested in majoring in environment and sustainability, forestry, geology, or natural resources and the environment have choices in required coursework, and they are advised to consult with a member of the department early in their college career to plan a sequence of courses appropriate to their interests and objectives.

### Watershed Science Certificate

A component of the environmental studies program and more fully described under that heading, the certificate is designed for students interested in gaining a better understanding of the interactions among physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the certificate take a range of courses focusing on water resources and watershed science.

### Faculty

Professors Knoll, Kuers (Chair), Potter, Shaver, K. Smith, Torreano

### Majors

#### Environment and Sustainability

The environment and sustainability major is administered chiefly through a steering committee chaired by Ken Smith.

#### Requirements for the Major in Environment and Sustainability

The major requires successful completion of the following:

##### Course Requirements

ENST 101	Introduction to Environmental Studies	4
ENST 320	Environment and Sustainability Colloquium	4
ENST 400	Seminar in Environmental Studies (capstone)	4
Select one of the following:		4
ECON 335	Environmental Economics	

POLS 260	Political Theory of the Environment	
Select two of the following:		8
ECON/POLS 381	The Political Economy of Sustainable Development	
ENST 332	Archaeological Resource Management and Policy	
ENST 334	Environmental Policy and Law	
ENST 336	Environmental Land-Use Policy	
FORS 270	Water Resource Policy and Law	
POLS 260	Political Theory of the Environment	
POLS 382	International Environmental Policy	
Select one of the following:		4
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	
ENST 217	Fundamentals of GIS	
ENST 340	Tools for Environmental Policy Analysis	
ENST 341	Environmental Data Analysis	
STAT 204	Elementary Statistics	
Select one course numbered 200 or above in biology, chemistry, forestry and geology, or physics <sup>1</sup>		4
Select three additional approved electives to fulfill the designated focus topic <sup>2</sup>		12
<b>Total Semester Hours</b>		<b>44</b>

### Additional Requirements

A comprehensive examination

<sup>1</sup> ENST 240 may also be used to satisfy this requirement.

<sup>2</sup> Students design their own focus in collaboration with their advisor and two faculty members participating in the program (or two participating faculty if one is their advisor). This focus must contain three courses from a minimum of two departments (preferably three) that have a central theme related to the student's senior capstone project. Courses in environmental economics and policy not selected to fulfill a requirement, may be applied toward a focus. An appropriate special topics course or independent study (ESCI 444) may also be used to satisfy one of the foci requirements. **The Environment and Sustainability steering committee must approve each self-designed focus prior to the end of the first semester of the junior year.** The ultimate goal of the foci is to provide students with a cohesive interdisciplinary experience while preparing them to complete capstone projects, in collaboration with faculty mentors, that offer substantial research potential.

## Forestry

Forestry is the study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.

Forestry majors at Sewanee are broadly trained to integrate traditional forestry coursework (dendrology, silviculture, forest ecology, and natural resource management) with courses outside the department in biology, chemistry, economics, and mathematics. Courses in soils, hydrology, natural resource policy, GIS (Geographic Information Systems), wildlife management, urban forest management, and tropical and boreal forestry are also either encouraged or required. Forestry majors participate in the department's junior presentations seminar and senior capstone interdisciplinary field course along with all students majoring in geology or natural resources and the environment.

## Requirements for the Major in Forestry

The major requires successful completion of the following:

### Course Requirements <sup>1</sup>

CHEM 100 or CHEM 120	Foundations of Chemistry or General Chemistry (Lab)	4
FORS 121	Introduction to Forestry (Lab)	4
FORS 211	Dendrology (Lab)	4
FORS 262	Forest and Watershed Restoration (Lab)	4
FORS 303 or GEOL 314	Soils (Lab) or Hydrology (Lab)	4
FORS 305	Forest Ecology (Lab)	4
FORS 312	Silviculture (Lab)	4
FORS 319	Natural Resource Management and Decisions	4
FORS 332	Oral Presentations	2

FORS 432	Senior Field Project	4
GEOL 121	Physical Geology (Lab)	4
Select one of the following:		4
An additional lab course in biology (BIOL)		
An additional lab course in chemistry (CHEM)		
BIOL 130	Field Investigations in Biology	
BIOL 200	Entomology	
ENST 240	Island Ecology (Lab) (summer program)	
PHYS 105	Energy and the Environment	
PHYS 106	Foundations of Global Warming	
Select one additional course in forestry (FORS)		4
<b>Total Semester Hours</b>		<b>50</b>

### Additional Requirements

A comprehensive examination

- <sup>1</sup> The following courses are suggested but not required: an additional chemistry lab course, one GIS-based course, MATH 101, PHIL 230 or RELG 341, and STAT 204 or FORS 307.

### Writing-Intensive Course in the Major Requirement

Students majoring in environment and sustainability, forestry, geology, or natural resources and the environment can satisfy their writing-in-the-major requirement by

1. successfully completing GEOL 320, or other designated writing-intensive course in the department, or
2. by successfully completing four forestry and/or geology designated “writing portfolio” courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by his/her advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Forestry and Geology. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the four writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

### Writing Portfolio Courses in the Department of Forestry and Geology (four required):

Course	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
<b>Geology Major</b>		
GEOL 320	Igneous and Metamorphic Petrology (Lab) (writing-intensive)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4

### Geology

Geology is the study of processes affecting the earth — geological, hydrological, and chemical.

Geology majors study past and present-day interrelationships between earth components and earth processes — rocks, minerals, fossils,

landforms, structural features, earthquakes, glaciers, magmas, volcanoes, atmospheric gases, surface water, subsurface water, and environmental pollutants. Required coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics.

## Requirements for the Major in Geology

The major requires successful completion of the following:

### Course Requirements <sup>1,2</sup>

FORS 121	Introduction to Forestry (Lab)	4
FORS/GEOL 332	Oral Presentations	2
GEOL 121	Physical Geology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
GEOL 222	Historical Geology (Lab)	4
GEOL 225	Sedimentology (Lab)	4
GEOL 230 or GEOL 314	Paleoecology or Hydrology (Lab)	4
GEOL 305	Economic Geological Resources (Lab)	4
GEOL 320	Igneous and Metamorphic Petrology (Lab)	4
GEOL 325	Field and Structural Geology (Lab)	4
GEOL 432	Senior Field Project	4
Select two of the following:		8
CHEM 100	Foundations of Chemistry	
CHEM 120	General Chemistry (Lab)	
CHEM 211	Chemical Methods of Environmental Analysis (Lab)	
CHEM 411	Geochemistry of Natural Waters	
Select one course in mathematics (MATH)		4
Select one additional course in mathematics (MATH), computer science (CSCI), statistics (STAT), or GIS		4
<b>Total Semester Hours</b>		<b>58</b>

### Additional Requirements

A comprehensive examination

<sup>1</sup> The following courses are suggested but not required: PHYS 101, PHYS 102, PHIL 230 or RELG 341, and a summer field camp at another institution. The field camp is required for admission to many graduate schools.

<sup>2</sup> All B.S. degrees require four science/math courses outside the major taken at Sewanee, two with labs.

## Writing-Intensive Course in the Major Requirement

Students majoring in environment and sustainability, forestry, geology, or natural resources and the environment can satisfy their writing-in-the-major requirement by

1. successfully completing GEOL 320, or other designated writing-intensive course in the department, or
2. by successfully completing four forestry and/or geology designated "writing portfolio" courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by his/her advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Forestry and Geology. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the four writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

## Writing Portfolio Courses in the Department of Forestry and Geology (four required):

Course	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4

**Geology Major**

GEOL 320	Igneous and Metamorphic Petrology (Lab) (writing-intensive)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4
GEOL 314	Hydrology (Lab) (lab report)	4

**Natural Resources and the Environment**

Natural resources and the environment is an interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with the broad range of potential environmental coursework offered at Sewanee.

**Requirements for the Major in Natural Resources and the Environment**

The major requires successful completion of the following:

**Course Requirements**

FORS 121	Introduction to Forestry (Lab)	4
GEOL 121	Physical Geology (Lab)	4
FORS/GEOL 332	Oral Presentations	2
FORS/GEOL 432	Senior Field Project (Capstone)	4
Select one of the following:		4
Any lab course in biology (BIOL)		
BIOL 130	Field Investigations in Biology	
BIOL 200	Entomology	
CHEM 100	Foundations of Chemistry	
CHEM 120	General Chemistry (Lab)	
PHYS 105	Energy and the Environment	
PHYS 106	Foundations of Global Warming	
Select four core courses in natural resources from the following:		16
FORS 211	Dendrology (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS/GEOL 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture (Lab)	
FORS 319	Natural Resource Management and Decisions	
GEOL 221	Mineralogy (Lab)	
GEOL 222	Historical Geology (Lab)	
GEOL 225	Sedimentology (Lab)	
GEOL 305	Economic Geological Resources (Lab)	
GEOL 314	Hydrology (Lab)	
GEOL 325	Field and Structural Geology (Lab)	
Select three additional approved electives from the following: <sup>1</sup>		12
Any course in biology (BIOL) numbered 130 or higher		
Any course in chemistry (CHEM)		
Any course in environmental studies (ENST)		
Any course in environmental science (ESCI)		
Any course in forestry (FORS)		
Any course in geology (GEOL)		
Any course in physics (PHYS)		
ANTH 307	The Archaeology of Southeastern United States	
ANTH 316	Archaeology of the Cumberland Plateau	



ANTH 318	North American Archaeology	
ANTH 350	Environmental Archaeology	
ANTH 357	Field School in Archaeology	
ECON 335	Environmental Economics	
HIST 238	Women in U.S. History, 1870 to the Present	
PHIL 230	Environmental Ethics	
POLS 260	Political Theory of the Environment	
POLS 381	The Political Economy of Sustainable Development	
POLS 382	International Environmental Policy	
RELG 307	Religious Environmentalism	
RELG 341	Religion and Ecology	
RELG 353	Buddhism and the Environment	
<b>Total Semester Hours</b>		<b>46</b>

**Additional Requirements**

A comprehensive examination

- <sup>1</sup> Electives are chosen by the student, in consultation with his/her faculty advisor, to match the student's specific interests. ENST IOI is recommended.

**Required for B.S. (but not for B.A.) in Natural Resources and the Environment****Course Requirements**

Select two lab science courses not in forestry and geology (chemistry recommended)	8
Select two additional courses in mathematics or science	8
<b>Total Semester Hours</b>	<b>16</b>

**Writing-Intensive Course in the Major Requirement**

Students majoring in environment and sustainability, forestry, geology, or natural resources and the environment can satisfy their writing-in-the-major requirement by

1. successfully completing GEOL 320, or other designated writing-intensive course in the department, or
2. by successfully completing four forestry and/or geology designated "writing portfolio" courses. Written and edited scientific papers from each writing portfolio course are to be compiled into a scientific writing portfolio by each student, and maintained by his/her advisor.

The following courses are designated as writing portfolio or writing-intensive courses in the Department of Forestry and Geology. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the four writing portfolio courses might be fulfilled by FORS 444 or GEOL 444.

**Writing Portfolio Courses in the Department of Forestry and Geology (four required):**

Course	Title	Semester Hours
<b>Forestry Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
<b>Geology Major</b>		
GEOL 320	Igneous and Metamorphic Petrology (Lab) (writing-intensive)	4
<b>Natural Resources and the Environment Major</b>		
FORS 204	Forest Wildlife Management (project report)	4
FORS 262	Forest and Watershed Restoration (Lab) (class paper)	4
FORS 305	Forest Ecology (Lab) (lab report or paper)	4
FORS 312	Silviculture (Lab) (lab report or paper)	4
FORS 319	Natural Resource Management and Decisions (project report)	4
GEOL 222	Historical Geology (Lab) (term paper)	4
GEOL 305	Economic Geological Resources (Lab) (field trip report)	4

## Minors

### Forestry

#### Requirements for the Minor in Forestry

The minor requires successful completion of the following:

##### Course Requirements

Select four of the following: <sup>1,2</sup>		16
FORS 211	Dendrology (Lab)	
FORS 262	Forest and Watershed Restoration (Lab)	
FORS 303	Soils (Lab)	
FORS 305	Forest Ecology (Lab)	
FORS 312	Silviculture (Lab)	
FORS 319	Natural Resource Management and Decisions	

**Total Semester Hours** **16**

<sup>1</sup> Students must have an average grade of C or higher in these four courses.

<sup>2</sup> Forestry minors who propose taking any of the required courses outside of Sewanee must seek prior approval before taking such a course.

### Geology

#### Requirements for the Minor in Geology

The minor requires successful completion of the following:

##### Course Requirements <sup>1,2</sup>

GEOL 314	Hydrology (Lab)	4
GEOL 221	Mineralogy (Lab)	4
or GEOL 305	or Economic Geological Resources (Lab)	
Select one of the following:		4
GEOL 222	Historical Geology (Lab)	
GEOL 225	Sedimentology (Lab)	
GEOL 325	Field and Structural Geology (Lab)	
Select one additional geology laboratory course numbered 200 or above		4

**Total Semester Hours** **16**

<sup>1</sup> Students must achieve an average grade of C (2.00) or higher in the four required courses.

<sup>2</sup> Geology minors who propose taking any of the required courses elsewhere than Sewanee must seek prior approval before taking such a course.

### Off-Campus Study

#### Island Ecology Program

The island ecology program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Six faculty members from three departments teach in the program each spring and summer.

## French and French Studies

Website: french.sewanee.edu

The Department of French and French studies offers students exceptional opportunities to study and experience some of the rich literature and culture of the French-speaking world.

The department also participates in interdisciplinary programs such as art history international and global studies, film studies, and women's and gender studies.

### Placement

To begin courses in the department, students having taken French at the secondary-school level must take the departmental placement examination. Those who wish to enroll at a level beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course. Through the sequence of courses designed for Sewanee students choosing to meet their language requirement in French, an operative level of oral and written proficiency is obtained, and students are likewise capable of reading important works in French and reacting to them critically.

For those wishing to go beyond the required sequence in French, the department sponsors a major in French and French studies as well as a minor.

### French House

All majors (and minors where possible) are expected to live in the French house for at least one semester; application forms are available in the department. The French house also serves as the major site for most Cercle Français activity, and majors and minors are likewise expected to participate in the Cercle's cultural program, just as they should come regularly to the weekly Table Française.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Associate Professors Glacet, Ramsey, Rung

Professors Mills (Chair), Poe

### Major

The major in French and French studies is an interdisciplinary program which examines the language, literature, history, culture, and society of France and of other Francophone countries.

### Requirements for the Major in French and French Studies

The major requires successful completion of the following:

#### Course Requirements

FREN 313	Writing and Speaking French	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 435	French and French Studies Senior Seminar <sup>1</sup>	4
Select at least three of the following:		12
FREN 401	Early French Literature	
FREN 403	The Seventeenth Century	
FREN 405	The Eighteenth Century	
FREN 407	The Nineteenth Century	



FREN 409	Contemporary Literature	
FREN 411	Culture through History	
FREN 413	Modern France Through Film and Text	
FREN 415	The History of French Cinema	
FREN 417	Topics of the French-Speaking World (may be retaken for credit when the topic is different)	
FREN 418	The Art of French-English Translation	
FREN 419	Introduction to French Linguistics	
Select at least two additional related courses from a semester program in a French speaking country <sup>2</sup>		8
<b>Total Semester Hours</b>		<b>32</b>

### Additional Requirements

A comprehensive examination

- <sup>1</sup> During their final semester, senior French and French Studies majors participate in the FREN 435 seminar where they research a French and French Studies topic of their choosing and complete a sustained piece of writing on the subject in French.
- <sup>2</sup> Majors must study in a French-speaking country for at least a semester, preferably the fall semester "Sewanee in Paris" program. In exceptional cases, the department is willing to offer one of the following two alternatives in fulfilling the study-abroad requirement: study abroad for a summer (5 to 6 weeks, 2 course credits) and one additional 400-level course taken in the department; or without any study abroad, two additional 400-level courses taken in the department. In the latter case, students must also offer in writing a satisfactory reason explaining the impossibility of studying in a French-speaking country for a semester, or at least as a participant in a summer-abroad program.

### Honors

Majors in French and French studies may obtain honors by achieving a 3.50 departmental GPA, including courses taken during the last semester of their senior year.

### Minor

#### Requirements for the Minor in French and French Studies

The minor requires successful completion of the following:

#### Course Requirements

FREN 313	Writing and Speaking French	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
Select one 400-level course in French and French studies (FREN)		4
Select two related courses taken abroad <sup>1</sup>		8
<b>Total Semester Hours</b>		<b>20</b>

- <sup>1</sup> Minors are strongly encouraged to participate in a semester or summer-abroad program in a French-speaking country where at least two related courses might be taken and where they would gain the linguistic confidence to do well in their chosen 400-level course in the department. The alternative to studying abroad is to take one additional 400-level course in the department.

### Off-Campus Study

#### Sewanee Semester in Paris

The Sewanee Semester in Paris applies place-based learning abroad, using the City of Light as a rich field laboratory, thereby enabling on-site examination of that which can only be approached textually and via images and film on this side of the Atlantic. Classes meet at the center of our partnering institution, APA (Academic Programs Abroad), with instruction offered by a Sewanee faculty member and APA's excellent teaching staff. The program will include two weekend trips, one to Burgundy and one to Mont Saint-Michel and Brittany, multiple one-day or afternoon excursions in and around Paris, and weekly cultural opportunities to attend plays, concerts, and dance performances in some of Paris's great performing arts centers. The program consists of the following:

#### Course Requirements

FREN 322	Langue, Littérature, Culture in Paris	4
Elective course in advanced French language and oral expression		4
Elective course in 19th-century French painting and sculpture		4

Elective course in contemporary France

4

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**Total Semester Hours**

**16**

## German

Website: [german.sewanee.edu](http://german.sewanee.edu)

Students who decide to take German are exposed to an experience that focuses on performance and communication. The Department of German offers many exciting opportunities for learning German.

To give students access to outstanding works of German literature, the department offers an extensive number of literature courses with discussions in the original language. Cultural proficiency is achieved in a number of courses that familiarize students with the German-speaking world, examine its historical and political background and offer the skills necessary to survive abroad.

Only German language, literature and culture courses taken at the University of the South may be used to complete the college language requirement for graduation.

### Placement

Students who have completed two or more years of German in secondary school must take the departmental placement examination. Students who elect to enroll at a course beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course.

### German House

As an alternative to dormitory living, the department also maintains a German house, which comfortably accommodates seven students wanting to improve their conversational German on a daily basis. A German exchange student also resides in the house and helps students with their language learning. Occasional cultural events are also held there.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Associate Professor Allingham

Assistant Professor Apgar

Professor Zachau (Chair)

### Major

The German and German studies major offers students the opportunity to study the culture of the German-speaking countries through their language and literature. An important part of German literary and cultural studies is the exploration of German history, art, film and society. By gaining a deeper and broader understanding of German culture students develop their linguistic proficiency culminating in a period of study in Germany, Austria, or Switzerland, which is required for all majors.

### Requirements for the Major in German and German Studies

The major requires successful completion of the following:

#### Course Requirements <sup>1,2</sup>

GRMN 301	Advanced Readings I	4
GRMN 302	Survey of German Culture and Literature II	4
GRMN 401	Seminar in German and German Studies <sup>3</sup>	4
Select one course in German (GRMN) numbered 400 or above		4

Select five additional courses in German or German studies numbered above 300, at least two of which must be taught in German <sup>4</sup>	20
<b>Total Semester Hours</b>	<b>36</b>

### Additional Requirements

A comprehensive examination <sup>3</sup>

A period of study in Germany, Austria, or Switzerland <sup>2</sup>

<sup>1</sup> Those planning to continue the German and German studies major in graduate school may wish to take more credit hours in the department.

<sup>2</sup> Up to three courses taken abroad may qualify for the major.

<sup>3</sup> The senior seminar GRMN 401 is the capstone course where a topic for the senior research project is selected. The project normally consists of a substantial essay written in German. GRMN 401 leads into the comprehensive exam followed by a one-hour oral examination in the Easter semester.

<sup>4</sup> Up to three of the following German studies courses taught in English may count towards the major: ANTH 303, ARTH 370, GRMN 351, GRMN 352, GRMN 353, GRMN 354, GRMN 355, GRMN 356, HIST 209, HIST 210, HIST 218, HIST 309, HIST 311, HIST 335, PHIL 319.

### Honors

Students who have performed with distinction may apply in their penultimate semester for departmental honors. If approved, they are requested to write a research paper in connection with a GRMN 444 course (one to four credits). Students demonstrating excellence in both this paper and their written comprehensives are awarded departmental honors.

### Minor

The minor in German and German studies provides students an opportunity to increase proficiency in German, while engaging the culture of German-speaking countries. It serves as a complement to a range of academic fields, such as economics, English, geology/forestry, history, politics, religion or the sciences.

### Requirements for the Minor in German and German Studies

The minor requires successful completion of the following:

#### Course Requirements <sup>1,2</sup>

GRMN 301	Advanced Readings I	4
GRMN 302	Survey of German Culture and Literature II	4
Select three courses in German language, literature and culture numbered 300 or above		12
<b>Total Semester Hours</b>		<b>20</b>

<sup>1</sup> Up to two German studies courses taught in English may count towards the minor.

<sup>2</sup> Some courses in the minor may be completed during a period of study abroad.

### Off-Campus Study

#### Study Abroad

Students can apply for Deutsch in Deutschland language courses in Berlin, Munich and Frankfurt that are supported by a generous grant through the Jackson-Cross scholarship program. We have recently introduced the Summer in Berlin program in conjunction with DiD. Semester- and year-long study abroad opportunities exist through the Federation of German-American Clubs and with Sewanee's partner university in Germany, the Otto-Friedrich-Universität in Bamberg. At the end of each semester and with the comprehensive examination, students' language proficiency is assessed regularly according to national standards.



# History

Website: [history.sewanee.edu](http://history.sewanee.edu)

The Department of History offers students many and varied opportunities to deepen their historical awareness and to practice the discipline. History is consistently one of the most popular choices for majors and minors at the college, and its faculty members are recognized by Sewanee and its peer institutions for their commitment to and excellence in both teaching and research.

The department's range of introductory and advanced courses for majors and non-majors reflect the broad geographical, chronological, and methodological interests of its professors. Sewanee students may begin their introduction to the field of history by choosing either from a range of 100-level thematic introductions to the study of history or from an array of 200-level national and regional surveys. These courses are designed to teach students to think critically about historically significant events and processes and to analyze and assess primary and secondary sources. Those who choose to continue in the major will work closely with an individual faculty advisor to devise a program that best suits the student's interests and that exposes them to a broadly-conceived understanding of history. The department encourages its students to consider themselves not as narrow specialists, but as history majors who must think across conventional boundaries of time and space.

The department has recently enhanced its major with a summer program entitled "From D-Day to Berlin: World War II Sites in England, France, and Germany," led by Professor Goldberg. An interdisciplinary team led by Professor Willis additionally projects a summer program entitled "Exploring Southern Identities," which will take students beyond the classroom to the major sites of nineteenth and twentieth century history and culture in the Deep South. Interested students, faculty, and members of the broader Sewanee community are encouraged to attend the annual Sewanee Medieval Colloquium, as well as the annual Anita S. Goodstein Endowed Lectureship in Women's History, organized and chaired by Professor Mansker.

In addition to merit awards from the university, history students are eligible for several awards the department offers to recognize scholarly excellence. The Edward B. King Prizes for Excellence in History are awarded each year to history majors who demonstrate outstanding academic achievement and research. The Joseph D. Cushman Prizes are awarded annually to junior and senior history majors who exemplify the characteristics of academic achievement, high character, and a sense of responsibility.

## Faculty

Professors Berebitsky, Goldberg, McCardell, McEvoy, Perry, Register (Chair), Ridyard, Roberson, Turrell, Willis

Assistant Professors Bhattacharjee, Mitchell, M. Shea

Associate Professors Levine, Mansker, N. Roberts, Whitmer

## Major

A member of the history faculty assigned as the student's advisor will help the student plan a coherent program of study.

## Requirements for the Major in History

The major requires successful completion of the following:

### Course Requirements <sup>1</sup>

Select one course in history (HIST) with a G4 attribute--Exploring Past and Present (p. 100) <sup>2</sup>	4
Select at least one course in history (HIST) focused on the period before 1700 (p. 100)	4
Select at least one course in history (HIST) focused on the period after 1700 (p. 98)	4
Select at least one course in history (HIST) focused on an area outside Europe and the United States (p. 98)	4
Select four additional courses in history (HIST) numbered 200 or above	16
HIST 352                      Junior Tutorial	4
HIST 452                      Senior Research and Writing Seminar <sup>3,4</sup>	4
<b>Total Semester Hours</b>	<b>40</b>

### Additional Requirements

A comprehensive examination <sup>4</sup>

<sup>1</sup> Students must earn at least a 2.00 GPA in history courses.

<sup>2</sup> AP or IB credit may fulfill this requirement.

<sup>3</sup> A grade of C or better on the senior research paper is required.

<sup>4</sup> A grade of C or better on the comprehensive examination is required which includes the senior research paper and an oral presentation and defense of the senior research paper. For distinction on the comprehensive exam, students must earn a grade of B+ or better on the senior research paper and a grade of distinction for the oral presentation and defense of the senior research paper.

## Honors

The Chair will invite students with an appropriate GPA in the major and a B+ or better on their Senior Research paper to apply for permission to write an honors paper as an independent study in the Easter semester of their senior year. This application will include the agreement of an appropriate advisor and a statement of scope and intent for the honors paper itself. Honors in history will be awarded to students who have a GPA no lower than 3.50 in history courses and a grade of B+ or better on an honors research paper written under the direction of a history advisor.

## Capstone Experience

### Junior Tutorial

The junior tutorial provides a formal introduction to the study of history at an advanced level. The seminar interrogates the question: What do historians do? It does so by exploring three interrelated questions: a) What approaches or categories do historians employ to study the past? b) How do historians talk to each other? c) How do historians write history? These questions are investigated with reference to texts, both ancient and modern, chosen at the individual instructor's discretion, that allow students to gain an appreciation for multiple categories of historical analysis (eg: gender-based, environmental, materialist, military, cultural); for the practice of historiography; for the multiple categories of source materials and the methods involved in selecting, processing, and evaluating historical evidence; and for the varied rhetorical or narrative styles of history writing. In addition, the seminar asks students to engage in a substantial amount of writing, on both individual and multiple texts. Students must pass the junior tutorial in order to be eligible for the senior seminar.

### Senior Research and Writing Seminar

The senior seminar, which is designated as writing-intensive, asks history majors to enter fully into the field of history by making a coherent, well-researched, and well-supported contribution to the field in the form of a substantial (7,500 word) research paper and bibliographical essay that a) advances a lucid argument, b) engages with a body, or several bodies, of historiography, and c) interrogates deeply a wide range of primary sources. The seminar will guide students towards this goal, through individual, group, and class work, by emphasizing the multiple steps required in such a serious undertaking. These steps include the articulation of a clear and effective research question, the gathering of secondary and primary sources, the choices and opportunities involved in different writing styles, and the necessity of multiple drafts, especially a formal rough draft that will be due two thirds of the way through the semester. The seminar instructor will provide substantial assistance to students at every step of the research and writing process, including extensive comments on the rough draft.

Students will need a grade of C or better on their senior research paper to be eligible to undertake an oral presentation and defense. In awarding a grade lower than C, the seminar instructor will consult with at least one other member of the history department. Such students will be given a specific set of recommendations for revision. Once their papers have reached a C-level, they will be eligible for the oral presentation and defense. Each student will have the opportunity to present their paper in a condensed form to a panel of history department members, who will then engage the student in a question and answer period. The presentation and defense will be graded on a Pass/Fail/Distinction basis.

## Minor

### Requirements for the Minor in History

The minor requires successful completion of the following:

#### Course Requirements

Select five courses in history (HIST) numbered 200 or above (excluding HIST 352, HIST 452, and HIST 440)	20
<b>Total Semester Hours</b>	<b>20</b>

**History Courses Focused on an Area Outside Europe and the United States**

HIST 211	China: Inside the Great Wall	4
HIST 212	China: Manchus to Massacre, Dynasty to Dictatorship	4
HIST 215	Southern African History	4
HIST 216	History of Japan	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 223	Latin American History to 1825	4
HIST 224	Latin American History Since 1826	4
HIST 225	Empire in the New World: Incas and Aztecs	4
HIST 241	Global Women's Movements since 1840	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 310	Modern Iraq and the US-Iraq Conflict	4
HIST 319	The Arab-Israeli Conflict	4
HIST 348	The Mexican Revolution	4
HIST 357	Latin American Biographies	4
HIST 358	Women in Latin America	4
HIST 360	Latin American Topics	4
HIST 363	Peasant Resistance and Rebellion in Latin America, 1500-1990	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 382	Science, Segregation, and Popular Culture in 20th-Century South Africa	4
HIST 385	Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam	4
HIST 386	African Environmental History	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 388	The United States and Vietnam since 1945	4
HIST 400	Vietnam, Cambodia, and Thailand	4
HIST 402	China	4
HIST 420	The History of International Development	4
HIST 430	Political Islam	4

**History Courses Focused on the Period after 1700**

HIST 201	History of the United States I	4
HIST 202	History of the United States II	4
HIST 206	History of England II	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 212	China: Manchus to Massacre, Dynasty to Dictatorship	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 224	Latin American History Since 1826	4
HIST 226	Politics and Society in Contemporary America	4
HIST 227	Intellectual and Cultural History of the United States I	4
HIST 228	Intellectual and Cultural History of the United States II	4
HIST 229	The Many Faces of Sewanee	4
HIST 231	African-American History to 1865	4
HIST 232	African-American History since 1865	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4

HIST 241	Global Women's Movements since 1840	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 272	France Since 1815	4
HIST 297	History of the Middle East II	4
HIST 308	The Revolutionary Era	4
HIST 309	Politics and Society in Europe: 1815-1914	4
HIST 310	Modern Iraq and the US-Iraq Conflict	4
HIST 311	Politics and Society in Europe after 1914	4
HIST 312	Eighteenth-Century England	4
HIST 316	The African-American Church in Slavery and Freedom	4
HIST 317	African-American Intellectual History	4
HIST 318	African American Women and Religion	4
HIST 319	The Arab-Israeli Conflict	4
HIST 320	Victorian and Edwardian Britain	4
HIST 321	English Identities	4
HIST 322	Southern Lives	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 325	Revolutionary America	4
HIST 327	The Old South	4
HIST 329	The New South	4
HIST 331	Modern Cities	4
HIST 332	Twentieth Century American Culture	4
HIST 334	Mass Culture and Popular Amusements in the United States, 1870-1945	4
HIST 339	The Making of Modern America, 1877-1920	4
HIST 344	Twentieth-Century Britain	4
HIST 346	History of Socialism	4
HIST 347	The American Civil Rights Movement	4
HIST 348	The Mexican Revolution	4
HIST 349	American Women's Cultural and Intellectual History	4
HIST 350	Berlin: Impressions of a City	4
HIST 353	The Nazi Period	4
HIST 357	Latin American Biographies	4
HIST 358	Women in Latin America	4
HIST 359	United States and Latin America since 1898	4
HIST 363	Peasant Resistance and Rebellion in Latin America, 1500-1990	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 378	Sexuality and the Self in Modern Europe	4
HIST 379	Honor, Shame, and Violence in Modern Europe	4
HIST 380	Crimes and Scandals in the Historical Imagination, 18th-20th Centuries	4
HIST 381	Travel Cultures, Global Encounters, 1800-1950	4
HIST 382	Science, Segregation, and Popular Culture in 20th-Century South Africa	4
HIST 385	Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam	4
HIST 386	African Environmental History	4
HIST 388	The United States and Vietnam since 1945	4
HIST 389	European Cultural and Intellectual History, 1750-1890	4
HIST 393	America's Civil War	4
HIST 394	Reconstructing the South	4
HIST 397	The Origins and Conduct of World War II	4
HIST 400	Vietnam, Cambodia, and Thailand	4
HIST 406	From D-Day to Berlin: World War II Sites in England, France, Germany	4
HIST 420	The History of International Development	4

HIST 430	Political Islam	4
HIST 472	Marriage and Imagined Families in the Modern World	4
HIST 493	The Civil War and American Historical Memory	4

### History Courses Focused on the Period before 1700

HIST 205	History of England I	4
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 211	China: Inside the Great Wall	4
HIST 213	Early Modern Courts	4
HIST 216	History of Japan	4
HIST 223	Latin American History to 1825	4
HIST 225	Empire in the New World: Incas and Aztecs	4
HIST 296	History of the Middle East I	4
HIST 298	History of Islam	4
HIST 301	Ancient Greece	4
HIST 302	Ancient Rome	4
HIST 303	Medieval Europe I	4
HIST 304	Medieval Europe II	4
HIST 305	Medieval Women -- In Their Own Words	4
HIST 313	Youth and Families in Early Modern Europe	4
HIST 315	Saints, Witches, and Heretics in Early Modern Europe	4
HIST 354	Renaissance Humanism	4
HIST 365	Medieval England I	4
HIST 366	Medieval England II	4
HIST 368	Saints and Society in Late Antiquity and the Middle Ages	4
HIST 369	Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain	4
HIST 370	Ritual and Worship in the Long English Reformation	4
HIST 371	Tudor England 1485-1603	4
HIST 372	Stuart England 1603-1714	4
HIST 373	English Puritanism 1558-1700	4
HIST 374	Anglicanism 1350-1662	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 402	China	4
HIST 470	Ways of Seeing and Knowing in the Early Modern World	4
HIST 480	Reformation to Revolution: Religion and Politics in Early Modern England	4
HIST 491	European Life in the Late Middle Ages and Renaissance	2
HIST 495	War and Society in Ancient Greece and Rome	4
HIST 496	History and Religion in Medieval Europe	4

### History Courses with a G4 Attribute

HIST 100	Topics in Western Civilization	4
HIST 111	Religion and Power in the Pre-Modern West	4
HIST 112	Women Changing the World: Gender and Social Movements	4
HIST 113	Civil Disobedience from Ancient Greece to Modern Africa	4
HIST 116	Revolution and Evolution: Europe since the Eighteenth Century	4
HIST 117	Discovering America, 1400-2000	4
HIST 118	Roots of Hate: Introduction to Modernity and the Final Solution	4
HIST 119	Intertwined Paths: Jews, Africans, and the West's Journey into Modern Times	4
HIST 120	Children and Childhood in History	4

HIST 121	Consumer Culture and Its Discontents, 17th - 20th Centuries	4
HIST 124	World in the Twentieth Century	4
HIST 125	The Age of Discovery: Encounter of Two Worlds	4
HIST 126	Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries	4
HIST 127	Atlantic Britons, 1500-1850	4
HIST 201	History of the United States I	4
HIST 202	History of the United States II	4
HIST 204	Rich and Poor in America from the Colonial Period to the Present	4
HIST 205	History of England I	4
HIST 206	History of England II	4
HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 211	China: Inside the Great Wall	4
HIST 212	China: Manchus to Massacre, Dynasty to Dictatorship	4
HIST 217	Renaissance and Reformation	4
HIST 218	The Age of Enlightenment	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 232	African-American History since 1865	4
HIST 234	British Reformations	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 272	France Since 1815	4
HIST 283	Environmental History	4
HIST 293	Greeks, Romans, and Barbarians	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 308	The Revolutionary Era	4
HIST 375	The Outlaw in American Culture	4

## Humanities

Website: [humanities.sewanee.edu](http://humanities.sewanee.edu)

Sewanee's team-taught interdisciplinary humanities program introduces students to the cultural products and practices that have informed the development of Western cultures. Along with critical examination of "the West" and consideration of what it has meant — and means today — to be human, students refine their writing and speaking skills and participate actively in humanities seminars. Though students may enroll in individual courses within the program, those who complete the entire complement of humanities courses will be able to conduct interdisciplinary and multidisciplinary critical inquiry, evaluate the implications of historical change over time, and approach the study of cultures — their own and others — in intellectually informed and responsible ways.

### Faculty

Professors Brennecke, Engel, J. Grammer, Malone, McDonough (Chair), Miller, Papillon, Peters, Raulston, J. Smith

Assistant Professors Ladygina, Macdonald

Associate Professors McCarter, Rung, Skomp, J. Thompson, Thurman

### Minor

The minor in interdisciplinary humanities combines foundational study in several disciplines in the humanities with more advanced courses and independent work. The humanities program introduces students to the cultural products and practices that have informed the development of Western cultures. Along with critical examination of "the West" and consideration of what it has meant--and means today--to be human, students refine their writing and speaking skills and participate actively in humanities seminars. Students who complete the humanities minor will be able to conduct interdisciplinary and multidisciplinary critical inquiry, evaluate the implications of historical change over time, and approach the study of cultures--their own and others--in intellectually informed and responsible ways. In addition to completing four courses that approach the critical study of the humanities from the ancient to modern worlds, humanities minors also enroll in a 300-level seminar focused on the humanities in the twenty-first century.

### Requirements for the Minor in Humanities

The minor requires successful completion of the following:

#### Course Requirements

HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 104	Experience, Expression, and Exchange: Texts and Contexts of the Medieval to Early Modern Worlds	4
HUMN 380	Junior Seminar	4
Select two additional courses in the humanities (HUMN) numbered 200 or above		8
<b>Total Semester Hours</b>		<b>20</b>

## International and Global Studies

Website: [igs.sewanee.edu](http://igs.sewanee.edu)

The international and global studies program was created in 2005 by a group of faculty from the social sciences and humanities who were committed to international study. Today, we have grown to include courses taught by 45 faculty in 14 different departments, and have become one of the largest majors in the college.

The international and global studies major examines the economic, political and socio-cultural processes that in both the past and present have contributed to the creation of our globalized world. The cross-border flows we see today of people, media, technology, politics and finance are not new, but they operate on a new level of complexity and speed such that our world is now inextricably interconnected and interdependent at the most fundamental levels of human organization and practice. Global citizenship today requires understanding that contemporary cultural, political and economic phenomena are transnational in nature, crossing borders and boundaries in both creative and destructive ways. However, it also requires knowledge that global processes are not abstract and disembodied forces, but rather are processes that humans create and maintain. As such, they are shaped by the specific cultural and historic structures that inform human interactions in particular places. Thus, the major in international and global studies allows students to combine study of global forces with both analysis and real-world experience of how these global forces shape and re-shape the lives of human beings living in specific cultural contexts.

The skills students learn from the combination of course work, abroad experience, and language learning foster their successful navigation of this complex global world. The interdisciplinary approach to the topic of globalization and its localization in distinct world regions allows students to perceive the value of distinct perspectives. In the senior seminar and comprehensive exams, they learn to integrate and synthesize those perspectives across disciplinary and thematic boundaries in the creation of a more holistic view of the topic or problem they seek to address. Through abroad experiences students apply knowledge learned in the class room to real-world settings, and in the process develop language-learning skills, and learn to interact constructively across cultural, economic, and political boundaries.

### Faculty

Assistant Professors Asiedu-Acquah, Dragojevic, Minkin, Nimis

Associate Professors Beinek, Levine, N. Roberts, Rung, Sandlin

Professors Mohiuddin, Murdock (Chair), Sanchez-Imizcoz, S. Wilson, Zachau

Instructor Wairungu

### Major

#### Planning a Program of Study

Many of the courses offered in the IGS catalogue require introductory level prerequisites. We encourage students who are considering the IGS major to review the courses they are especially interested in taking, and make sure they have taken the required introductory-level courses in their respective departments. These may count toward general education and/or a minor field of study. We strongly urge students to consider the relevance of a minor field of study to their overall educational and career goals, and to use a minor to complement and strengthen their IGS major.

Shortly after signing up for the IGS major, students determine in consultation with their advisor and the chair their planned course of study in the major. This should include discussion not only of planned areas of focus, but also the abroad experiences, language training, and possible minor course of study that make the most sense for that student. Keeping the coherence of the educational experience in mind is especially important in IGS as the senior thesis (written in INGS 400) depends upon it. Nonetheless, the planned program of study may be subject to change as the student progresses through the major, and should be reviewed with the advisor and chair should this occur.

### Options

The major course of study is divided into two broad categories: “thematic” which investigates global processes of various types, and “geographic” which explores how global forces are materialized differently in different contexts. The “thematic” and “geographic” categories are further sub-divided into sub-categories of courses upon which students may focus their studies.

Students take eight elective courses, four of which must be thematic, and four of which must be geographic. Four courses must be in a single sub-category, and the remaining four can be taken in a single sub-category, or split evenly (2/2) between two other sub-categories. Students may not take fewer than two courses in any sub-category, and may not take more than four courses in any sub-category. The chart below illustrates the range of three options available to students:



Options	Thematic Sub-category	Geographic Sub-category
1	4	4
2	4	2/2
3	2/2	4

## Study Abroad Requirement

Work or study abroad is among the most valuable experiences preparing students for a successful future in a globalizing world. Through an abroad experience, students are challenged to work through real-world issues with persons whose understanding and approach may differ considerably from their own. IGS deems the ideal abroad experience as one, which allows students to experience a semester-long immersion in a cultural, social, and linguistic milieu different from their own. However, some summer abroad programs are also appropriate for IGS majors. Many IGS majors choose to spend more than a single semester or single summer abroad, combining study abroad with intensive language training, research, internships, or other types of practical engagement or field-based experience. The IGS website contains a resource page on appropriate abroad programs and experiences for students with particular thematic and geographic interests. As all abroad experiences must be approved by the student's advisor and the chair, we strongly advise students considering the major to consult the website and speak with a program committee member before deciding upon a study abroad option. Up to three courses may be approved for transfer to the IGS major from a study abroad program.

The abroad experience should contribute to the overall coherence of a student's chosen program of study such that the courses taken in a geographic sub-category, the additional language study, and the country where the abroad experience occurs ideally match up. However, we do allow students to study in English-dominant settings, and to use itinerant experiences (i.e., abroad experiences which involve extensive travel to more than one country), but students must petition for permission to use these types of programs in fulfillment of the abroad requirement. Exceptions to the requirement for experience abroad under conditions of hardship may be granted through the mechanism of a written petition considered by the chair in consultation with the program committee and the student's advisor.

## Language Requirement

Language-learning skills facilitate students' participation in a globalized world, and for this reason, all IGS majors must take *one* foreign language course in addition to the usual 300-level course required for general education in the college. This course may be at the 300- or 400-level in the same foreign language, or may be at *any* level in another language. In many cases, one of the eight elective courses taken in either a thematic or geographic sub-category will be taught in a foreign language, and this course thus satisfies the language requirement as well. If one of the eight distributed electives is not taken in a foreign language, then one additional language course must be taken to complete the major. If a second foreign language is proposed, the student must gain approval of the advisor and the chair. Whether students do their additional language study at Sewanee, or pursue language study abroad depends on the availability of pertinent language study here, and a student's own interests. The IGS website contains a resources page with further information about language study and intensive language programs.

## Requirements for the Major in International and Global Studies

The major requires successful completion of one of the following options:

### Option I

#### Course Requirements

INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	International and Global Studies Senior Seminar <sup>2</sup>	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 110) <sup>3</sup>		16
Select four courses in a single geographic sub-category (such as Asia) (p. 106) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

#### Additional Requirements

A comprehensive examination <sup>4</sup>

Foreign language

Study abroad

## Option 2

### Course Requirements

INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	International and Global Studies Senior Seminar <sup>2</sup>	4
Select four courses in a single thematic sub-category (such as Global Culture and Society) (p. 110) <sup>3</sup>		16
Select four courses split between two geographic sub-categories (such as Latin America and the Caribbean, and Europe) (p. 105) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

### Additional Requirements

A comprehensive examination <sup>4</sup>

Foreign language

Study abroad

## Option 3

### Course Requirements

INGS 200	Introduction to International and Global Studies <sup>1</sup>	4
INGS 400	International and Global Studies Senior Seminar <sup>2</sup>	4
Select four courses split between two thematic sub-categories (such as Global Culture and Society and Global Politics) (p. 110) <sup>3</sup>		16
Select four courses in a single geographic sub-category (such as Russia and Eurasia) (p. 105) <sup>3</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

### Additional Requirements

A comprehensive examination <sup>4</sup>

Foreign language

Study abroad

<sup>1</sup> INGS 200 should be taken in the sophomore year.

<sup>2</sup> INGS 400 should be taken in the fall of the senior year.

<sup>3</sup> No more than four of the eight elective courses may be taken from any one department.

<sup>4</sup> Each student completes a comprehensive examination in the first semester of their senior year. The comprehensive is broadly integrative, consisting of two parts. The first part is a seminar paper written in INGS 400 that integrates materials from the eight elective courses taken in the student's chosen thematic and geographic sub-categories of focus. The second part is an essay answering a question about themes and concepts in globalization learned in INGS 200 and INGS 400.

## Honors

In October of their senior year, students may apply for honors if they have a 3.50 grade point average in the major. To apply, students submit a project proposal to the department chair for a 35-page paper to be written in consultation with and evaluated for honors by two members of the IGS faculty. If the proposal is approved, students will register for a full course (INGS 405) taken in the second semester of the senior year. Honors theses must be completed and presented in a public forum in April of the senior year.

## Minor

### Requirements for the Minor in International and Global Studies

The minor requires successful completion of the following:

### Course Requirements

INGS 200	Introduction to International and Global Studies	4
Select two courses from a single thematic sub-category (such as Global Politics) (p. 110)		8
Select two courses from a single geographic sub-category (such as Europe) (p. 106)		8
<b>Total Semester Hours</b>		<b>20</b>

## Geographic Sub-categories

Courses in this category deal with the culture, history, and society of specific geographic contexts, as well as the ways these contexts are integrated into broader global interactions.

### Africa

Courses in this sub-category enable students both to comprehend and to move beyond established geographic, political, and popular understandings of Africa and Africans. Emphasis placed on unsettling Africa, focusing on its location within academic, literary, and popular discourses and within regional systems (e.g.: East Africa and the Indian Ocean World, West Africa and the Atlantic World, and North Africa and the Mediterranean and European World). These courses also examine how Africans have throughout history and to this day challenged the diplomatic, political, economic, cultural, and environmental constraints to living their lives, and their efforts to construct and re-imagine their local and regional relationships.

ANTH 304	Peoples and Cultures of Africa	4
FREN 417	Topics of the French-Speaking World	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 385	Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam	4
HIST 386	African Environmental History	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
HIST 420	The History of International Development	4
INGS 201	African Youth Cultures in Post-Colonial Urban Africa	4
INGS 203	Sociolinguistics of Africa	4
INGS 309	Society and Culture in Zambia	4
INGS 312	Africa and the West Since 1800	4
POLS 227	Africa in World Politics	4
POLS 230	Politics in Nigeria and South Africa	4
POLS 329	Comparative African Politics	4
POLS 339	The Political Economy of Development in Zambia and Botswana	4

### Asia

Courses in this sub-category contribute to students' understanding of Asia as a region that was shaped by a number of cultural traditions such as Buddhism, Islam, and Confucianism that traveled across countries, as well as a set of countries that developed distinct responses to capitalist integration and interactions with western powers. With new economic and political ideas transforming countries in this part of the world, Asia is today a vibrant example of globalization. At the same time, the cultures of Asia have global reach and influence through their arts and manufacturing, and as models for poverty alleviation and industrialization. Asia is an area of remarkable diversity, growth, and dynamism that both influences and is influenced by the cultures outside of Asia.

ANTH 341	The Culture and History of Southeast Asia	4
ASIA 203	Chinese Martial Arts Cinema	4
ASIA 204	Themes in New Chinese Cinema	4
ASIA 209	Introduction to Japanese Civilization	4
ASIA 217	Modern Japanese Literature	4
ASIA 232	Father Emperor, Mother Land: Family and Nationalism in Modern Japan	4
ASIA 235	Love in Modern Japan	4
ASIA 320	Gender and Sexuality in Japanese Culture	4
HIST 211	China: Inside the Great Wall	4
HIST 212	China: Manchus to Massacre, Dynasty to Dictatorship	4
HIST 216	History of Japan	4
HIST 221	History of India and South Asia I	4
HIST 388	The United States and Vietnam since 1945	4
INGS 304	Politics and Society in Modern India	4
PHIL 215	Chinese Philosophy	4
POLS 248	China's Environmental Crisis	4
POLS 249	China and the World	4
POLS 250	States and Markets in East Asia	4
POLS 326	Comparative Asian Politics	4

POLS 360	Chinese Politics	4
POLS 367	Political Economy of Asia and Latin America	4
RELG 162	Introduction to Asian Religions	4
RELG 262	Buddhist Traditions	4
RELG 264	Hinduism	4
RELG 364	Buddhist Ethics	4

## Europe

European identities and culture have been shaped by global movements in religion and philosophy, politics, science and the arts over the course of the last two thousand years. The successful integration of most of its countries into a stable economic and political union established Europe as one of the biggest players in the global economy. But Europe is also facing difficult challenges. Colonialism and capitalism have shaped contemporary European realities, giving rise to growing immigration, cultural and political struggles related to religion and gender, as well as growing concerns about social inequity. Courses in this sub-category enable students to comprehend Europe's unique heritage as well as its role and place in today's world.

ANTH 222	Celtic Culture and Archaeology	4
ANTH 303	The Anthropology of Europe	4
ANTH 387	Archaeology of Ireland	4
ARTH 350	Spanish Painting	4
ARTH 496	Islamic Spain and Spanish Art	4
FREN 301	Discovering Paris	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 321	Studies in Culture and Literature Abroad	4
FREN 411	Culture through History	4
FREN 413	Modern France Through Film and Text	4
FREN 415	The History of French Cinema	4
FREN 417	Topics of the French-Speaking World	4
GRMN 300	Introduction to German Literature	4
GRMN 311	German Culture and Composition I	4
GRMN 312	German Culture and Composition II	4
GRMN 313	Contemporary Language and Usage	4
GRMN 350	Berlin: Impressions of a City	4
GRMN 352	Kafka/Grass in Translation	4
GRMN 353	German Film	4
GRMN 354	Modern German Civilization	4
GRMN 356	The Nazi Period	4
HIST 205	History of England I	4
HIST 206	History of England II	4
HIST 209	Early Modern Europe	4
HIST 210	Early Modern Cities	4
HIST 217	Renaissance and Reformation	4
HIST 267	German History Since 1500	4
HIST 268	German History Since 1850	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 272	France Since 1815	4
HIST 308	The Revolutionary Era	4
HIST 313	Youth and Families in Early Modern Europe	4
HIST 335	Monsters, Marvels, and Museums	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HIST 350	Berlin: Impressions of a City	4
HIST 353	The Nazi Period	4
HIST 369	Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain	4
HIST 378	Sexuality and the Self in Modern Europe	4
HIST 379	Honor, Shame, and Violence in Modern Europe	4
HIST 389	European Cultural and Intellectual History, 1750-1890	4
HIST 390	Topics in European History	4

HIST 397	The Origins and Conduct of World War II	4
HIST 406	From D-Day to Berlin: World War II Sites in England, France, Germany	4
HIST 472	Marriage and Imagined Families in the Modern World	4
INGS 303	Transition to Democracy: The Case of East Germany, 1989	4
INGS 306	Spain in the European Union	4
INGS 307	Polish Film	4
POLS 351	Modern European Politics	4
POLS 364	European Union	4
POLS 431	Ethnicity and Political Violence	4
RELG 220	Holocaust, Religion, Morality	4
SPAN 301	Cultural Survey of Spain I	4
SPAN 302	Cultural Survey of Spain II	4
SPAN 311	Spanish Phonetics	4
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	4
SPAN 323	Contemporary Spanish Culture and Civilization	4
SPAN 334	The Culture of Chivalry	4
SPAN 361	Modern Spanish Literature II	4
SPAN 364	Spanish Women Writers	4
SPAN 365	Modern Spanish Drama	4
SPAN 387	Latin American Women Authors	4
SPAN 404	Spanish Civil War and its Legacy	4
SPAN 405	Spanish Detective Novel 1975-present	4
SPAN 495	Senior Seminar	4

### Latin America and the Caribbean

Courses in this sub-category contribute to students' overall understanding that this geographic region has been shaped in complex ways by globalizing processes such as colonization, capitalist production and exchange, imperialism, the migration of people and the exchange of ideas. This is not a static or isolated geographic area, as both Latin America and the Caribbean are also characterized by a great deal of cultural diversity and resulting concerns about national and ethnic identity, social inequality and unrest, political struggle and democratization. Dynamism is a profound source of creativity as these countries are also home to some of the most vibrant social movements, artistic productions, and scholarship of our time.

ANTH 305	Cultures of Latin America	4
ANTH 311	Gender and Class in Latin America	4
HIST 223	Latin American History to 1825	4
HIST 224	Latin American History Since 1826	4
HIST 358	Women in Latin America	4
HIST 359	United States and Latin America since 1898	4
HIST 360	Latin American Topics	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
INGS 310	Brazilian Tropicália: The Myth and Reality of an Emerging Power	4
MUSC 224	Musics of Latin America	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 367	Political Economy of Asia and Latin America	4
SPAN 304	Cultural Survey of Latin America II	4
SPAN 380	20th- and 21st-Century Latin American Poetry	4
SPAN 381	History of Latin American Cinema	4
SPAN 383	Spanish-American Novel	4
SPAN 384	Contemporary Hispanic Caribbean Literature and Culture	4
SPAN 385	Spanish-American Short Fiction and Film	4

SPAN 386	Contemporary Central American Literature and Film	4
SPAN 387	Latin American Women Authors	4
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 401	Latin American Literature in Neoliberal Times	4
SPAN 406	Cultural Icons in Latin America	4
SPAN 408	Migrations in Latin American and Latino Literature and Film	4
SPAN 409	Marvel and Margin in Latin American Culture	4

## Middle East

Courses in this sub-category analyze the region's place in world history, international politics, and the global economic system. Challenging stereotypes of the region as monolithic, timeless, and isolated from world events, classes on the Middle East and North Africa emphasize the diversity and dynamism of a region that has frequently influenced the course of world events. Particular emphasis is placed on understanding the region's encounters with outside powers and global forces including Western imperialism, capitalism, and transnational religious forces, in order to understand how the Middle East shapes and is in turn shaped by our modern globalized world.

ARTH 210	Islamic Art and Architecture	4
FREN 417	Topics of the French-Speaking World	4
HIST 296	History of the Middle East I	4
HIST 297	History of the Middle East II	4
HIST 298	History of Islam	4
HIST 307	Revolutions and Revolutionaries in the Middle East	4
HIST 310	Modern Iraq and the US-Iraq Conflict	4
HIST 319	The Arab-Israeli Conflict	4
HIST 430	Political Islam	4
INGS 313	"Foreigners" of the Middle East	4

## Russia and Eurasia

Courses in this sub-category consider the region from the perspectives of history, politics, literature, and culture. They examine the Russian Revolution, world wars and other conflicts; authoritarian regimes; experiments in socialism and communism; and more recent democratization efforts. Other important themes include nationalism, migration and shifting borders, and attempts at defining identity in relation to East and West via a narrative of exceptionalism. The cultural richness of the region, including ethnic and religious diversity as well as innovations in literature, film, art, and music, is a central area of focus. These courses study the complex history of the region with emphasis on how past events continue to shape its current geopolitical, economic and environmental realities.

HIST 207	Russia: Autocracy, Orthodoxy, Serfdom, Revolution	4
HIST 208	Russia: Revolution and Repression, War and Cold War, Collapse and Renewal	4
HIST 346	History of Socialism	4
HIST 364	Topics in Russian History	4
HIST 397	The Origins and Conduct of World War II	4
POLS 351	Modern European Politics	4
POLS 364	European Union	4
POLS 431	Ethnicity and Political Violence	4
RUSN 304	Contemporary Russian in Cultural Context	4
RUSN 310	Russian Civilization	4
RUSN 352	20th-Century Russian Literature in English Translation	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
RUSN 355	Russian and Soviet Film	4
RUSN 356	Nabokov	4
RUSN 363	Environmentalism and Ecocide in Russian Literature and Culture	4

## Thematic Sub-categories

Courses in this category deal with transnational forms of political, economic, and cultural organization and practice in both the past and the present.

### Global Capitalism

Courses in this sub-category deal with issues related to the rise and spread of capitalism as well as the growing economic integration of the world's economies. Themes covered include the history of capitalism, socialism, and other forms of economic activity, social and economic development, trade networks and practices, the experiences of work and social life as these are transformed through economic integration, and strategies for addressing economic inequality and poverty.

ANTH 317	The Anthropology of Development	4
ECON 309	Women in the Economy	4
ECON 310	Economic Development	4
ECON 311	Health and Development	4
ECON 312	Health Economics	4
ECON 326	Growth Theory	4
ECON 335	Environmental Economics	4
ECON 336	Energy Economics	4
ECON 343	International Trade	4
ECON 344	International Finance	4
ECON 345	Economic Development in China	4
ECON 346	Introduction to Asian Development	2
ECON 347	Microfinance Institutions in South Asia	4
ECON 348	Social Entrepreneurship	4
ECON 381	The Political Economy of Sustainable Development	4
FREN 417	Topics of the French-Speaking World	4
HIST 346	History of Socialism	4
HIST 403	Capitalism in Britain and the United States	4
HIST 410	Five Centuries of Atlantic Slavery, 1400-1900	4
HIST 420	The History of International Development	4
INGS 301	The Global Financial Crisis: Causes and Effects	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 366	International Political Economy	4
POLS 367	Political Economy of Asia and Latin America	4
POLS 381	The Political Economy of Sustainable Development	4
POLS 382	International Environmental Policy	4
POLS 402	Topics in Political Economy	4

### Global Culture and Society

Courses in this sub-category are focused on the transnational circulation of people, ideas, and culture, especially shared symbolic media and knowledge transfers, but also the histories of interaction such as missionization, colonialism, and migration that help to produce them. Issues addressed include global cultural aspirations, the creation of hybrid cultural forms, and the specter of a homogenized global culture.

ANTH 290	Women in Cross-Cultural Perspective	4
ANTH 319	Medical Anthropology	4
ARTH 108	History of Film: Invention to Mid-Century	4
ARTH 496	Islamic Spain and Spanish Art	4
ASIA 203	Chinese Martial Arts Cinema	4
ASIA 204	Themes in New Chinese Cinema	4
ASIA 233	The Fantastical World of <i>Anime</i>	4
ENGL 399	World Literature in English	4
FILM 105	Introduction to World Cinema	4

FILM 109	History of Film: Mid-Century to the Present	4
FREN 314	Introduction to Literature, Culture, and History of the French-Speaking World	4
FREN 321	Studies in Culture and Literature Abroad	4
FREN 405	The Eighteenth Century	4
FREN 411	Culture through History	4
FREN 413	Modern France Through Film and Text	4
FREN 417	Topics of the French-Speaking World	4
FREN 419	Introduction to French Linguistics	4
GRMN 356	The Nazi Period	4
HIST 210	Early Modern Cities	4
HIST 218	The Age of Enlightenment	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 298	History of Islam	4
HIST 308	The Revolutionary Era	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 331	Modern Cities	4
HIST 335	Monsters, Marvels, and Museums	4
HIST 337	Nature, Magic, and Machines in Early Modern Europe	4
HIST 346	History of Socialism	4
HIST 353	The Nazi Period	4
HIST 385	Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam	4
HIST 387	Slavery and the Slave Trade in Africa	4
HIST 430	Political Islam	4
HIST 470	Ways of Seeing and Knowing in the Early Modern World	4
HIST 472	Marriage and Imagined Families in the Modern World	4
INGS 201	African Youth Cultures in Post-Colonial Urban Africa	4
INGS 302	Global Cities	4
INGS 304	Politics and Society in Modern India	4
INGS 305	Narrating Place/Space in Contemporary World Film	4
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	4
INGS 313	"Foreigners" of the Middle East	4
MUSC 105	Introduction to World Music	4
POLS 333	Human Rights	4
POLS 382	International Environmental Policy	4
POLS 404	Race, Politics, and Empire	4
RELG 220	Holocaust, Religion, Morality	4
RELG 232	God and Empire: Biblical Texts and Colonial Contexts	4
RELG 262	Buddhist Traditions	4
RELG 264	Hinduism	4
RELG 362	Justice in Buddhism and Christianity	4
RUSN 310	Russian Civilization	4
SPAN 330	Middle Ages in Spanish Culture and Literature	4
SPAN 334	The Culture of Chivalry	4
SPAN 364	Spanish Women Writers	4
SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 404	Spanish Civil War and its Legacy	4
SPAN 406	Cultural Icons in Latin America	4
SPAN 408	Migrations in Latin American and Latino Literature and Film	4
SPAN 409	Marvel and Margin in Latin American Culture	4



## Global Politics

Courses in this sub-category are focused on explaining transnational political processes in both the past and present. Training provides key conceptual frameworks related to the study of global power relations as they are manifested in political, economic, and cultural realms, and the operation of the global political system through the medium of inter-governmental and non-governmental organizations. These conceptual frameworks provide the essential context for students' understanding of global problems such as international conflict and cooperation, development, security, social inequality, and human rights.

ECON 381	The Political Economy of Sustainable Development	4
FREN 417	Topics of the French-Speaking World	4
HIST 215	Southern African History	4
HIST 219	History of Africa to 1880	4
HIST 220	History of Africa Since 1880	4
HIST 324	Colonial and Imperial Warfare in North America and Southern Africa	4
HIST 359	United States and Latin America since 1898	4
HIST 386	African Environmental History	4
HIST 430	Political Islam	4
HIST 456	Partition and Its Meanings: India, Ireland, and Palestine	4
INGS 303	Transition to Democracy: The Case of East Germany, 1989	4
INGS 312	Africa and the West Since 1800	4
POLS 209	Immigration, Politics, and Identity	4
POLS 220	International Conflict	4
POLS 227	Africa in World Politics	4
POLS 270	Introduction to International Security	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 314	Civil Wars	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 319	Global Gender Issues	4
POLS 321	Global Health Governance	4
POLS 329	Comparative African Politics	4
POLS 333	Human Rights	4
POLS 339	The Political Economy of Development in Zambia and Botswana	4
POLS 346	Contemporary Social Movements	4
POLS 351	Modern European Politics	4
POLS 355	The Art of Diplomacy	4
POLS 363	Comparative Democratization	4
POLS 364	European Union	4
POLS 365	Global Institutions and Policies	4
POLS 370	International Law in International Relations	4
POLS 381	The Political Economy of Sustainable Development	4
POLS 382	International Environmental Policy	4
POLS 390	The United Nations	4
POLS 402	Topics in Political Economy	4
POLS 411	The Politics of Aids	4
POLS 412	Terrorism and Global Security	4
POLS 430	Research Seminar: Topics in International Security	4
POLS 431	Ethnicity and Political Violence	4
RELG 344	Religion and Violence	4

## Italian

Website: [italian.sewanee.edu](http://italian.sewanee.edu)

Italian language and culture are taught in a full-immersion, communicative classroom, where students can work toward gaining proficiency in reading, writing, speaking, and listening over as much as four semesters of study. The fourth semester, ITAL 301, combines an advanced grammar review with a focused introduction to Italian literature. Italian studies is excellent preparation for students wishing to study in Italy, as well as for students pursuing studies in literature, music, or art history. It is possible to satisfy the college's general education requirement in a second language, or in the learning objective tagged as "comprehending cross-culturally" with ITAL 301.

### Italian House

Students are encouraged to live for a semester or year in the Italian house.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Assistant Professor Fritz-Morkin

Instructor

### Minor

The Italian studies minor is an interdisciplinary program of study in Italian language, literature, art, history, and culture. A semester of study at an approved program in Italy is highly recommended, but not required.

The minor offers some flexibility and can be tailored to complement major studies in English, Spanish, French, history, art history, medieval studies, music, international and global studies, and anthropology.

As a rule, the Department of Italian will offer two 300-level courses per year: one in English in the Advent semester and ITAL 301/ITAL 302/ITAL 303 in the Easter semester. Students with linguistic competency in Italian are encouraged to take the Italian language option for courses taught in English, which entails reading the original texts, participating in regular Italian-language discussion hours, and completing coursework in Italian.

### Requirements for the Minor in Italian Studies

The minor requires successful completion of the following:

#### Course Requirements

Select one of the following:	4
ITAL 301	Introduction to Italian Literature
ITAL 302	Introduction to Drama
ITAL 303	Introduction to Prose
Select one of the following:	4
An approved study abroad content course taught in Italian	
An unduplicated course from ITAL 301, ITAL 302, or ITAL 303	Select three additional approved electives numbered 300 or above

<sup>1,2</sup>

12

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**Total Semester Hours**

**20**

- <sup>1</sup> At least one course must be taught in Italian. One approved elective may be selected from ARTH 325, CLST 353, ENGL 200, or any Latin literature course numbered 300 or above. Up to three approved electives may be selected from courses taught in English with an Italian language option: ITAL 304, ITAL 310, ITAL 325, and ITAL 440.
- <sup>2</sup> Students may apply up to two courses from an approved study abroad program to the minor. Each course is subject to departmental approval. Beginning and intermediate language/grammar courses will not count toward the minor. Generally, content courses that focus on some aspect of Italy (e.g. a history course on the Fascist period, an anthropology course on Italian food culture) will be approved, as will courses on any subject taught in Italian (e.g. a biology course taught at the Università di Ferrara).

## Japanese

Website: [sewanee.edu/academics/japanese/](http://sewanee.edu/academics/japanese/)

The University offers four semesters of Japanese, sufficient to satisfy the college's foreign language requirement. Although a major or minor in Japanese is not currently offered, students may participate in study-abroad programs in Japan to extend their study of Japanese and to explore Japanese society. Further study of topics bearing on Japanese culture and history can be undertaken through coursework offered in the Asian studies program.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Assistant Professor Manabe

## **Library Resources**

Library resources courses introduce students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the social sciences.

### **Faculty**

Lecturer Syler

## **Linguistics**

For linguistics course descriptions, see p. 258.

## Mathematics and Computer Science

Mathematics website: [math.sewanee.edu](http://math.sewanee.edu)

Computer Science website: [cs.sewanee.edu](http://cs.sewanee.edu)

### Mathematics

The study of mathematics at Sewanee forms part of the preparation of informed and discerning citizens, capable of critically analyzing information, weighing alternatives and presenting reasoned arguments in order to navigate a rapidly changing world. While crucial for students who pursue concentrated study in mathematics or computer science, the exposure to abstraction and concise reasoning is also invaluable to students in fields as far-ranging as law, science, economics, and theology.

### Computer Science

The world has come to depend on a rapid rate of technological evolution, and computer science majors are in great demand. This program instills a deep understanding of the science, mathematics, art, and social forces behind computer science, with electives as diverse as Principles of Interactive Computer Graphics (CSCI 360), Robotics (CSCI 344), Artificial Intelligence (CSCI 356), Computer Networks and Architecture (CSCI 411), Functional Programming (CSCI 326) and Programming Languages (CSCI 376).

### Faculty

Professors Cavagnaro, F. Croom, Cunningham, Dale, Parrish, Puckette, Swallow

Assistant Professor J. Bateman

Associate Professors Carl, Drinen (Chair), Rudd

Lecturer

### Majors

#### Computer Science

#### Requirements for the Major in Computer Science

The major requires successful completion of the following:

##### Course Requirements <sup>1</sup>

CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures <sup>2</sup>	4
CSCI 284	Database Design with Web Applications	4
CSCI 320	Analysis of Algorithms	4
CSCI 370	Computer Organization	4
MATH 101	Calculus I (or higher)	4
MATH 215	Discrete Mathematical Structures	4
Select four additional courses in computer science (CSCI) numbered above 270 <sup>3</sup>		16
Select one additional breadth course in an application area: <sup>3</sup>		4
ART 287	Electronic Sculpture	
ECON 341	Game Theory	
ENST 217	Fundamentals of GIS	
MATH 301	Introduction to Numerical Analysis	
MATH 332	Mathematical Modeling	
PHYS 203	Intermediate Electricity and Magnetism I	
PSYC 254	Introduction to Behavioral Neuroscience	
STAT 204	Elementary Statistics	
or another course approved by the student's advisor		

**Total Semester Hours**

**48**

##### Additional Requirements

A comprehensive examination <sup>4</sup>

<sup>1</sup> A student majoring in computer science must present nineteen full course credits (seventy-six hours) from outside the major

field.

- <sup>2</sup> With the permission of the department, students who are well prepared may begin their computer science sequence with CSCI 257.
- <sup>3</sup> Electives are to be selected in consultation with the departmental advisor. MATH 301 emphasizes both numerical and symbolic computing and may serve as one of the required computer science electives.
- <sup>4</sup> A student with a double major in the department must take a comprehensive exam in each major, and must take twelve full course credits (forty-eight hours) outside the major field.

## Honors

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: (1) an average of at least 3.50 in computer science courses numbered above 270; (2) a superior performance on both the written and oral comprehensive examination; (3) an original project, usually as part of a 444 computer science elective course, and oral defense or presentation of the work; and (4) additional course work in computer science beyond the minimum requirement.

## Pre-engineering Program

Both mathematics and computer science are options in the pre-professional engineering program. The major is slightly abbreviated to accommodate a student's shortened time at Sewanee. The major is completed during the subsequent two years of study at the relevant engineering institution. Scheduling of courses during the three years at Sewanee is often complex. Students should consult departmental advisors within their major of interest in their first year to avoid scheduling conflicts.

A student must complete all core curriculum requirements of the college. A comprehensive examination is not required for a pre-engineering major.

### Course Requirements

CHEM 101	General Chemistry I (Lab)	4
CHEM 102	General Chemistry II (Lab)	4
CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures	4
CSCI 320	Analysis of Algorithms	4
CSCI 370	Computer Organization	4
CSCI 428	Operating Systems	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
MATH 215	Discrete Mathematical Structures	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4
Select one additional course in computer science (CSCI) numbered 300 or above		4
Select three advanced courses in computer science or computer engineering at the designated engineering school		12
<b>Total Semester Hours</b>		<b>72</b>

## Mathematics

### Requirements for the Major in Mathematics

The major requires successful completion of the following:

#### Course Requirements <sup>1,2</sup>

MATH 101	Calculus I <sup>3</sup>	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 210	Linear Algebra	4
MATH 215	Discrete Mathematical Structures	4
Select one two-course sequence from the following: abstract algebra, analysis, topology, probability and statistics		8
Select four additional advanced mathematics or differential equations courses numbered 300 or above <sup>4</sup>		16
<b>Total Semester Hours</b>		<b>44</b>

#### Additional Requirements



- <sup>1</sup> Majors are strongly encouraged to take CSCI 157.
- <sup>2</sup> A student majoring in mathematics must present nineteen full course credits (seventy-six hours) from outside the major field.
- <sup>3</sup> The standard entry-level course is MATH 101. Students entering Sewanee with a strong background in mathematics may be invited to enroll in MATH 102, MATH 207, or a more advanced mathematics course.
- <sup>4</sup> Courses must include one course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology. MATH 444 may only be used in fulfillment of the mathematics major requirements with the advance approval of the instructor.
- <sup>5</sup> The comprehensive exam in mathematics has three parts: A written exam covering MATH 101, MATH 102, MATH 207, MATH 210, and MATH 215 which students are expected to take at the beginning of their junior year, the senior talk, and an oral exam taken during the senior year. A student with a double major in the department must take a comprehensive exam in each major, and must take twelve full course credits (forty-eight hours) outside the major field.

## Honors

A mathematics major with an average of at least 3.50 in mathematics courses numbered 200 and higher may elect to apply for departmental honors. Those who complete an independent study project and a paper approved by the faculty, present the paper in public, and earn an honors grade (B+ or higher) on the comprehensive examination receive departmental honors at graduation.

## Pre-engineering Program

Both mathematics and computer science are options in the pre-professional engineering program. The major is slightly abbreviated to accommodate a student's shortened time at Sewanee. The major is completed during the subsequent two years of study at the relevant engineering institution. Scheduling of courses during the three years at Sewanee is often complex. Students should consult departmental advisors within their major of interest in their first year to avoid scheduling conflicts.

A student must complete all core curriculum requirements of the college. A comprehensive examination is not required for a pre-engineering major.

### Course Requirements

CHEM 101	General Chemistry I (Lab)	4
CHEM 102	General Chemistry II (Lab)	4
CSCI 157	Introduction to Modeling and Programming	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
MATH 210	Linear Algebra	4
MATH 212	Differential Equations	4
MATH 215	Discrete Mathematical Structures	4
PHYS 101	General Physics I (Lab)	4
PHYS 102	General Physics II (Lab)	4

Select five advanced courses satisfying the following conditions: 20

At least two courses must be taken at Sewanee

At least two courses must form a two-course sequence in one of the following topics: abstract algebra, analysis (real analysis I, real analysis II, complex analysis), topology (point set topology, algebraic topology), probability and statistics

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**Total Semester Hours**

**64**

## Minors

### Computer Science

#### Requirements for the Minor in Computer Science

The minor requires successful completion of the following:

##### Course Requirements

CSCI 157	Introduction to Modeling and Programming	4
CSCI 257	Data Structures	4
Select three additional courses in computer science (CSCI) numbered 270 or above		12
<b>Total Semester Hours</b>		<b>20</b>

### Mathematics

#### Requirements for the Minor in Mathematics

The minor requires successful completion of the following:

##### Course Requirements

MATH 101	Calculus I	4
MATH 102	Calculus II	4
MATH 207	Multidimensional Calculus	4
Select four additional courses in mathematics (MATH) numbered above 207		16
<b>Total Semester Hours</b>		<b>28</b>

## **Medical Humanities**

For medical humanities course descriptions, see p. 260.

## Medieval Studies

Website: [msp.sewanee.edu/msp](http://msp.sewanee.edu/msp)

Medieval studies is an interdisciplinary major, combining courses in languages, literature, philosophy, history, and art. Students learn about the variety and complexity of the Middle Ages, and complete their senior year by working closely with faculty members on a focused research project.

## Medieval Colloquium

Website: [medievalcolloquium.sewanee.edu](http://medievalcolloquium.sewanee.edu)

The annual Sewanee Medieval Colloquium brings scholars to campus to discuss various issues of the Middle Ages. Attendees spend several days on campus, meet with faculty and student groups, and speak to classes.

Recent themes of the colloquium have included law, religion, and the role of women in medieval society. Guest lecturers have come from prominent national and international institutions of higher learning.

The colloquium is sponsored by the University and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the college faculty. On occasion, student papers are included in the series.

## The Centre for Medieval and Renaissance Studies

This centre/program was founded in 1975 in Oxford as a permanent institute for the interdisciplinary study of the medieval, Renaissance and early modern periods. The institute provides academic training for overseas students who wish to complete part of their education in Oxford in these areas of study. Because Sewanee is a CMRS consortium member, Sewanee students who qualify have access to this program.

## Faculty

Professors Clark, Conn, Engel, McDonough, Peters, Raulston, Ridyard, Spaccarelli

Assistant Professor Fritz-Morkin

Associate Professors Glacet, Irvin (Chair)

Bruce

## Major

The medieval studies program provides the structure within departmental course offerings for a comprehensive major in a particular area of concentration in the medieval period — such as literature, history, or philosophy — chosen by the student and approved by the committee at the time the major is declared.

Travel and study abroad are highly desirable for students electing this major. They are encouraged to participate in British Studies at Oxford, European Studies, the semester at the Centre for Medieval and Renaissance Studies at Oxford, or other established programs.

## Requirements for the Major in Medieval Studies

The major requires successful completion of the following:

### Course Requirements <sup>1</sup>

ARTH 320	Medieval Art and Architecture	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 302	Medieval Philosophy	4

Select one of the following: <sup>2</sup>

LATN 405	Medieval Latin	4
ENGL 301	Anglo-Saxon Language and Literature	
FREN 401	Early French Literature	

Another medieval language course in addition to completion of LATN 104

An independent study in another medieval language (with permission from the Chair of Medieval Studies)

Select two of the following:

ENGL 350	Medieval Drama and its Legacy	8
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ENGL 351	Medieval English Literature	
ENGL 352	Chaucer	
Select two of the following:		8
HIST 303	Medieval Europe I	
HIST 304	Medieval Europe II	
HIST 305	Medieval Women -- In Their Own Words	
HIST 365	Medieval England I	
HIST 366	Medieval England II	
HIST 368	Saints and Society in Late Antiquity and the Middle Ages	
MDST 444	Independent Study (research project and paper) <sup>3</sup>	4
<b>Total Semester Hours</b>		<b>36</b>

### Additional Requirements

A comprehensive examination <sup>4</sup>

- <sup>1</sup> Elective courses are recommended by the committee in accordance with the student's approved area of concentration from among upper-level course offerings in various disciplines.
- <sup>2</sup> Majors are encouraged to satisfy the college language requirement with Latin as early as possible and to complete the program requirement in Latin at their first opportunity. Familiarity with a vernacular language other than English is desirable.
- <sup>3</sup> Majors are required to carry through a research project culminating in a paper of interdisciplinary character in the chosen area of concentration, whose subject is approved by the committee at the beginning of the senior year. The project is directed by a member of the committee but evaluated by an interdisciplinary panel.
- <sup>4</sup> Majors must pass a written comprehensive examination of interdisciplinary character devised and judged by an interdisciplinary panel.

### Honors

A citation of honors on the research paper and on the written comprehensive examination by a majority of the members of the examining panel qualify the major for honors.

## Music

Website: [music.sewanee.edu](http://music.sewanee.edu)

The department offers a variety of courses in music history and music theory in addition to performance instruction in selected areas. Courses of study are designed to meet the needs of both 1) the student who wants to study music as a discipline of the humanities within the context of a general liberal arts education, and 2) the student who wants to pursue graduate studies in musicology, music theory, church music, or one of the performance areas in which the department offers instruction.

Prospective majors should consult with the department as early as possible in their undergraduate careers to discuss their goals in music and determine the most profitable course of study.

### Faculty

Assistant Professors J. Carlson, Leal

Professors Delcamp, Miller (Chair)

Instructors Duncan, Rupert

### Major

#### Requirements for the Major in Music

The major requires successful completion of the following:

##### Course Requirements

MUSC 101 or MUSC 151	Music of Western Civilization or Song, Symphony, Stage: Music in Western Civilization	4
MUSC 260	Introduction to Part Writing	4
MUSC 301	Topics in Early Music	4
Select one of the following to demonstrate proficiency at the keyboard:		I-4
MUSC 104	Music Fundamentals: Keyboard Skills	
MUSC 271	Piano	
MUSC 273	Organ	
MUSC 371	Piano	
MUSC 373	Organ	
Select one of the following tracks:		26
Music Performance (p. 125)		
Music Theory and Composition (p. 125)		
Music History and Culture (p. 126)		
<b>Total Semester Hours</b>		<b>39-42</b>

##### Additional Requirements

A comprehensive examination <sup>1</sup>

<sup>1</sup> All majors must pass a comprehensive examination on the history and theory of music. There are also performance, ensemble, and elective requirements tailored to each track.

#### Music Performance Track

MUSC 212 or MUSC 213	From Court Dances to Sacrificial Dances: Cultural Transformations in Music or From Ragtime to Radiohead: Music in the Era of Recordings	4
Select one elective in either theory and composition or music history and culture		4
Select twelve hours of applied lessons (including MUSC 470)		12
Select six hours in ensemble and/or chamber music		6
<b>Total Semester Hours</b>		<b>26</b>

#### Music Theory and Composition Track

MUSC 212	From Court Dances to Sacrificial Dances: Cultural Transformations in Music	4
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MUSC 213	From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 360	Advanced Chromatic Harmony	4
Select two electives in theory and composition		8
Select two hours of applied lessons		2
Select four hours in ensemble and/or chamber music		4
<b>Total Semester Hours</b>		<b>26</b>

### Music History and Culture Track

MUSC 212	From Court Dances to Sacrificial Dances: Cultural Transformations in Music	4
MUSC 213	From Ragtime to Radiohead: Music in the Era of Recordings	4
MUSC 360	Advanced Chromatic Harmony	4
Select two electives in music history and culture		8
Select two hours of applied lessons		2
Select four hours in ensemble and/or chamber music		4
<b>Total Semester Hours</b>		<b>26</b>

### Honors

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a project or thesis deemed worthy of honors by the music faculty.

### Minor

#### Requirements for the Minor in Music

The minor requires successful completion of the following:

##### Course Requirements <sup>1</sup>

MUSC 101	Music of Western Civilization	4
or MUSC 151	or Song, Symphony, Stage: Music in Western Civilization	
MUSC 260	Introduction to Part Writing	4
Select one course in ensemble participation and/or applied study of an instrument or voice <sup>2</sup>		4
Select three additional courses in music (MUSC)		12
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> Minors must have earned the equivalent of six course credits in music.

<sup>2</sup> Membership in the University's choir, orchestra, and other performance ensembles is open to all qualified students. Ensemble participation earns one half-course credit for two consecutive semesters of participation. Credit for ensemble participation is awarded on a pass/fail basis only. Applied instruction is presently offered in piano, organ, voice, violin, viola, cello, guitar, and the orchestral woodwinds.

# Neuroscience

## Overview

Website: [sewanee.edu/academics/neuroscience/](http://sewanee.edu/academics/neuroscience/)

A minor in neuroscience allows students to consider how brain-function relates to behavior, and to explore one of the most compelling scientific frontiers in understanding ourselves and our actions. The minor examines the nervous system and its contribution to our experiences through a truly interdisciplinary approach. Students are required to take courses in both psychology and biology, and are highly encouraged to explore related courses within chemistry, computer science, and philosophy.

The goal of the neuroscience minor is to encourage students to critically evaluate how the brain functions from the molecular and cellular level, and how these processes affect behavior. The neuroscience minor is ideal for students with an interest in any neuroscience-related field. The minor prepares students for graduate study in neuroscience or related fields, and is also a good preparation for those planning to pursue a career in medicine and related disciplines.

## Faculty

Associate Professors H. Bateman, B. Seballos, A. Summers

Assistant Professors Cammack, Tiernan

## Minor

### Requirements for the Minor in Neuroscience

The minor requires successful completion of the following:

#### Course Requirements

BIOL 133	Introductory Cell and Molecular Biology	4
PSYC 254	Introduction to Behavioral Neuroscience	4
PSYC 349	Drugs and Behavior	4
PSYC 359	Advanced Behavioral Neuroscience (Lab)	4
Select at least two of the following:		8
BIOL 233	Intermediate Cell and Molecular Biology (Lab)	
BIOL 300	Biology of Aging (Lab)	
BIOL 307	Mechanistic Biochemistry (Lab)	
BIOL 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
BIOL 318	Molecular Revolutions in Medicine	
BIOL 325	Biology of Aging	
BIOL 328	Molecular Revolutions in Medicine (Lab)	
BIOL 330	Immunology (Lab)	
BIOL 331	Immunology	
BIOL 333	Developmental Biology (Lab)	
BIOL 388	Epigenetics	
BIOL 389	Epigenetics (Lab)	
BIOL 490	Principles of Neuroscience	
BIOL 492	History of Modern Neuroscience	
CHEM 120	General Chemistry (Lab)	
CHEM 202	Organic Chemistry II (Lab)	
CHEM 307	Mechanistic Biochemistry (Lab)	
CHEM 316	Biochemistry of Metabolism and Molecular Biology (Lab)	
CHEM 417	Advanced Biochemistry	
CSCI 290	Data Mining	
CSCI 356	Artificial Intelligence	
PHIL 235	Medical Ethics	
PSYC 208	Cognitive Psychology	
PSYC 357	Child Development (Lab)	



PSYC 358	Cognitive Psychology (Lab)
PSYC 483	Cognitive Neuroscience
PSYC 490	Principles of Neuroscience
PSYC 491	Neurobiology of Emotion
PSYC 492	History of Modern Neuroscience
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<b>Total Semester Hours</b>	<b>24</b>

## **Non-departmental**

For non-departmental course descriptions, see p. 266.

# Philosophy

Website: [philosophy.sewanee.edu](http://philosophy.sewanee.edu)

The Department of Philosophy operates under the assumption that students can best learn philosophy by associating with those who have already made progress in their philosophical journeys (such as the view of Confucius and Plato, among others). All of us enjoy opportunities to discuss with students their academic as well as personal concerns. We all welcome the chance to work closely with students. We are available most afternoons in our offices, and we organize informal gatherings at our homes from time to time. Formal lectures by outside speakers or members of the department provide additional opportunities for intellectual development from time to time.

The Department of Philosophy offers students an approach to philosophical thinking that is both historical and critical. We believe that our students must become acquainted with the fundamental ideas and arguments of philosophers that have importantly shaped and challenged western and non-western civilizations. We attempt to show that the intellectual movements and changes in the history of philosophy arise out of perceived dilemmas and crises within the established social, scientific, and religious traditions. This historical approach to teaching philosophy presupposes that various reflective traditions do have important things to say about the basic concerns of all human beings; for example, we think that Confucius, Socrates and Augustine deal with issues that are relevant to us today.

On the other hand, our courses are designed to help students think critically for themselves, to defend their own beliefs, and to appreciate the value of alternative beliefs. We endeavor to acquaint our students with diverse points of view, which will enable them, if they are so inclined, to form positions quite different from our own positions. Yet while we foster an atmosphere of tolerance, we do not encourage students to think that it really does not matter what beliefs they hold or whether they can defend their beliefs. Here again, we see our program as affirming one of the essential ideals of a liberal arts education--the encouragement of independent thought developed within an atmosphere of respect for and openness to views of others.

## Faculty

Professors Conn (Chair), Peterman, Peters

Assistant Professor Hopwood

## Major

Courses below the 300 level have no prerequisite. PHIL 101 and other 200-level courses (except PHIL 190) are offered every semester and are the normal prerequisite for courses numbered 300 and above.

## Requirements for the Major in Philosophy

The major requires successful completion of the following:

### Course Requirements <sup>1</sup>

PHIL 203	Ancient Philosophy from Homer to Augustine	4
PHIL 204	Modern Philosophy	4
PHIL 190 or PHIL 312	Informal Logic and Critical Thinking or Modern Logic	4
Select at least three seminars from the following: <sup>2</sup>		12
PHIL 306	Epistemology	
PHIL 307	Political Philosophy	
PHIL 308	Metaphysics	
PHIL 309	Ethics	
Select four additional courses in philosophy (PHIL)		16
PHIL 444	Independent Study (complete and publicly defend independent research paper) <sup>3</sup>	4
<b>Total Semester Hours</b>		<b>44</b>

### Additional Requirements

A comprehensive examination <sup>4</sup>

<sup>1</sup> Any course not taken to satisfy a degree requirement may be taken on a pass/fail basis.

<sup>2</sup> Complete during junior and senior years, with any two of these seminars satisfying the writing-intensive requirement in the major.

<sup>3</sup> Complete during senior year.

<sup>4</sup> Students must complete a comprehensive examination with written and oral components.

## Honors

The normal minimum requirements for honors in philosophy are: either an A- average in all work in the department or a pass with distinction on the comprehensive examination; an A- on the senior research paper.

## Minor

### Requirements for the Minor in Philosophy

The minor requires successful completion of the following:

#### Course Requirements

Select four courses in philosophy (PHIL)	16
Select one additional course in philosophy (PHIL) numbered 300 or above	4
<b>Total Semester Hours</b>	<b>20</b>

## Physical Education and Athletics

Website: [sewaneetigers.com](http://sewaneetigers.com) (<http://sewaneetigers.com>)

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education. Students must have earned one PE credit before the end of the freshman year, and a second PE credit before the end of the sophomore year. Exceptions may be made by petition to the College Standards Committee. Student completion or non-completion of required physical education courses is recorded on the transcript on a pass/fail basis. Each class generally consists of two scheduled periods each week of one hour in length. These courses do not count toward the thirty-two academic courses required for graduation.

The Department of Physical Education offers instruction in various activities throughout the year governed by student-expressed interest.

### Objectives

Among the objectives of this program are to:

1. develop an enthusiasm for playing some game well so that it may be enjoyed both in college and later life;
2. develop agility and coordination of mind, eye, and body;
3. grow in understanding of and develop skills in maintaining physical fitness for daily living.

### Intramural and Varsity Sports

Participation in a year-long program of varsity (or club) athletics in one sport yields two physical education credits.

The intramural program for men offers competition in touch football, volleyball, basketball, racquetball, golf, ping pong, pool, floor hockey, team handball, equestrian, and ultimate frisbee. Women's intramural athletics include volleyball, basketball, softball, football, soccer, cross country, racquetball, and tennis.

Schedules are maintained in the following men's varsity sports: football, soccer, basketball, swimming and diving, baseball, tennis, golf, lacrosse, and track & field. Athletic activities for women students include the following varsity sports: basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming and diving, tennis, track & field, lacrosse, and volleyball.

### Faculty

- Director Webb
- Director of Athletic Facilities McCarthy
- Assistant Director Ladd, Chair
- Coach Baker
- Coach Campbell
- Coach M. Dombrowski
- Coach George
- Coach Johnston
- Coach Marcus
- Coach Heitzenrater
- Coach S. Laurendine
- Coach T. Laurendine
- Coach Obermiller
- Coach Pacella
- Coach Parrish
- Coach C. Shackelford
- Coach J. Shackelford
- Coach Smith
- Coach Watters
- Assistant Backlund
- Assisant Boudreaux
- Assistant Butters
- Assistant Evangelista
- Assistant Hawkins

- Assistant Pierson
- Assistant Shank
- Trainer Green
- Trainer Knight

## Physics and Astronomy

Website: [physics.sewanee.edu](http://physics.sewanee.edu)

The Department of Physics and Astronomy provides a variety of stimulating opportunities to learn about the world around us: from everyday phenomena and modern-day technologies, through the vastness of outer space and minuteness of the nano-realm, to the bizarre quantum-relativistic fabric of physical reality. Fueled by curiosity and dedicated to excellence in teaching and research, Sewanee's physics and astronomy faculty often involve like-minded students in their diverse scholarly pursuits, which include hunting for asteroids and extrasolar planets; nuclear and accelerator physics; biophysics; materials characterization; simulation, fabrication, and optical studies of functional nanomaterials.

At The University of the South, a focused physics education fits naturally within the liberal arts and sciences environment that forms the core of the Sewanee experience. Students who take our physics and astronomy courses develop a robust understanding of fundamental physical principles—the essence of “how the world works”—as well as valuable reasoning, problem-solving, and experimentation skills. Our physics majors also delve into advanced theoretical topics, utilize research-grade instrumentation and data analysis tools, participate in faculty-led and independent research projects, both on campus and at other institutions, presenting their findings at department seminars and national conferences.

### University Observatory

The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the department of physics and astronomy and also for public observations. Programs throughout the year and open hours every Thursday evening from 8 p.m. until 10 p.m. (weather permitting), while classes are in session, encourage both academic and enrichment activities.

The largest telescope for public observations is a ten-inch Schmidt-Newtonian reflector. There are also other ten-inch and one three and one-half-inch telescopes which are often used, as well as large binoculars. The dome houses a classic six-inch refracting telescope crafted by Alvan Clark and Sons in 1897. It has been restored to its original quality and historical appearance by Dr. Francis M. Cordell Sr. of the Barnard Astronomical Society.

For research purposes, one 0.35 and five 0.30 meter (14 and 12 inches) telescopes on computer controlled mounts are housed in several small roll-off sheds on the roof of Carnegie. These telescopes have sensitive CCD detectors which are used to monitor newly discovered asteroids, comets, supernovas, gamma ray bursts, and variable stars.

### Faculty

Associate Professor M. Coffey

Assistant Professor Donev

Professors Durig (Chair), Peterson, Szapiro

### Major

#### Requirements for the Major in Physics

The physics major requires successful completion of one of the following tracks:

#### Intensive Track

The intensive track is for students who intend to pursue graduate work in the physical sciences. Research participation and laboratory assistantships are encouraged.

#### Course Requirements <sup>1</sup>

CHEM 101	General Chemistry I (Lab)	4
CHEM 102	General Chemistry II (Lab)	4
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
PHYS 305	Advanced Laboratory I	2
PHYS 306	Advanced Laboratory II	2
Select eight lecture courses in physics (PHYS)		32
Select two seminars (PHYS 312)		4
<b>Total Semester Hours</b>		<b>56</b>

#### Additional Requirements

A comprehensive examination <sup>2</sup>

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

<sup>2</sup> The Graduate Record Examination (GRE) is required as part of the comprehensive examination.

**Broad Track**

The broad track is for students who intend to pursue graduate work in medicine, engineering, biophysics, environmental sciences, health physics, or teaching. Research participation and laboratory assistantships are encouraged.

**Course Requirements** <sup>1</sup>

PHYS 203	Intermediate Electricity and Magnetism I	4
PHYS 303	Mechanics	4
PHYS 305	Advanced Laboratory I	2
PHYS 306	Advanced Laboratory II	2
PHYS 307	Introduction to Modern Physics I	4
Select three lecture courses in physics (PHYS)		12
Select two seminars (PHYS 312)		4
Select five additional courses in science or mathematics approved by the physics department		20
<b>Total Semester Hours</b>		<b>52</b>

**Additional Requirements**

## A comprehensive examination

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

**Pre-engineering Track**

The pre-engineering track is for students who intend to pursue engineering. Research participation and laboratory assistantships are encouraged.

**Course Requirements** <sup>1</sup>

CHEM 101	General Chemistry I (Lab)	4
CHEM 102	General Chemistry II (Lab)	4
CSCI 157	Introduction to Modeling and Programming	4
MATH 207	Multidimensional Calculus	4
MATH 212	Differential Equations	4
PHYS 203	Intermediate Electricity and Magnetism I	4
PHYS 303	Mechanics	4
Select four lecture/laboratory courses in physics (PHYS)		16
Select one seminar (PHYS 312)		2
<b>Total Semester Hours</b>		<b>46</b>

**Additional Requirements**

## A comprehensive examination

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

**Course Sequencing**

For a first-year student planning to major in physics, the following curriculum is recommended. The second-year program should be planned in consultation with the department chair. Students may seek advanced placement in physics, mathematics, and foreign language.

**Course Requirements**

PHYS 103	Modern Mechanics (Lab)	4
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PHYS 104	Electric and Magnetic Interactions (Lab)	4
HUMN 103	Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World	4
HUMN 104	Experience, Expression, and Exchange: Texts and Contexts of the Medieval to Early Modern Worlds	4
MATH 101	Calculus I	4
MATH 102	Calculus II	4
Foreign Language 103, 104		8
Physical Education		

## Minor

### Requirements for the Minor in Physics and Astronomy

The minor requires successful completion of the following:

#### Course Requirements <sup>1,2</sup>

PHYS 250	Solar System Astronomy (Lab)	4
PHYS 251	Stellar and Galactic Astronomy (Lab)	4
PHYS 444	Independent Study <sup>3</sup>	2
Select one of the following: <sup>4</sup>		8
PHYS 201 and GEOL 121	Optics and Physical Geology (Lab)	
PHYS 303 and PHYS 304	Mechanics and Theoretical Mechanics	
PHYS 307 and PHYS 308	Introduction to Modern Physics I and Introduction to Modern Physics II	

#### Total Semester Hours

18

<sup>1</sup> Please note that the knowledge and skills acquired in PHYS 101, PHYS 102 or PHYS 103, PHYS 104 are presumed for any upper level physics course except for PHYS 250 and PHYS 251.

<sup>2</sup> An average grade of at least C is required for completion of the minor.

<sup>3</sup> The comprehensive examination is not required, but each student must present the results of the PHYS 444 project during a seminar.

<sup>4</sup> PHYS 349 may be substituted for one of the advanced physics courses.

## Politics

Website: [polisci.sewanee.edu](http://polisci.sewanee.edu)

Our majors critically engage with competing values and interests that guide and orient politics. Students learn about concepts, theories, and principles that deal with the nature, purpose, and characteristics of government and political change, which they apply in the analysis of politics. The major encompasses the theoretical and empirical study of government institutions, leadership, conflict resolution between and within states, political ideas and ideologies, political culture and discourse, political economy, and the politics of gender, race, and class. Introductory courses help to ground students in fundamental theories and concepts used in the study of politics. Seminars and many 300-level courses provide students opportunities to develop their research and analytical skills while also introducing students to how to write within the discipline.

### Faculty

Professors A. Patterson, S. Wilson (Chair)

Assistant Professors Crowder-Meyer, Dahl, Dragojevic

Associate Professors Hatcher, Manacsa

### Major

#### Requirements for the Major in Politics

The major requires successful completion of the following:

##### Course Requirements <sup>1</sup>

Select two introductory (100-level) courses in politics (POLS)	8
Select one 400-level seminar	4
Select three courses each in three of the following concentrations: <sup>2</sup>	36
Development and Political Economy (p. 138)	
Law and Justice (p. 139)	
National Institutions and Policies (p. 140)	
Global Institutions and Policies (p. 139)	
Conflict and Peace (p. 138)	
Identity and Diversity (p. 139)	
Citizenship (p. 138)	
Political Action (p. 140)	
<b>Total Semester Hours</b>	<b>48</b>

##### Additional Requirements

A comprehensive examination <sup>3</sup>

<sup>1</sup> Students contemplating professional careers in international affairs are encouraged to take several upper-level courses in economics (for example, microeconomics, macroeconomics, and international economics). Students considering graduate work in politics are encouraged to take POLS 407, several economics courses, statistics, and at least one semester of upper-level coursework in political theory. Those students interested in prelaw are strongly urged to take courses in Anglo-American history and constitutional development, political theory, economics, and logic. The Law School Admissions Test (LSAT) is required for all schools and should be taken early in the senior year.

<sup>2</sup> A course may fall into more than one concentration, but students may apply it toward satisfying only one of their chosen concentrations.

<sup>3</sup> For the comprehensive examination, students must respond to one from a panel of questions for each of their three selected concentrations. Independent studies and honors projects will be placed in appropriate categories by the chair of the department. The public affairs internship course (POLS 445) is excluded from coverage on the comprehensive examination and counts as a course outside the major.

### Honors

Students who have taken a minimum of six politics courses with a departmental grade point average of at least 3.40 may request enrollment in POLS 450 during the fall of their senior year. As a condition for enrollment, a preliminary research proposal must first be approved by the department's faculty. Departmental honors are awarded to a student who maintains a grade point average of 3.40 or

higher in departmental courses, submits an honors paper of at least B+ quality, and receives distinction on the comprehensive exam. Candidates for honors also make an oral presentation of their honors paper to an audience of departmental faculty and students.

## Minor

### Requirements for the Minor in Politics

The minor requires successful completion of the following:

#### Course Requirements

Select two courses in politics (POLS)	8
Select three additional courses in politics (POLS) numbered 200 or above	12
<b>Total Semester Hours</b>	<b>20</b>

### Citizenship Courses

POLS 209	Immigration, Politics, and Identity	4
POLS 211	Democracy and Citizenship	4
POLS 216	Media and Politics	4
POLS 260	Political Theory of the Environment	4
POLS 345	Creating Citizens: Political Theorists on Education	4
POLS 346	Contemporary Social Movements	4
POLS 370	International Law in International Relations	4
POLS 381	The Political Economy of Sustainable Development	4
POLS 407	Research Seminar on Political Behavior	4

### Conflict and Peace Courses

POLS 220	International Conflict	4
POLS 249	China and the World	4
POLS 270	Introduction to International Security	4
POLS 314	Civil Wars	4
POLS 355	The Art of Diplomacy	4
POLS 365	Global Institutions and Policies	4
POLS 390	The United Nations	4
POLS 412	Terrorism and Global Security	4
POLS 430	Research Seminar: Topics in International Security	4
POLS 431	Ethnicity and Political Violence	4

### Development and Political Economy Courses

POLS 227	Africa in World Politics	4
POLS 230	Politics in Nigeria and South Africa	4
POLS 249	China and the World	4
POLS 250	States and Markets in East Asia	4
POLS 301	History of Political Theory	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 326	Comparative Asian Politics	4
POLS 329	Comparative African Politics	4
POLS 339	The Political Economy of Development in Zambia and Botswana	4
POLS 344	Myth America	4
POLS 363	Comparative Democratization	4
POLS 366	International Political Economy	4
POLS 367	Political Economy of Asia and Latin America	4

POLS 381	The Political Economy of Sustainable Development	4
POLS 382	International Environmental Policy	4
POLS 402	Topics in Political Economy	4

### Global Institutions and Policies Courses

POLS 210	The Politics of Poverty and Inequality	4
POLS 220	International Conflict	4
POLS 270	Introduction to International Security	4
POLS 321	Global Health Governance	4
POLS 365	Global Institutions and Policies	4
POLS 366	International Political Economy	4
POLS 370	International Law in International Relations	4
POLS 381	The Political Economy of Sustainable Development	4
POLS 382	International Environmental Policy	4
POLS 390	The United Nations	4
POLS 402	Topics in Political Economy	4
POLS 412	Terrorism and Global Security	4
POLS 430	Research Seminar: Topics in International Security	4

### Identity and Diversity Courses

POLS 209	Immigration, Politics, and Identity	4
POLS 260	Political Theory of the Environment	4
POLS 302	Recent Political Theory	4
POLS 303	Women and Politics	4
POLS 305	Politics of Everyday Life	4
POLS 307	Women in American Politics	4
POLS 319	Global Gender Issues	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 346	Contemporary Social Movements	4
POLS 351	Modern European Politics	4
POLS 373	African-American Political Thought	4
POLS 404	Race, Politics, and Empire	4
POLS 409	Religion and American Politics	4
POLS 431	Ethnicity and Political Violence	4

### Law and Justice Courses

POLS 205	The Judicial Process	4
POLS 260	Political Theory of the Environment	4
POLS 303	Women and Politics	4
POLS 306	Ancient Political Philosophy	4
POLS 307	Women in American Politics	4
POLS 319	Global Gender Issues	4
POLS 330	Race and Ethnicity in American Politics	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 333	Human Rights	4
POLS 337	Constitutional Law: Civil Liberties	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 343	Visions of Constitutional Order	4
POLS 370	International Law in International Relations	4

POLS 373	African-American Political Thought	4
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### **National Institutions and Policies Courses**

POLS 203	The Presidency	4
POLS 204	Legislative Process	4
POLS 205	The Judicial Process	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 211	Democracy and Citizenship	4
POLS 216	Media and Politics	4
POLS 304	American Political Thought	4
POLS 311	Politics of Central America and the Caribbean	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 326	Comparative Asian Politics	4
POLS 328	Parties and Interest Groups in the United States	4
POLS 329	Comparative African Politics	4
POLS 331	Constitutional Law: Balancing Powers	4
POLS 343	Visions of Constitutional Order	4
POLS 351	Modern European Politics	4

### **Political Action Courses**

POLS 212	Campaigns and Elections	4
POLS 314	Civil Wars	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 328	Parties and Interest Groups in the United States	4
POLS 346	Contemporary Social Movements	4
POLS 363	Comparative Democratization	4
POLS 407	Research Seminar on Political Behavior	4
POLS 409	Religion and American Politics	4
POLS 411	The Politics of Aids	4

## Pre-professional Programs

Sewanee offers five categories of pre-professional programs: business, education, engineering, health professions (including dentistry, medicine, veterinary medicine, and nursing), and law. Students interested in a pre-professional program should meet with an advisor soon after matriculation to plan appropriate courses of study and to learn more about graduate school admission.

### Business

The Wm. Polk Carey Pre-business Program prepares students for careers and leadership positions in business, finance, and entrepreneurship. The program embraces three key components: the business minor, the Babson Center for Global Commerce, and the Carey Fellows Program. The business minor offers a program of academic study meant to provide both practical skills and a deeper understanding of the business environment. Business minors can apply during the fall of their sophomore year to become Carey Fellows.

The designation as a “Carey Fellow” signifies that the student has qualified for the honors track in the business minor and brings with it both a mark of distinction (including a certificate of recognition and scholarship assistance to defray costs associated with the off-campus internship) and a more in-depth and rigorous curriculum for the student.

The Babson Center for Global Commerce provides advice and guidance to pre-business students, works with the Office of Career and Leadership Development to facilitate internship opportunities, and manages the transition of graduates to business-related jobs and careers. The Center also hosts campus visits of distinguished business leaders and speakers, and supports various business-related programs and events at the college.

For more information about the Carey Fellows Program and the requirements for the minor, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs>).

### Education

Sewanee offers a minor in education that prepares students for graduate programs in teaching, research, administration and other areas of education. Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement that allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary, special education, and additional fields in as little as three semesters. A trip to Peabody each fall helps familiarize students with opportunities for graduate studies in education.

For information on requirements for the minor, please refer to Programs A-Z (<http://e-catalog.sewanee.edu/arts-sciences-programs>).

### Engineering

Engineers put to practical use the discoveries of science and, by so doing, alter our way of life. Because of the narrow scope of many engineering programs, several leading engineering schools cooperate with selected liberal arts colleges to combine the professional training found in the usual four-year engineering curriculum and the breadth of education given in liberal arts colleges. Such a program requires five years — three years in the liberal arts college and two years in the engineering school.

The University of the South offers such programs in association with the following institutions: Columbia University, Rensselaer Polytechnic Institute, Vanderbilt University, and Washington University in St. Louis.

Sewanee has a four-member faculty committee that works closely with these institutions to advise prospective engineering students on their academic programs and help them decide whether engineering is an appropriate professional choice. After successful completion of three years of academic work recommended by the Sewanee pre-engineering committee, the student is eligible for admission to one of the above engineering schools, on recommendation by the committee. After two years in engineering school, the student receives baccalaureate degrees both from Sewanee and from the engineering school. Some students opt to complete four years of work at Sewanee, then go to engineering school.

The program is compact, and it is not always easy for a student to arrange a schedule in such a way as to include all necessary pre-professional courses as well as all courses that Sewanee requires for the degree. Entering students who are considering engineering as a profession should consult a member of the engineering committee before registering for their first classes. In general, all freshmen in this program take a foreign language, PHYS 101, PHYS 102, or CHEM 101, CHEM 102, and MATH 101, MATH 102. Physics is preferable to chemistry the first year, except for those students who plan to study chemical engineering or some related field.

A student in the pre-engineering program may major in physics, mathematics, or computer science.

### Health

## Pre-Health Program

Students interested in medicine, dentistry, or veterinary medicine should register with the chair of the Health Professions Advisory Committee soon after matriculation. Meetings with the chair of this committee benefit students who seek academic advice, summer program recommendations, permission to take courses at other institutions, and other help in preparing for a career in these fields.

Since entrance requirements may vary from one medical/dental/veterinary school to another, the student should become acquainted with the requirements of likely candidate schools for graduate work. The following materials on reserve in the duPont Library or available in the office of the committee chair list requirements for these three types of schools: 1) *Medical School Admission Requirements, United States and Canada*; 2) *ASDA's Guide to Dental Schools: Admission Requirements*; and 3) *Veterinary Medical School Admission Requirements in the United States and Canada*. Students should also consult the requirements posted on the website or consult the Dean of Admissions at the schools that you plan to attend.

Students who expect to apply to professional programs in the health sciences during their senior year must take the appropriate admissions test before the beginning of their senior year. Preparation for both the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) includes two semesters of biology with a laboratory component (usually BIOL 133 and BIOL 233 and an advanced biology course chosen in consultation with the chair of the Health Professions Advisory Committee), a year of general chemistry (CHEM 120 and an upper level laboratory chemistry course like biochemistry), a year of organic chemistry (CHEM 201 and CHEM 202), and a year of physics (PHYS 101 and PHYS 102). These courses need to be completed prior to the senior year so that the student can take the MCAT before the fall of that year. Although not required, additional courses in biology can provide excellent preparation for the MCAT. The MCAT also requires one semester each of introductory psychology (PSYC 100), introductory sociology (MHUM 110), and statistics (STAT 204). Students who are planning to take the Veterinary Admissions Test (VAT) may postpone physics until the senior year, since physics is not required for the VAT. Pre-veterinary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight listed above, include math (or calculus), two English courses (writing across the curriculum does not meet this requirement), and biochemistry. Courses that veterinary medical schools are most likely to require, in addition to the ones above, are microbiology, biochemistry, and animal science. A student who expects to apply to a school with an animal science requirement needs to consult the chair of the Health Professions Advisory Committee about methods of meeting this requirement. For admission to schools requiring animal science courses, a student may attend summer school at, or take a correspondence course from, a university with a program in this field. The student should receive approval of the veterinary school that he/she is applying to before enrolling in a summer school or correspondence course. In addition to completing these courses, premedical students are expected to complete the general requirements of the college and the requirements of their major.

Students should be aware that medical schools generally expect a letter of evaluation from the Health Professions Advisory Committee in addition to any individual letters that a student may have submitted on their behalf. During the spring semester of the junior year or the fall semester of the senior year, all students applying to professional schools will be interviewed by members of the committee. This process is intended to assist the student in preparing for interviews at professional schools and to help the committee in preparing a letter of evaluation.

Students in the college who plan to register with the Health Professions Advisory Committee for its evaluation and who plan to take at another institution any of the courses required for admission to a professional school must consult the chair of the University Health Professions Advisory Committee and the Sewanee registrar to obtain their approval.

A suggested sequence of courses for medical pre-professional students:

### First Year

General chemistry, or physics, or biology<sup>1</sup>

Introductory psychology

Language

Mathematics

Humanities (or other core course requirements)

Physical education

### Second Year

Two courses from biology, organic chemistry, and physics

Language

Humanities (or other core course requirements)

### Third Year

Completion of the chemistry, physics, and biology requirements<sup>1</sup>

Introductory sociology

Major courses

College requirements

**Fourth Year**

Advanced sciences

Major courses

Electives

<sup>1</sup> At least one year of biology, two years of chemistry, and one year of physics should be completed by the end of the junior year in order to take most admissions tests.

**Pre-Nursing Program**

Under the Vanderbilt Liberal Arts-Nursing 4-2 Program, a student spends the first four years of college at Sewanee and the remaining two calendar years at Vanderbilt studying in one of the nursing specialty areas that Vanderbilt offers. In addition to a bachelor's degree from Sewanee, students successfully completing the program earn a master of science in nursing from Vanderbilt.

**Law**

The Association of American Law Schools (AALS) does not prescribe specific courses or activities for preparation to study law. The undergraduate is best advised to concentrate on areas of study aimed at developing oral and written expression, language comprehension, critical understanding of the human institutions and values closely related to law, and a logical and systematic approach to solving problems.

The choice of a major field of study is far less important than the choice of courses designed to achieve these ends. The pre-law advisor consults with students interested in a career in law about appropriate courses of study and about specific law schools.



## Psychology

Website: [psychology.sewanee.edu](http://psychology.sewanee.edu)

Psychology is a diverse discipline that borders on the biological and social sciences. It is at once a science and a means of promoting human welfare. Reflecting its historical roots in philosophy, physiology, and clinical practice, it embraces a variety of theoretical perspectives, methodologies, and areas of study. The Department of Psychology at Sewanee provides majors and non-majors with the basic principles of psychology within the context of a liberal arts education. Our curriculum emphasizes scientific thinking and equips majors with multiple perspectives and research methods with which to understand behavior and mental processes. Graduates of our program pursue advanced study and careers in a variety of areas, including psychology (e.g., industrial, developmental, clinical, school), other helping professions (e.g., social work, physical therapy), and other fields (e.g., law, medicine, education, business).

The psychology major combines a broad grounding in psychology with opportunities for depth in selected areas. Majors in psychology begin with one introductory course: an introduction to empirical psychology, organized topically. This course has a full laboratory component focused on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. A course in research methodology prepares students to design and carry out research. Students also choose survey, seminar, and upper-level laboratory courses in areas such as abnormal, behavior modification, cognitive, developmental, gender, industrial, personality, physiological, and social psychology. Within the major, students choose upper-level courses according to individual interests.

Advanced students may study independently or conduct research under faculty supervision, work as laboratory assistants, or aid faculty members with research. Students have presented their research at Scientific Sewanee and at professional psychology conferences. Summer internships are available through the Tonya program for those who are interested in gaining experience in business or public service. For those students planning to do graduate work in psychology, STAT 204 is highly recommended.

### Faculty

Associate Professors Bardi (Chair), H. Bateman

Professor Yu

Assistant Professors Cammack, J. Coffey, Jesurun, Nelson, Tiernan, Troisi

Instructor Craft

### Major

#### Requirements for the Major in Psychology

The major (both B.A. and B.S.) requires successful completion of the following:

##### Course Requirements

PSYC 101 or PSYC 100	Principles of Psychology or Introduction to Psychology (Lab)	4
PSYC 251	Research Methods and Data Analysis	4
Select one of the following:		4
PSYC 201	Psychology of Personality	
PSYC 202	Abnormal Behavior	
PSYC 203	Social Psychology	
Select one of the following: <sup>1</sup>		4
PSYC 208	Cognitive Psychology	
PSYC 254	Introduction to Behavioral Neuroscience	
PSYC 358	Cognitive Psychology (Lab)	
Select one of the following: <sup>1</sup>		4
PSYC 206	Industrial Psychology	
PSYC 214	The Psychology of Eating Disorders and Obesity	
PSYC 221	Adolescence	
PSYC 222	Adult Development and Aging <sup>2</sup>	
PSYC 223	Positive Psychology	
PSYC 230	Child, Family, and Community Development in Rural Appalachia <sup>2</sup>	
PSYC 280	Psychology of Human Diversity	

PSYC 357	Child Development (Lab) <sup>2</sup>	
PSYC 402	Community Psychology	
PSYC 403	Psychology and Popular Culture in the U.S.	
PSYC 406	Psychobiography	
PSYC 408	Seminar in Abnormal Behavior	
PSYC 412	Psychology of Gender	
PSYC 413	The Self-Concept and Self-Esteem	
PSYC 480	Language, Literacy, and Play <sup>3</sup>	
PSYC 482	Emotional Intelligence <sup>3</sup>	
PSYC 484	Autism and Related Disorders <sup>3</sup>	
Select one of the following: <sup>1</sup>		4
BIOL 490	Principles of Neuroscience <sup>3</sup>	
BIOL 492	History of Modern Neuroscience <sup>3</sup>	
PSYC 222	Adult Development and Aging <sup>2</sup>	
PSYC 230	Child, Family, and Community Development in Rural Appalachia <sup>2</sup>	
PSYC 349	Drugs and Behavior	
PSYC 357	Child Development (Lab) <sup>2</sup>	
PSYC 359	Advanced Behavioral Neuroscience (Lab)	
PSYC 410	Cognitive Illusions	
PSYC 411	Judgment and Decision-Making	
PSYC 420	Consciousness and Unconsciousness	
PSYC 481	Introduction to Cognitive Science <sup>3</sup>	
PSYC 483	Cognitive Neuroscience <sup>3</sup>	
PSYC 490	Principles of Neuroscience <sup>3</sup>	
PSYC 491	Neurobiology of Emotion <sup>3</sup>	
PSYC 492	History of Modern Neuroscience <sup>3</sup>	
PSYC 493	Research Topics in Emotion and Cognitive Control <sup>3</sup>	
Select four additional courses in psychology (PSYC) <sup>4</sup>		16
<b>Total Semester Hours</b>		<b>40</b>

### Additional Requirements

A comprehensive examination <sup>5</sup>

- <sup>1</sup> One course must be an advanced lab (PSYC 357, PSYC 358, PSYC 359), and one course must be a seminar (PSYC 230, PSYC 402, PSYC 403, PSYC 406, PSYC 408, PSYC 410, PSYC 411, PSYC 412, PSYC 420).
- <sup>2</sup> Students may count PSYC 222, PSYC 230, and PSYC 357 in only one group.
- <sup>3</sup> Courses available at Yale to students accepted to the Sewanee-at-Yale Directed Research Program.
- <sup>4</sup> Majors who take the minimum ten psychology courses may count only one PSYC 444 toward their major; psychology majors who take more than ten psychology courses may count two PSYC 444 courses toward their major.
- <sup>5</sup> The comprehensive examination consists of a paper that integrates material from three areas in psychology. Ordinarily several possible questions are distributed in January with a mandatory outline submitted in February. The paper is due during the second comprehensive examination period for Easter semester.

### Honors

Departmental honors are awarded based on distinguished work in psychology during the undergraduate career. Individuals with a cumulative psychology GPA below 3.60 are considered only under extraordinary circumstances. Unlike the college-wide honors (cum laude, magna cum laude, summa cum laude), the decision involves consideration of other factors besides GPA, particularly the quality of any additional intellectual accomplishments in psychology such as independent research, conference presentations, and internships.

### Minor

#### Requirements for the Minor in Psychology

The minor requires successful completion of the following:

#### Course Requirements <sup>1</sup>

PSYC 100 or PSYC 101	Introduction to Psychology (Lab) or Principles of Psychology	4
Select one additional course in psychology (PSYC) numbered 300 or above <sup>2</sup>		4
Select four additional courses in psychology (PSYC) <sup>2</sup>		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> All courses must be taken for grades (not P/F).

<sup>2</sup> PSYC 444 may count as one of the four courses, but it does not satisfy the requirement of one course numbered 300 or above.

## Off-Campus Study

### Sewanee-at-Yale Directed Research Program

During summer internships over more than ten years, undergraduates from Sewanee have spent six to eight weeks working in a research laboratory at the Yale Child Study Center in New Haven, Connecticut. Through this experience, students have been exposed to research in a clinical setting and to the day-to-day workings of a behavioral neuroscience research laboratory. They have worked with school-aged children participating in developmental studies, administered developmental and cognitive assessments, and learned about database management. Over the summer months, only a small number of students have had sufficient time to complete a small project from the steps of gathering data to completing the analysis and writing a research manuscript. The Sewanee-At-Yale Directed Research Program is intended to provide directed research experience for Sewanee students who wish to be exposed to an active developmental and behavioral neuroscience research laboratory in a medical school setting and to have the experience of carrying through a directed research project in greater depth over a somewhat longer time frame. Although participation in the program is not restricted by year or major, we expect it will be particularly appealing to students majoring in biology or psychology and to pre-medical students with other majors; participation during the junior or senior year is generally recommended.

During their time at Yale, students will typically work on one or more research projects, participate in weekly research meetings, and participate in a research methods seminar and at least one upper-level seminar offered by the Child Study Center. Each student will be sponsored by a Sewanee faculty member, who will serve as advisor, set the requirements, and assist the student in developing a written plan of study. The student should work collaboratively with his or her Sewanee faculty advisor, the directors of the program at Sewanee and at the Yale Child Study Center, and any other designated Yale faculty mentors to insure that the written plan of study can feasibly be completed at the Child Study Center. Normally, the minimum final requirement for the program will be a written report of the completed research; individual faculty advisors may set alternative equivalent requirements.

For any given student, the typical program duration will be one semester plus a summer, in either order. During their time New Haven, students are expected to be involved in data gathering and data analysis. The written report of the work could be completed in New Haven, or after leaving New Haven while maintaining active contact with the program director and other faculty mentors at the Child Study Center. More information about the program is available at: [sewanee.edu/academics/psychology/programs/sewanee-at-yale-directed-research-program.php](http://sewanee.edu/academics/psychology/programs/sewanee-at-yale-directed-research-program.php).

To be accepted into the program, students typically complete the following:

#### Psychology Majors

PSYC 251	Research Methods and Data Analysis
PSYC 254 or PSYC 357	Introduction to Behavioral Neuroscience or Child Development (Lab)

#### Biology Majors

BIOL 130	Field Investigations in Biology
BIOL 133	Introductory Cell and Molecular Biology

#### Other Majors

Select two of the following:

BIOL 130	Field Investigations in Biology
BIOL 133	Introductory Cell and Molecular Biology
PSYC 251	Research Methods and Data Analysis
PSYC 254	Introduction to Behavioral Neuroscience
PSYC 357	Child Development (Lab)

# Religion

Website: religion.sewanee.edu

The study of religion is central to a liberal arts education and thus to the mission of the University of the South: to be liberally educated, Sewanee students ought to have a direct, critical encounter with religion and the most basic questions of meaning and purpose that religion addresses. Religion courses are designed to raise and reflect upon the central and abiding questions that challenge us all: What is the nature of religion? How does religion live in so many different and interesting ways in human culture? How do human beings throughout history express their deepest beliefs, concerns and faiths? Where do we find and how do we make sense of the Holy? What are our moral commitments and obligations? As citizens of the new millennium, how then shall we live in light of computers and in the shadow of concentration camps? From antiquity to postmodernity, China to Chattanooga, religion is to be encountered shaping human experience. At Sewanee, the Department of Religion, students and faculty together, through formal classes, independent study, and co-curricular activities, investigate the role of religion and the many faces it presents.

Religion is not one field of study but many; by nature the study of religion is a multi-disciplinary effort that requires investigation of history, culture, values, sacred texts, theology, and philosophical thought. Such study requires familiarity with methods of historical analysis, literary criticism, phenomenological description, and cross-cultural, comparative study. For this reason the study of religion complements well other majors, the women's and gender studies minor, and curricular interests.

## Faculty

Professors Brown (Chair), Parker, J. Smith

Associate Professor Thurman

Instructor M. Roberts

## Major

### Requirements for the Major in Religion

The major requires successful completion of the following:

#### Course Requirements <sup>1</sup>

RELG 301	Methodologies in Religious Studies	4
Select at least three courses in religion (RELG) united in theme <sup>2</sup>		12
Select six additional courses in religion (RELG)		24
<b>Total Semester Hours</b>		<b>40</b>

#### Additional Requirements

A comprehensive examination

<sup>1</sup> A course outside the department also recommended for religion majors is HIST 298.

<sup>2</sup> Students are required to create a theme in conversation with their advisor. Some examples include religion and social power, religion and the environment, textual study in religion, and philosophical approaches to religion.

## Honors

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: 1) an average of at least B+ with no grade below a B- in religion courses; 2) a superior performance on the comprehensive examination; 3) a substantial essay or original project, usually as part of a 444 course, and oral defense or presentation of the work; 4) additional course work in religion beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student's work in religion; 5) ability to use a language other than English in the study of religion.

## Minor

### Requirements for the Minor in Religion

The minor requires successful completion of the following:

#### Course Requirements

Select at least six courses in religion (RELG) <sup>1</sup>	24
<b>Total Semester Hours</b>	<b>24</b>

<sup>1</sup> A grade average of C (2.00) or higher is required in these courses.

## Russian

Website: [russian.sewanee.edu](http://russian.sewanee.edu)

Russia retains its significance as the meeting point of East and West. Designated as a critical language by the United States Department of State, Russian is a powerful tool in a swiftly changing world. As the fifth most widely spoken language in the world (with over 277 million speakers), one of the six languages of the United Nations, and the lingua franca for much of Central Europe and Central Asia, Russian is a language of undeniable importance.

Whether you decide to study Russian because of its rich history, Nobel Prize winners, current sociopolitical configuration and G-8 membership, development of democratic institutions, growing role in business and the energy sector, or efforts to combat global terrorism; because of its immense influence on dance, drama, film, literature, mathematics, music, physics, and many other disciplines; because of family heritage; or because of curiosity about Russia's language, people and culture, you can expect a thorough and engaging education offered in Russian at Sewanee. Our small, tightly-knit department allows for plenty of individual attention to our students and the opportunity to pursue individualized study in addition to our courses in language, literature, and culture.

### Russian House

Students may consider residing in the Russian house in order to maximize opportunities for conversation with a native speaker of Russian. All students are encouraged to attend co-curricular and extracurricular events such as the weekly Russian table, Russian tea, Russian film screenings, and other cultural activities.

### Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

### Faculty

Associate Professors Beinek, Preslar (Chair), Skomp

Assistant Professor Ladygina

### Major

#### Requirements for the Major in Russian

The major requires successful completion of the following:

##### Course Requirements <sup>1</sup>

RUSN 301	Advanced Russian	4
RUSN 309 or RUSN 310	Russian Culture: Study Abroad or Russian Civilization	4
Select at least three of the following:		12
RUSN 302	Readings in Russian Literature	
RUSN 303	Introduction to Russian Verse	
RUSN 304	Contemporary Russian in Cultural Context	
RUSN 311	Composition and Conversation	
RUSN 312	Russian Language through Film	
RUSN 401	The 19th Century	
RUSN 402	The 20th Century	
RUSN 420	Senior Seminar in Russian	
Select at least two of the following:		8
RUSN 351	19th-Century Russian Literature in English Translation	

RUSN 352	20th-Century Russian Literature in English Translation	
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	
RUSN 355	Russian and Soviet Film	
RUSN 356	Nabokov	
RUSN 361	Tolstoy in English Translation	
RUSN 362	Dostoevsky in English Translation	
RUSN 363	Environmentalism and Ecocide in Russian Literature and Culture	
Select one additional course from the previous two lists		4
<b>Total Semester Hours</b>		<b>32</b>

### Additional Requirements

A comprehensive examination

<sup>1</sup> Majors are strongly encouraged to participate in a semester or summer study abroad program in Russia or Eurasia.

### Honors

The requirements for honors in Russian are: 1) a minimum of a B+ average in courses offered for the major, 2) demonstrated excellence on the comprehensive examination, and 3) presentation of an outstanding honors thesis during the senior year.

### Minor

#### Requirements for the Minor in Russian

The minor requires successful completion of the following:

#### Course Requirements

RUSN 309 or RUSN 310	Russian Culture: Study Abroad or Russian Civilization	4
Select at least two courses from the following:		8
RUSN 302	Readings in Russian Literature	
RUSN 303	Introduction to Russian Verse	
RUSN 304	Contemporary Russian in Cultural Context	
RUSN 311	Composition and Conversation	
RUSN 312	Russian Language through Film	
RUSN 401	The 19th Century	
RUSN 402	The 20th Century	
Select two additional courses in Russian (RUSN) numbered 300 or above		8
<b>Total Semester Hours</b>		<b>20</b>

## School of Theology Electives

Each semester, courses available for undergraduate credit are offered by The School of Theology. Consult the Schedule of Classes to determine which classes are being offered in a particular semester.

ANGL 337	C.S. Lewis: Author, Apologist, and Anglican	3
BIBL 331	Beginning Biblical Hebrew I	3
BIBL 332	Beginning Biblical Hebrew II	3
BIBL 333	Intermediate Biblical Hebrew I	3
BIBL 334	Intermediate Biblical Hebrew II	3
BIBL 335	Advanced Biblical Hebrew I	3
BIBL 339	Modern Hebrew I	3
BIBL 354	Old Testament: The Psalms	3
BIBL 355	The Apocryphal/Deuterocanonical Books of the Old Testament	3
BIBL 356	Dead Sea Scrolls	3
BIBL 359	Old Testament: Book of Isaiah	3
BIBL 360	Priests and Conflict	3
CEMT 362	God and Nature	3
CEMT 363	Sustainability as an Ethical Problem	3
CHHT 339	Augustine of Hippo: Self and Society	3
CHHT 350	Classics of the Christian Journey	3
LTCM 331	Hymnody of Christian Church	3
MNST 303	Foundations in Spirituality	3
THEO 345	Aquinas on God, Creation, and Providence	3
THEO 348	The Body's Grace: Religious Accounts of the Body	3
THEO 360	Creation, Evolution and God	3
THEO 361	Readings in Teilhard de Chardin	3



## Shakespeare Studies

Website: [english.sewanee.edu](http://english.sewanee.edu)

The minor in Shakespeare studies is an inter-disciplinary approach to Shakespeare in performance. It is based on these convictions: (1) Shakespeare, as an exemplary literary and historical figure, merits intensive study; (2) the literary, historical, and philosophical study of Shakespeare's text informs and enriches the production of his plays; (3) the discipline and experience of performing his plays illuminates the academic study of his work.

### Faculty

Professors Landon (Chair), Macfie, Malone

### Minor

#### Requirements for the Minor in Shakespeare Studies

The minor requires successful completion of the following:

##### Course Requirements

ENGL 357	Shakespeare I <sup>1</sup>	4
ENGL 358	Shakespeare II <sup>1</sup>	4
THTR 103	Playing Shakespeare I: Shakespeare from School to Stage <sup>2</sup>	4
THTR 412	The Shakespeare Project <sup>2</sup>	2

Select one of the following: 4-12

English majors complete three non-English approved electives

Theatre arts majors complete three non-theatre arts approved electives

All other majors complete one approved elective outside the major field of study

**Total Semester Hours** 18-20

<sup>1</sup> English majors complete ENGL 357 and ENGL 358 as part of their major study.

<sup>2</sup> Theatre arts majors complete THTR 103 and THTR 412 as part of their major study.

### Approved Electives

CLST 101	Classical Mythology	4
CLST 200	Classical Drama	4
ENGL 350	Medieval Drama and its Legacy	4
ENGL 353	English Drama to 1642	4
ENGL 359	Renaissance Literature I	4
GREK 401	Greek Tragedy I	4
GREK 402	Greek Tragedy II	4
HIST 305	Medieval Women -- In Their Own Words	4
HIST 354	Renaissance Humanism	4
LATN 401	Roman Drama I	4
LATN 402	Roman Drama II	4
PHIL 203	Ancient Philosophy from Homer to Augustine	4
THTR 221	Theatre History	4
THTR 235	Voice and Interpretation	4

## Southern Appalachian and Place-based Studies

### Overview

Website: [collaborative.sewanee.edu/](http://collaborative.sewanee.edu/)

The Collaborative for Southern Appalachian and Place-Based Studies is an initiative bringing together the efforts of faculty, staff, students, and community partners toward building a transformative and replicable model of public scholarship and community action that is fundamentally grounded by a focus on place. Insofar as meaningful understanding of and engagement with a place—whether it be Southern Appalachia or some other place—demands interdisciplinary, trans-disciplinary, and applied approaches, place-based inquiry can catalyze innovative approaches and collaborations that transcend traditional disciplinary, institutional, and academy-community boundaries.

Some central and distinguishing features of the collaborative include:

- place-based pedagogies that draw their strength from a concrete focus on southern Appalachia while also equipping students with skills that are valuable and imperative for engaging meaningfully with any place, including the science of framing (with the help of our colleagues at the FrameWorks Institute) and community-based participatory research
- deeply interdisciplinary and trans-disciplinary collaborations and approaches, with faculty, students, and community partners from a variety of disciplines working together on mutually identified questions emphasizing exploration of humanistic themes from a variety of perspectives
- academic-community collaborations that recognize the value of public scholarship and of bringing together varied sources of expertise and skills to address community needs and visions
- inter-institutional collaborations between Sewanee and Yale, through which we combine the strengths of a small undergraduate liberal arts institution in a rural locale with those of a research-intensive institution with multiple graduate programs in an urban setting

Educating effective, engaged, socially responsible citizens and transformative leaders who act for the public good requires that we give our students the knowledge, skills, and inclination to bring multiple perspectives and approaches to bear on enduring ethical, social, and scientific challenges. The collaborative embraces place-based, interdisciplinary public scholarship as one promising route.

### Faculty

Assistant Professor M. Shea

## Spanish

Website: [spanish.sewanee.edu](http://spanish.sewanee.edu)

¡Bienvenidos al departamento de español de Sewanee! Welcome to the Sewanee Department of Spanish. Our department, which has seen rapidly growing demand in recent years, offers a comprehensive program, from beginning language classes to advanced courses in literature and culture.

Our culturally diverse faculty, from the United States, Spain, and Latin America, speak with a variety of accents and dialectical variants and conduct research in a broad range of geographical areas and time periods.

Students will find opportunities to hear and speak Spanish outside the classroom, at the Casa de España y las Américas, weekly Spanish table, monthly tertulia gatherings, and occasional events such as lectures and film screenings.

The Department of Spanish works closely with other departments and programs whose offerings we complement, such as international and global studies, humanities, and women's and gender studies.

### Placement

Students wishing to take Spanish to fulfill their foreign language requirement must take the departmental placement examination. Those students who have never taken Spanish should consult with the department chair in order to register for SPAN 103. Students who have taken at least two years of Spanish in high school will be placed no lower than SPAN 113. Students may not enroll at a course level beneath that indicated by the placement examination without written permission of the Spanish department chair.

### Spanish House

The Department of Spanish maintains a Spanish house where six or seven undergraduate residents live in a communal setting and, overseen by a graduate native speaker, use only Spanish. The house sponsors various cultural and social activities. Application forms are kept in the offices of the Department of Spanish.

### Faculty

Professors Raulston, Sanchez-Imizcoz, Spaccarelli

Assistant Professors Burner, Colbert-Goicoa, Marquez-Gomez

Associate Professors Chinchilla, Sandlin (Chair)

Instructor Dalton

### Major

In all classes, students will hone skills in reading, writing, and speaking Spanish, engage with the culture of the Spanish-speaking world, and practice critical thinking.

### Requirements for the Major in Spanish

The major requires successful completion of the following:

#### Course Requirements <sup>1,2</sup>

SPAN 301	Cultural Survey of Spain I <sup>3</sup>	4
SPAN 302	Cultural Survey of Spain II <sup>3</sup>	4
SPAN 303	Cultural Survey of Latin America I <sup>3</sup>	4
SPAN 304	Cultural Survey of Latin America II <sup>3</sup>	4
SPAN 495	Senior Seminar <sup>4</sup>	4
Select four additional courses in Spanish (SPAN) <sup>5</sup>		16
Select one additional course in Spanish (SPAN) numbered 400 or above <sup>5</sup>		4
<b>Total Semester Hours</b>		<b>40</b>

#### Additional Requirements

A comprehensive examination <sup>4</sup>

Study abroad <sup>6</sup>

<sup>1</sup> All majors are encouraged to take a year or more of another foreign language.

- <sup>2</sup> Students who have taken a course numbered above SPAN 300 may not take SPAN 300 for credit.
- <sup>3</sup> Prerequisite for all courses numbered 400 or above is a semester at the 300 level, departmental permission, or placement. A Spanish major is strongly encouraged to complete SPAN 301, SPAN 302, SPAN 303, and SPAN 304 before taking more advanced courses.
- <sup>4</sup> The written and oral comprehensive examinations in Spanish form part of the Senior Seminar. The oral comprehensive examination consists of the presentation of the senior thesis.
- <sup>5</sup> As the major requires a mastery of Spanish language, Spanish and Latin American literature, and Spanish and Latin American culture, the student is expected to select courses from all of these areas.
- <sup>6</sup> Majors are required to spend one semester or the equivalent studying in a Spanish-speaking country. Justifiable exceptions will be considered by written petition.

## Honors

Toward the end of the penultimate semester of study, Spanish majors with a minimum of 3.50 in Spanish courses may apply for permission to present themselves for departmental honors. Students who demonstrate excellence in their honors paper, in the written comprehensive examination, and in the oral presentation of their work, upon the approval of the department, earn departmental honors.

## Minor

### Requirements for the Minor in Spanish

The minor requires successful completion of the following:

#### Course Requirements <sup>1</sup>

Select two of the following:	8
SPAN 301	Cultural Survey of Spain I
SPAN 302	Cultural Survey of Spain II
SPAN 303	Cultural Survey of Latin America I
SPAN 304	Cultural Survey of Latin America II
Select four additional courses in Spanish (SPAN)	16
<b>Total Semester Hours</b>	<b>24</b>

<sup>1</sup> For students studying abroad, only two courses may count toward the Spanish minor.

## Off-Campus Study

The Department of Spanish offers two study abroad programs. These include Summer in Spain, in which students hike the Camino de Santiago pilgrimage route across the north of the country, and Semester in Spain, which focuses on Spain and the European Union with travel to Latin America and in recent years Cuba and Brazil.

### Sewanee Semester in Spain

The Sewanee Semester in Spain program focuses on contemporary Spain and its relationship to and membership in the European Union. It is interdisciplinary in nature, with each course looking at a variety of issues from multiple perspectives. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. Three trips form part of the program: a weekend-long trip to Santiago de Compostela, a five-day trip to Morocco, and a week-long visit to the European headquarters. The program consists of the following:

#### Course Requirements

ARTH 497	Europe: A Community in the Arts	4
INGS 306	Spain in the European Union	4
SPAN 331	Spanish Prose Fiction I	4
SPAN 323	Contemporary Spanish Culture and Civilization	4
<b>Total Semester Hours</b>		<b>16</b>

### Sewanee Summer in Spain

The Sewanee Summer in Spain program is an interdisciplinary approach to the study of medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program consists of the following:

**Course Requirements**

ARTH 495	Spanish Art, Western Art, and the Road to Santiago	4
PHED 214	Pilgrimage to Santiago	0
SPAN 322	Introduction to Medieval Spain and the Road to Santiago	4
<b>Total Semester Hours</b>		<b>8</b>

# Swahili

## Overview

Website: [sewanee.edu/academics/swahili/](http://sewanee.edu/academics/swahili/)

The University offers courses in Swahili as part of the Mellon Global Fund. Swahili is spoken all over East Africa.

## Language Laboratory

The E.L. Kellerman Language Resource Center provides an opportunity for students in the modern foreign languages to immerse themselves in the sounds and culture of their target language. The facility features a state of the art Sanako Lab 100 system for practice with listening and speaking; a Satellite TV with stations in Chinese, French, German, Italian, Japanese, Russian, and Spanish; wireless Apple Macbooks which can be checked out; a Symposium for multimedia displays; and a cozy reading and viewing lounge with a library of foreign language books, magazines, and videos. Students can also access subscriptions to web-based language learning programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University. There is also Rosetta Stone software for Arabic, French, German, Hebrew, Hindi, Irish, Italian, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, and Turkish. Faculty and students alike take advantage of the language center's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The Language Resource Center is open weekdays from 8 a.m. to 10 p.m. except for Fridays when it closes at 4 p.m. and then reopens Sunday from 3 p.m. to 10 p.m.

## Faculty

Instructor Wairungu

## Theatre Arts

Website: [theatre.sewanee.edu](http://theatre.sewanee.edu)

All students are invited to participate in the curriculum and production program of the Department of Theatre Arts.

The major in theatre arts is designed to offer the student a strong foundation in all areas of the theatre: acting, directing, design, dance, playwriting, history, literature, and performance theory. The department expects its majors to augment their knowledge and experience in these disciplines by active participation in the full production program of Theatre Sewanee, the university theatre. The department also encourages its majors to supplement their work in theatre arts with courses offered by other departments—particularly in language, literature, music, art, and art history.

A few students each year decide to combine their theatre arts major with a major in another discipline. English, psychology, religion, and political science are among the many double majors theatre arts students have chosen in recent years.

The department also offers a theatre arts minor to students interested in a major course of study in another discipline.

### Faculty

Professors Backlund, Landon, Matthews, P. Smith (Chair)

Instructor

Assistant Professor World

### Major

#### Requirements for the Major in Theatre Arts

The major requires successful completion of the following:

##### Course Requirements

THTR 111	Elements of Production	4
THTR 112	Elements of Performance	4
THTR 114	Elements of Design	4
THTR 221	Theatre History	4
THTR 231	The Actor's Way of Work	4
Select one of the following:		4
THTR 342	Scene Design	
THTR 344	Lighting Design	
THTR 361	Costume Design	
Select twenty additional hours in theatre (THTR) from studio offerings in performance, design and production, or performance studies		20
<b>Total Semester Hours</b>		<b>44</b>

##### Additional Requirements

A comprehensive examination <sup>1</sup>

Three theatre practica in each studio area <sup>2</sup>

Three additional theatre practica <sup>2</sup>

<sup>1</sup> The comprehensive exam includes a senior project that demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory, and a written examination that covers all aspects of theatre arts.

<sup>2</sup> The practicum is intended to link the production program more closely to the academic program. Each major must complete six practica in order to participate in the comprehensive exam.

### Honors

The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate completes with distinction eleven (forty-four semester hours) courses in theatre arts and all other related courses; passes the comprehensive examination with distinction; and demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

## Minor

A student choosing to minor in theatre arts may do so as early as the fourth, but not later than the end of the seventh semester. The student must have maintained at least a "C" (2.00) average in departmental courses already taken.

### Requirements for the Minor in Theatre Arts

The minor requires successful completion of the following:

#### Course Requirements

Select two of the following:		8
THTR 111	Elements of Production	
THTR 112	Elements of Performance	
THTR 114	Elements of Design	
Select twelve additional hours in theatre (THTR)		12
<b>Total Semester Hours</b>		<b>20</b>



## Women's and Gender Studies

Website: [wgs.sewanee.edu](http://wgs.sewanee.edu)

Women's and gender studies invites students to use gender as a fundamental category of analysis to understand the operations of power between men, women, and transgender individuals in past and present societies and to recognize how gender has informed and interacted with diverse axes of identification including sexuality, race, ethnicity, class, age, nationality, and religion. Majors will study the methods and theoretical paradigms of feminist and queer research, focusing on how theorists and scholars in the interdisciplinary field of women's and gender studies have critically engaged, challenged, and revised categories of philosophical and political thought, including liberalism, socialism, psychoanalysis, post-structuralism, and post-colonialism. They will learn how feminist methodologies have reshaped the ways we approach knowledge in the traditional disciplines and how they form the basis of gender, sexuality, queer, and masculinity studies. Students are encouraged to investigate historical and contemporary contributions of women as well as the significance of gender as a cultural construction in the social and natural sciences, in the arts and literature, and in religion. They will also analyze the multiple ways in which gender influences our individual and collective assumptions in local and global contexts and informs diverse political and social debates.

### Faculty

Professors Berebitsky (Chair), Mohiuddin, Murdock, Parker

Assistant Professors Craighill, Crowder-Meyer, C. Thompson

Associate Professors Mansker, Sandlin, Thurman, Tucker, Whitmer

### Major

#### Requirements for the Major in Women's and Gender Studies

The major requires successful completion of the following:

WMST 100	Introduction to Women's and Gender Studies <sup>1</sup>	4
WMST 400	Women's and Gender Studies Senior Seminar <sup>2</sup>	4
WMST 448	Women's and Gender Studies Seminar <sup>3</sup>	4
Select at least one course in feminist methods and theory: <sup>4,5</sup>		4
ANTH 290	Women in Cross-Cultural Perspective	
ANTH 311	Gender and Class in Latin America	
ASIA 320	Gender and Sexuality in Japanese Culture	
ENGL 390	Modern Drama	
HIST 237	Women in U.S. History, 1600-1870	
HIST 238	Women in U.S. History, 1870 to the Present	
HIST 270	European Women in War, Revolution, and Terrorism	
HIST 313	Youth and Families in Early Modern Europe	
HIST 378	Sexuality and the Self in Modern Europe	
HIST 472	Marriage and Imagined Families in the Modern World	
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	
PSYC 412	Psychology of Gender	
RELG 222	Gender and Sex in the New Testament	
RELG 223	Feminist and Womanist Religious Ethics	
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	
Select three additional approved electives in Women's and Gender Studies (p. 161) <sup>5</sup>		12
Select three additional approved electives numbered 200 or above in Women's and Gender Studies or from the wide array of courses offered in the college: (p. 161) <sup>5</sup>		12
<b>Total Semester Hours</b>		<b>40</b>

#### Additional Requirements

A comprehensive examination <sup>6</sup>

<sup>1</sup> Generally, majors should complete WMST 100 by the end of the sophomore year.

- <sup>2</sup> Majors are required to enroll in WMST 400 in the fall of the senior year. In the course, students write an interdisciplinary research paper of 20-25 pages that is informed by feminist methods and theory. This project will be developed in close consultation with both a Women's and Gender Studies-affiliated faculty member of the student's choice and the Women's and Gender Studies Program Chair, who will serve as either the primary or secondary reader of the paper. Students are required to meet with the Women's and Gender Studies Program Chair and their thesis advisor before entering their senior year and will be asked to submit a short project proposal to these two faculty members for their approval in April of their junior year. Grades will be determined by the two faculty readers.
- <sup>3</sup> Majors are required to enroll in WMST 448 in the spring of the senior year.
- <sup>4</sup> Majors should complete the Feminist Methods and Theory course by the end of the junior year. This course introduces students to feminist methods and theoretical frameworks as they have been employed in specific time periods and in local, national, and/or transnational contexts. Students will interrogate the ways in which feminist theorists in the past and present have challenged and subverted knowledge in the traditional disciplines as well as how they have critically engaged and shaped a variety of political, social, and analytical categories of thought. The courses in this category focus on how theory emerges from and informs practice.
- <sup>5</sup> No more than four courses may be taken in any single department/program outside of women's and gender studies. Students may take no more than three courses for the major at the 100 level.
- <sup>6</sup> Majors take a comprehensive examination in the second semester of their senior year. This exam consists of both the student's research paper completed in WMST 400 and an oral presentation and defense of this paper to the faculty of the Women's and Gender Studies Steering Committee. In order to advance to the oral component of the comprehensive exam, a student must have achieved a grade of C or higher on the senior research paper. Students may achieve grades of pass, fail, or distinction on the oral presentation and defense portion of the comprehensive exam. These grades will be determined by the Women's and Gender Studies Steering Committee.

## Honors

Students who meet the following conditions receive honors in the major: (1) a grade of at least B+ on the senior seminar research paper (2) distinction on the comprehensive examination and (3) a grade point average of at least 3.50 in the major.

## Minor

### Requirements for the Minor in Women's and Gender Studies

The minor requires successful completion of the following:

#### Course Requirements

WMST 100	Introduction to Women's and Gender Studies <sup>1</sup>	4
WMST 448	Women's and Gender Studies Seminar <sup>1</sup>	4
Select four approved electives in Women's and Gender Studies (p. 161) <sup>2</sup>		16
<b>Total Semester Hours</b>		<b>24</b>

<sup>1</sup> WMST 100 and WMST 448 must be taken at Sewanee.

<sup>2</sup> For a course not on the approved list to be counted in fulfillment of the minor, the course must be approved in advance (i.e., before the student registers for it) by the Women's and Gender Studies Committee. Approval is given after consultation with the instructor and agreement that in the context of the course the student completes either a major project or major paper on a topic relevant to women's and gender studies. Departmental independent studies may be included.

### Approved Electives in Women's and Gender Studies

AMST 251	Black Masculinity in the United States	4
AMST 351	Toni Morrison	4
ANTH 203	The Anthropology of Gender	4
ANTH 290	Women in Cross-Cultural Perspective	4
ANTH 311	Gender and Class in Latin America	4
ARTH 322	Art and Devotion in Late Medieval and Early Modern Northern Europe	4
ASIA 205	Modern China through Fiction and Film	4
ASIA 235	Love in Modern Japan	4
ASIA 320	Gender and Sexuality in Japanese Culture	4
CLST 350	Women and Gender in Classical Antiquity	4
ECON 309	Women in the Economy	4
ENGL 207	Women in Literature	4

ENGL 330	The Life and Literature of Tennessee Williams	4
ENGL 352	Chaucer	4
ENGL 353	English Drama to 1642	4
ENGL 357	Shakespeare I	4
ENGL 358	Shakespeare II	4
ENGL 359	Renaissance Literature I	4
ENGL 380	Whitman and Dickinson	4
ENGL 383	Contemporary British Fiction	4
ENGL 390	Modern Drama	4
ENGL 399	World Literature in English	4
HIST 112	Women Changing the World: Gender and Social Movements	4
HIST 120	Children and Childhood in History	4
HIST 213	Early Modern Courts	4
HIST 237	Women in U.S. History, 1600-1870	4
HIST 238	Women in U.S. History, 1870 to the Present	4
HIST 241	Global Women's Movements since 1840	4
HIST 270	European Women in War, Revolution, and Terrorism	4
HIST 305	Medieval Women -- In Their Own Words	4
HIST 313	Youth and Families in Early Modern Europe	4
HIST 315	Saints, Witches, and Heretics in Early Modern Europe	4
HIST 318	African American Women and Religion	4
HIST 349	American Women's Cultural and Intellectual History	4
HIST 358	Women in Latin America	4
HIST 367	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
HIST 375	The Outlaw in American Culture	4
HIST 378	Sexuality and the Self in Modern Europe	4
HIST 379	Honor, Shame, and Violence in Modern Europe	4
HIST 380	Crimes and Scandals in the Historical Imagination, 18th-20th Centuries	4
INGS 308	Body Film: Representing the Body in Contemporary World Cinema	4
ITAL 325	Women Writers in Early Modern Italy	4
PHIL 240	Controversies in Feminist Ethics	4
POLS 210	The Politics of Poverty and Inequality	4
POLS 303	Women and Politics	4
POLS 307	Women in American Politics	4
POLS 314	Civil Wars	4
POLS 318	Comparative Politics: South America and Mexico	4
POLS 319	Global Gender Issues	4
POLS 338	Constitutional Law: Civil Rights	4
POLS 344	Myth America	4
POLS 346	Contemporary Social Movements	4
PSYC 214	The Psychology of Eating Disorders and Obesity	4
PSYC 218	Psychology of Violence	4
PSYC 412	Psychology of Gender	4
RELG 143	Introduction to the Bible I: Old Testament	4
RELG 144	Introduction to the Bible II: New Testament	4
RELG 205	Women and Religion	4
RELG 222	Gender and Sex in the New Testament	4
RELG 223	Feminist and Womanist Religious Ethics	4
RUSN 354	Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture	4
SPAN 364	Spanish Women Writers	4
SPAN 387	Latin American Women Authors	4

SPAN 388	Women Authors of the Hispanic Caribbean and Diaspora	4
SPAN 389	U.S. Latino and Latina Literature and Culture	4
SPAN 403	Sexual Alterity in Contemporary Spanish-American Fiction	4
SPAN 407	Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present)	4
WMST 101	Sex and Gender Around the World: Common Issues and Diverse Perspectives	4
WMST 111	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies	4
WMST 251	Black Masculinity in the United States	4
WMST 351	Toni Morrison	4
WMST 444	Independent Study	2,4

## Admission, Expenses, and Financial Aid

### Admission

The Committee on Admissions considers each applicant on the basis of high school academic performance, standardized test scores, activities, letters of recommendation, and the personal essay.

### Admission Calendar

#### Application Deadlines

Date	Event
November 15	Early Decision I application deadline
November 15	Spring Semester Transfer application deadline
December 1	Early Action application deadline (all Early Action applicants will be considered for academic scholarships)
January 15	Early Decision II application deadline
February 1	Regular Decision application deadline
March 1	Sewanee Financial Aid Application and FAFSA Deadline
April 1	Fall Semester Transfer application deadline

#### Decision Notifications

Date	Event
December 15	Early Decision I notification
February 15	Early Decision II notification
January 31	Early Action and Academic Scholarship notification
Late March	Regular Decision and International notification

#### Enrollment Confirmation Due Dates

Date	Event
January 15	Early Decision I enrollment confirmation due
March 1	Early Decision II enrollment confirmation due
May 1	Enrollment confirmation due

### Secondary School Preparation

Sewanee admits students who are prepared for its challenging academic environment. The following are typical of what we would expect to find in the application file of a competitive candidate:

A challenging high school curriculum which typically includes:

- four years of English
- two or more years of a foreign language
- three or more years of math including algebra I and II and geometry<sup>1</sup>
- two or more years of lab science (most students have four)
- two or more years of social science, including history
- full high school transcript with strong high school GPA showing consistent or increased strength in class work
- either SAT or ACT scores OR apply as a test optional applicant
- extracurricular activities such as clubs, sports, church groups, or work experience
- clearly written admission essay
- recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators

<sup>1</sup> Three years of college preparatory mathematics (two years of algebra, one of geometry) are considered the minimum preparation for a student to attempt the required mathematics course at Sewanee; most entering students have taken four years of math.

## College Entrance Examination Options

Applicants must submit either SAT or ACT scores, or apply as a test optional candidate. Information on the SAT and ACT is available from the applicant's secondary school or counselor.

## Test of English as a Foreign Language

For non-native English speakers to be competitive in our applicant pool, Sewanee requires a minimum TOEFL score of 223 (computer-based), 577 (paper-based), or 90 (internet-based) respectively. Scores from any of the three testing formats may be submitted, but only one is necessary. International English Language Testing System (IELTS) may be used instead; Sewanee requires a minimum score of 7. The University does not offer a conditional admission program for students lacking fluency in English.

## Homeschool Applicants

Sewanee welcomes applications from homeschool students. The Committee on Admissions asks that such applicants complete additional steps so that it can fully understand the talents, strengths, and accomplishments of each applicant.

- The Common Application's Homeschool Supplement allows the homeschool supervisor to explain educational philosophy, grading scale, and outside evaluation.
- A letter of recommendation from a teacher, tutor, or professor outside the applicant's immediate family provides insight into the rigor of curriculum.
- SAT and/or ACT results provide the Committee on Admission with a standardized reflection of the applicant's preparation for Sewanee's rigorous curriculum.
- An interview with a member of the admission counseling staff may be conducted in person, by phone, or via teleconference.

## Campus Visits

Campus visits for prospective students are not required for admission but are strongly recommended. The campus visit is one example of student-initiated interest in the University that the Committee on Admissions considers when making admission decisions. A typical visit includes a group information session with an admission counselor and a student-led tour with optional opportunities for attending a class, meeting with a faculty member or coach, or an informational interview with a current student. Other special visit opportunities include residential life tours, specialized facility tours, lunch with a student host, and a nature walk.

Students may schedule a visit by registering on the Office of Admission's website. Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon. On select Saturday mornings during the academic year, a group information session with campus tour is offered at 10:30 a.m. All non-evaluative interviews are conducted by carefully selected and trained seniors in the college, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also about their extracurricular activities and interests.

The Office of Admission, located in Fulford Hall, is open Monday through Friday from 8 a.m. to 4:30 p.m. (Central Time).

Overnight visits in dormitories are available to high school seniors Sunday through Wednesday on a limited basis for a one night stay only during the academic year. Prospective students wishing to experience an overnight stay in a dormitory must contact the Office of Admission at least 10 days prior to their visit.

## Early Decision Plan

Early Decision is an option for those students who consider Sewanee as their number one choice. If admitted under Early Decision, an early decision applicant agrees to withdraw all applications to other colleges and universities and enroll at Sewanee. There are two Early Decision opportunities for which students may apply. Early Decision candidates are eligible to be considered for all potential financial aid awards through both the academic scholarship and/or need-based financial aid processes; however, financial aid awards are mailed to admitted students in March.

Applicants who are *NOT* admitted under Early Decision are released from their binding agreement and may be deferred to the regular admission cycle. These deferred candidates must submit a completed Mid-Year Grade Report, along with any additional supporting documentation, if applicable, in order to receive full consideration under regular admission.

The student applying for early decision should:

1. Indicate "Early Decision I" or "Early Decision II" on the Common Application. Complete and submit the binding Common Application Early Decision Agreement.

2. Submit all required documentation on or before November 15 for Early Decision I, or January 15 for Early Decision II. If all documentation requirements are not met by the respective application deadline, the application will be treated as a regular decision application.
3. A student admitted to the University under either binding Early Decision plan agrees to withdraw any applications to other colleges and to enroll at Sewanee.

### Early Admission After the Junior Year

Students may apply for admission after the junior year of high school. Although Sewanee does not encourage early admission to the college, this plan is sometimes appropriate for select students. The early admission candidate should have exhausted most of the academic courses offered by his or her high school and be ready academically, emotionally, and socially for the college environment.

An early admission candidate must complete the same requirements and meet the same deadlines as a regular candidate with the following additions:

1. An interview is required on campus with either a member of the admission staff or a member of the Committee on Admissions.
2. Written recommendation and approval must be received from the candidate's counselor, principal, or headmaster for early admission action, including a statement that the student is prepared emotionally, academically, and socially for success in the college environment.
3. The candidate should present academic credentials as strong as or stronger than the average student who typically enrolls at Sewanee (i.e., an A-/B+ average in academic courses from high school and at least 1860 on the SAT or 28 on the ACT).
4. The candidate must state (in writing to the Committee on Admissions) why he or she wants to forego the senior year in high school and enter college as an early admission student.

Although the committee prefers that the candidate meet all requirements for the high school diploma, this is not a requirement for acceptance as an early admission candidate.

### Transfer Applicants

Students seeking to transfer to the college from other accredited colleges must complete the Common Application for transfer students, the College Instructor Evaluation form, and the Registrar's Report. In addition, transfer applicants must submit a final high school transcript, official transcripts from each college attended, and either official SAT or ACT exam scores.

Credit for transfer students is subject to approval by the Office of the Associate Dean of the College. The College Standards Committee, in consultation with the chair of departments concerned, may be called upon to evaluate transfer credit for courses of uncertain interpretation.

Quarter hours are converted to semester hours at two-thirds face value. Thus five quarter hours equal three semester hours.

To receive a degree, students transferring from other institutions must meet the college's graduation requirements. Each such student must spend at least four semesters in residence in Sewanee enrolled on campus as a full-time student. Because each student must earn at least 64 semester hours of credit at Sewanee, transfer credit is limited to 64 semester hours.

The application deadline for transfer candidates is April 1 for the fall semester and November 15 for the spring semester.

## Tuition and Fees

### 2015-2016 Fees for Full-Time Undergraduate Students

Tuition	\$ 38,428
Activities Fee	\$ 272
Room and Board	\$ 11,050
Total (Comprehensive Fee)	\$ 49,750

These fees are guaranteed for a period of up to eight consecutive semesters for undergraduates initially matriculating in the 2015-2016 academic year. The guaranteed comprehensive fee schedule remains in effect for undergraduates matriculating earlier: 2014-2015, \$47,700; 2013-2014, \$45,970; 2012-2013, \$44,630; and 2011-2012, \$43,920. In planning for college expenses, families should also take into consideration such items as books, supplies, personal items, and travel; the cost of these expenses is estimated to be anywhere from \$2,200 to \$3,000 per year.

A \$500 reservation deposit is due by October 31 prior to the Easter semester and by March 31 prior to the Advent semester. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after published refund dates, except for serious illness, loss of financial aid, or academic suspension.

## Fees for Part-Time Undergraduate Students

Tuition for part-time undergraduates initially matriculating in the 2015-2016 academic year is \$1,350 per semester hour. For part-time undergraduates who matriculated earlier, the per-semester-hour fee is as follows: 2014-2015, \$1,300; 2013-2014, \$1,287; 2012-2013, \$1,250; and 2011-2012, \$1,230. Part-time students auditing an undergraduate course are charged tuition of \$225 per semester hour.

## Additional Fees

Some courses carry additional fees, which are published in the schedule of classes.

## Payment

One-half of fees for tuition, room, and board are due by July 31 prior to the Advent semester with the second half due by December 31 prior to the Easter semester. The activities fee is payable in its entirety by July 31 for students enrolling in the Advent semester and by December 31 for those enrolling only in the Easter semester. Payment for the semester, less reservation deposit and financial aid actually awarded, is due in its entirety by the dates above. Failure to pay by these dates results in a \$100 late charge.

Because of the substantial amounts that must be paid in July and December, the University offers the following ways to assist families in making payments:

1. Financial aid and loans are available to students who qualify.
2. Parents may utilize the federal parent loan for undergraduate students in addition to a nine- or ten-month payment plan.
3. Credit cards are accepted for tuition through the payment plan option at tuition management systems.

Students and parents are strongly advised to seek further information about financial aid and loan from the Office of Financial Aid. Completed applications for financial aid and loans should be submitted in accordance with deadlines established by that office in order that funds are available and applied to students accounts by the payment due dates.

Any balance remaining on the student bill, after credit for financial aid or deferred payment plans, must be paid in full by the due date; the University accepts monthly or other deferred payment only by means of the plans mentioned above. Satisfactory handling of a student's account is necessary to register and obtain a transcript of grades.

Tuition bills and monthly statements will be available through students' Banner self-service accounts, where payment may be made via electronic check. Payments may also be mailed to the Cashier's Office.

## Refunds

A student may withdraw from the University only through consultation with the Office of the Dean of Students. Withdrawal is official only upon approval by that office and the withdrawal date indicated by that office is used to determine the nature and extent of any refund. The following policy applies:

### Financial Aid Recipients without Federal Title IV Aid and Non-aid Recipients

Refund of fees is made only for reasons of illness and if the percentage of the term completed is 60% or less. The refund is calculated by prorating fees for the period from the date of withdrawal to the end of the semester. The amounts to be prorated are one-half of the semester's total tuition and room charges, and three-fourths of the board charge. No refund is made for any other fees or if more than 60% of the term has been completed.

### Financial Aid Recipients with Federal Title IV Aid

Refund of fees is made only if the percentage of the term completed is 60% or less. Refunds to Federal Title IV funds are calculated according to the applicable Federal regulation (34 CFR 668.22). A student is not eligible for a refund of personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the University have been cleared. No refund is made if more than 60% of the term has been completed. Examples of refund and repayment calculations may be seen in the Student Accounts' Office.

Refund insurance is available through an outside vendor. Applications may be obtained through the Student Accounts Office.

## Other Financial Matters

Students should take precautions to protect personal belongings from theft, fire, water damage, or other loss. University insurance does not cover personal losses; however, family homeowner's insurance may provide coverage for such losses.

A student using a personal automobile for a class field trip or other University business should have a valid and appropriate driver's license and vehicle liability insurance. The University does not cover the vehicle, owner, driver, or passengers if an accident occurs.



A student who participates in athletics must use his or her family insurance to pay for injury that occurs during practice, play, or travel. In such instances, University insurance may cover a portion of medical expenses in excess of family coverage. University insurance does not, however, cover medical expenses for injuries incurred in a student activity or in off-campus programs.

Students may cash checks at the cashier's office. A student identification card is required.

## Financial Aid

The College of Arts and Sciences follows the principle of assisting students based on a combination of financial eligibility and academic qualifications. Sewanee provides more than \$24 million in institutional aid each year. Eligibility for financial aid is determined by an analysis of the family's financial situation (income, assets, and allowances against those) and the student's academic qualifications, using procedures established by the federal government and the institution.

Sewanee allocates a number of aid funds to provide the maximum number of students with assistance. No student should hesitate to apply for admission to Sewanee for lack of personal and family funds.

In determining eligibility for aid, a student's total budget is considered, including tuition, fees, room and board, books and supplies, personal expenses, and travel.

## How to Apply for Need-Based Financial Aid

All new and returning students begin the need-based aid application process by completing the Free Application for Federal Student Aid (FAFSA), available at [www.FAFSA.gov](http://www.FAFSA.gov) (<http://www.FAFSA.gov>). The required Title IV code for Sewanee is 003534. Tennessee residents applying for Hope Scholarship Funds must file a FAFSA to be considered for the Hope Funds.

*The priority deadline for applying for Financial Aid is February 1 for all college students, current and prospective.* Institutional applications must be postmarked and the FAFSA submitted to the processor by March 1 to ensure consideration for aid for the following academic year.

Whenever possible, students should apply for scholarships from local sources or other programs to augment Sewanee's aid. All applicants are required to apply for relevant state grants and for the Pell Grant awarded by the federal government. Failure to apply for aid from outside sources may result in the loss of eligibility for assistance from Sewanee. Receipt of aid from any source or of any type (including loans) must be reported to the Office of Financial Aid at Sewanee.

Financial aid awards are made to prospective student applicants during March and April. Returning students notifications begin after grades are posted for the Easter term.

Details are available through the Office of Financial Aid and on the University's website.

## Renewal of Aid

All need-based scholarship and Hope Scholarship recipients must reapply for aid each year. The procedure for reapplying is the same as outlined above. The priority deadline for renewal of aid applications is February 1 prior to the academic year for which aid is required.

Continuing students, with complete financial aid applications, receive their financial aid awards in June. Awards are made in sequential order based on the date all financial aid materials received.

## Conditions for Renewal and Continuation of Aid

1. The student must enroll and complete a minimum number of hours during each semester for which aid is received. For scholarships this minimum is twelve semester hours. For all other financial aid programs, this minimum is six semester hours. It should be noted that retention standards of the college are separate and can be found under Student Classification, Progress, and Status.
2. The student and family must reapply and establish eligibility for each academic year.
3. The student must make satisfactory academic progress defined as: a) maintenance of a minimum GPA of 2.00 average on a 4.00 scale; b) achievement of a passing grade for semester hours attempted; and c) completion of a degree in not more than eight semesters.
4. All fees and charges due the University must be paid prior to the beginning of each semester.

## Financial Aid Awards

Need-based financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. The University participates in the following U.S. Department of Education financial aid programs<sup>1</sup>. These programs are fully described on the Financial Aid website.

In addition, the University awards scholarships from University appropriations and annual gifts, and participates in two tuition exchange programs, the National Tuition Exchange ([www.tuitionexchange.org](http://www.tuitionexchange.org)) and the Associated Colleges of the South ([www.colleges.org](http://www.colleges.org)).

<sup>1</sup> Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, William D. Ford Federal Direct Student and Parents (PLUS) loans.

## **Special Payment Programs**

### **Ten-Month Payment Plan**

The University participates in an installment payment plan whereby parents can pay the annual cost of a Sewanee education over a ten-month period. Information on this installment payment plan may be obtained from [www.afford.com/sewanee](http://www.afford.com/sewanee).

## **Scholarships**

Sewanee scholarships come from over 200 endowed scholarship funds, annual gifts, remissions of tuition, and additional amounts budgeted from the University's operating funds. As previously mentioned, many of these scholarships are awarded on the basis of calculated need-based eligibility, and applicants are automatically considered for these scholarships as part of the normal need-based financial aid award process.

### **Applying for Scholarships**

Freshmen who wish to apply for scholarships should do so through the Office of Admissions. The deadline for applying is December 1. Selections are made on a competitive basis. A limited number of awards are available to non-first-year students and are recipients are selected by the individual academic departments.

### **Applying for Need-Based Scholarships**

All new and returning students begin the need-based aid application by completing the FASFA (Free Application for Federal Student Aid). Details are available through the Office of Financial Aid and on the University's website.

## Academic Policies and Procedures

### Academic Year

The academic year is officially defined as encompassing the Advent and Easter semesters. For those who enroll in summer school, the academic credit is associated with the preceding terms as part of the same academic year.

### Academic Advising

Although each student has ultimate responsibility for becoming familiar with and meeting graduation requirements, the college believes that conscientious and well-informed advising on an individual basis is an important part of the academic program. Each student is assigned an advisor from the faculty or administration whose responsibility it is to help plan and supervise the student's academic program and to be available on other matters. An academic advisor approves the student's schedule of courses at registration and should be consulted with regard to any subsequent changes.

Academic advisors work closely with the the director of advising, the Dean and Associate Dean of the College, the Dean and Associate Deans of Students, the University counselors, and the registrar. Students are frequently referred to these and other offices for advice and assistance.

### Class Attendance

The University expects all students to engage fully in the educational process and to contribute actively to the intellectual environment. Accordingly, the University considers class attendance an essential component of student engagement: students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings. Any student who fails to attend a class has the absolute obligation of communicating with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class).

Instructors have the prerogative to set attendance policies for their individual classes and to determine what absences are "excused" or "unexcused," and they can determine at what point tardiness or other inappropriate behavior is better defined as "absence." Instructors will outline their policies in their syllabi. Still, as a whole the faculty follow these principles:

1. A student may be excused for University business (authorized extracurricular activities) as long as he or she has contacted his or her instructors in advance; if not, the instructor will ordinarily consider the absence "unexcused." For example, athletes should communicate with faculty before traveling to away games, and volunteer firefighters should inform faculty at the beginning of the term that they may be called to duty at unexpected times.
2. According to a policy approved by the director of athletics, the University Advisory Committee on Athletics, and the College Faculty: normally, varsity athletes should not miss more than three 50-minute class meetings (or the equivalent) per course per semester to attend varsity sporting events. Athletes should not miss any classes or labs because of practice.
3. A student may be excused at the discretion of the instructor for illness and/or a family emergency. Any student who misses multiple days for such reasons should also contact the Dean of Students to explain the circumstance (and the instructor should also inform the dean of students of the need to intervene). Examples of unexcused absences include oversleeping, forgetting a class, missing a ride, having travel arrangements that preclude attending class, and attending a social event.
4. Certain days are classified as "no cut" days: non-gownsmen who are absent for any reason on the last day before or the first day after a vacation are placed on attendance warning for the remainder of the semester.
5. Students are responsible for all work discussed, including announcements, even when the absence is excused.
6. Should a student be absent from a class during which an examination is to be given or a paper is due, or at the time of a final exam, the instructor ordinarily gives a zero.

At any point when an instructor in any course (including physical education) has decided that the attendance or general performance of any student (including Gownsmen) is unsatisfactory, the instructor may request the Dean of Students to issue a warning. This warning specifies that not more than one unexcused absence may be taken after the warning is issued. Any additional unexcused absence results in automatic exclusion from the course. A student who has been dropped under these circumstances is marked WF and the grade counts in the grade point average as an F. A student on attendance warning may not withdraw from a class voluntarily after taking a second unexcused absence.

### Exam Rescheduling

With the approval of the teacher or teachers involved and the associate dean of the college, students may arrange their exam schedules so that they are not compelled to take three examinations on one calendar day or more than three examinations on any two consecutive calendar days in the examination week. Every such arrangement must be completed by the last day of the semester. Whenever possible, the morning examination will not be changed. Permission will not be granted to schedule an examination outside the regular

examination week, except in case of illness. If a student has a course under an instructor who teaches more than one section of the course, the student may take the final examination with another section if the instructor gives permission.

## Enrollment

### Registration

The Office of the University Registrar produces a schedule of classes and establishes dates and times for registration each semester. All students are expected to give thoughtful consideration to the selection of courses before consulting their faculty advisor. Further, individual students assume full responsibility for compliance with all academic requirements. A student is considered registered only after he or she appears properly on class lists, as indicated specifically in Banner.

### Adding and Dropping Courses

Students may drop and add courses subject to the following policies and procedures:

1. During the first 10 days of a semester, students may add and drop courses online. After that, schedule changes are made by submitting a completed schedule adjustment form to the University Registrar's office.
2. During the first five class days of a semester, a student may add a course with the approval of his or her advisor. After the fifth class day, the student must also secure the approval of the instructor in order to add a course.
3. A course dropped during the first four weeks of classes is not entered on the student's record.
4. A course dropped after the fourth week of classes, but before the Tuesday following the first Monday in November (for the Advent semester) or the Tuesday following the first Monday in April (for the Easter semester) is recorded on the student's record with a grade of W, which does not count in the grade point average. After mid-semester, when changes of this kind are generally not advisable, the signature of the associate dean of the college is also required.
5. A course dropped later than the first Monday in November (for the Advent semester) or the first Monday in April (for the Easter semester) will be recorded on the student's record with the grade of WF, which is counted as a grade of F. Exceptions may be made (with the approval of the associate dean of the college and/or the College Standards Committee) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.
6. Students are responsible for the accuracy of their course registrations. They may check their class schedule on the web at any time through their student account. No change in registration is official until it has been submitted and accepted online or until the proper form, bearing the appropriate signatures, has been received and recorded by the University Registrar's office.

### Auditing Courses

Some students, particularly non-degree-seeking students, may wish to audit or "sit in" on a class for the sake of learning. To register for an audit, a student obtains written permission from the instructor and from the Associate Dean of the College. Auditors are expected to attend class regularly. The extent to which an auditor participates in graded exercises (e.g., submits papers, takes tests) and the extent to which an instructor grades an auditor's work are determined by mutual agreement between the instructor and the auditor. Although neither formal academic credit (semester hours) nor grade is given for auditing, the designation AU may be recorded on an official college transcript for a registered auditor whose instructor indicates that the student has met the instructor's expectations for auditing by submitting to the registrar an AU designation on a grade sheet provided at the end of the term in which the audited course occurred. The course add deadline applies for audited courses as well as for courses taken for semester hours credit. In other words, a student cannot initiate the auditing or change the status of a course being taken for credit to that of auditing after that deadline.

### Repeating Courses

Students planning to repeat a course previously completed should indicate this fact at the time of pre-registration/registration. Failure to do so can result in an inaccurate record or a change of credit hours; and may delay graduation. Though hourly credit is awarded but once, when a course is repeated both grades are shown on the permanent record card. If, and only if, the earlier grade was lower than C- will both grades be calculated into the cumulative grade point average. However, in order to achieve the 2.00 grade point average required for graduation or the average required to re-enroll, a student may elect to repeat any course where the grade earned is below C-. For the purpose of computing these averages (for internal use) only the latter grade will count even if it is a lower grade. A student with C- or above in a first (or only) taking of a course will have only that grade counted in the Sewanee grade point average.

## Grading

### Grading System

Student work is evaluated according to the following system: A for excellent, B for good, C for satisfactory, D for passing, F for failing, I for incomplete work (see below), W for withdrawn, WF for withdrawn failing, and P for passing in a pass/fail course. Grades are recorded in the registrar's office, and, with the exception of I, may not be changed except in cases of clerical error. Such extensions can

be granted only by that office. Such changes — i.e., those based on a clerical error should be made no later than the semester following the one in which the original grade was given.

The grade I (incomplete) is given only when a professor deems that a student has failed to complete the work of a course for legitimate and unavoidable reasons. The incomplete must be replaced with a grade within one week after final examinations. An extension exceeding one week requires that a student supply very clear evidence of extenuating circumstances to the associate dean of the college.

Averages are computed in grade points. Each graded semester hour of academic credit carries with it a corresponding number of grade points as follows:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.

## Grade Appeal

A student who believes that he or she has been assigned a course grade which is unfair or inappropriate, and who has been unable to resolve the matter with the faculty member directly, may appeal to the College Standards Committee. Appeals should be initiated no later than the semester following the one in which the grade in question was given. Such appeals are made by letter to the committee via the associate dean of the college and are taken up as regular agenda items at the next scheduled meeting. The associate dean informs the faculty member involved of the appeal and invites this faculty member to respond to the student's claim.

The concept of academic freedom as practiced at the college prohibits the committee or any administrative officer from forcing a faculty member to change a grade. Therefore, an appeal serves more as a form of peer review than an appeal per se. The committee may suggest a solution to the dispute, may request that both the faculty member and the student justify their positions, and may recommend legislation to the faculty that might prevent conflicts from occurring in the future.

All faculty members should be aware that they may be asked to justify their personal grading procedures and should keep adequate records of class performance. In addition, faculty should not request grade changes later than the semester following the one in which the grade in question was given.

## Pass/Fail Courses

Juniors and seniors with at least a 2.00 GPA may take one graded course each semester on a pass/fail basis. Pass/fail designations must be made before mid-semester. No required course or prerequisite for a required course may be taken pass/fail. This means that a student who has completed all major or minor requirements but who wishes to take an additional course or courses in the field of the major or minor may be allowed to do so. Of the thirty-two full courses needed for graduation requirements, no more than four may be taken pass/fail. A few regular courses in the college are offered on a pass/fail basis only, but these are not restricted to juniors and seniors and do not affect a student's eligibility to take other courses on this basis.

Students should establish as early as possible in the semester which, if any, courses will be taken on a pass/fail basis. Up until mid-semester a course may be established as pass/fail with the approval of the faculty advisor and the course instructor. Given the time span for declaring a course pass/fail, students are not allowed to declare a course pass/fail after the deadline. With the permission of the instructor, a student may change from pass/fail to normal grading up to two weeks after mid-semester.

A senior with a 2.00 GPA or higher may take all courses on a pass/fail basis during the semester in which the comprehensive examination is scheduled, subject to the restrictions in the first paragraph.

The grade P, for pass, does not affect the grade point average. If a student fails a pass/fail class, the grade counts as an F.

Courses taken away from Sewanee (e.g., on study abroad or in summer school elsewhere) should not be taken on a pass/fail basis.

## Dean's List

To qualify for the Dean's List, a student must have a semester average of 3.625 or higher after completing a semester with credit for at least three and one-half academic courses, at least three of which were taken for a grade. This list is published each semester by the Office of the Dean of the College.

## Enrollment Status, Academic Progress, and Student Classification

### Enrollment Status

A full-time student is one who is enrolled in at least 3 full courses or their equivalent (12 semester hours).

A part-time student is one who is enrolled in fewer than 3 full courses or their equivalent (fewer than 12 semester hours).

### Academic Progress for Degree-Seeking Students

Degree-seeking students are expected to enroll in 4 full courses or their equivalent (16 semester hours) and are required to pass no fewer than 3 full courses or their equivalent (12 semester hours) each semester.

In addition, degree-seeking students must meet the following requirements to be eligible to re-enroll the following academic year:

- After the first two semesters of full-time enrollment, a student must have earned at least 24 semester hours (6 full courses or their equivalent) and have a cumulative GPA of at least 1.85.
- In each subsequent two semesters of full-time enrollment, a student must earn at least 28 semester hours (7 additional full courses or their equivalent) and have a cumulative GPA of at least 2.00.

Students who fail to meet these requirements are suspended for one semester. Academic suspensions may not be appealed. After academic suspension for one semester, a student may make formal application for reinstatement. If reinstated, he or she will be required to meet the above standards.

### Student Classification

A first-year student, or freshman, has earned fewer than 32 semester hours (8 full academic courses or their equivalent).

A second-year student, or sophomore, has earned at least 32 semester hours (8 full academic courses or their equivalent), but fewer than 64 semester hours (16 full academic courses or their equivalent).

A third-year student, or junior, has earned at least 64 semester hours (16 full academic courses or their equivalent), but fewer than 96 semester hours (24 full academic courses or their equivalent).

A fourth-year student, or senior, has earned at least 96 semester hours (24 full academic courses or their equivalent).

## Withdrawals, Leaves of Absence, and Reinstatement

The University expects that students who have matriculated in the college will remain enrolled as full-time students each semester, either at the University or on an approved study away program, until graduation. However, for a variety of reasons, a student or the University may determine that the student's enrollment at the University should be interrupted or cease altogether: students may seek a formal leave of absence, or they may withdraw voluntarily, or they may be withdrawn involuntarily as when suspended for academic, disciplinary, or other reasons. The registrar notes leaves of absence and withdrawals on students' transcripts. By definition, a leave of absence is meant to be temporary. Depending upon circumstances, a withdrawal may be considered temporary, and, after fulfilling any conditions predetermined by the University, the student may apply for reinstatement.

### Leaves of Absence

The college may grant a leave of absence, for up to two semesters, for intellectual or personal development, including participation in an approved study away program (whether foreign or domestic). Students wishing a leave must submit a formal request for leave, stating their specific plans for the period of absence and the planned date of return, via an on-line form. (Students pursuing a formal, recognized study away program will work directly with the Office of Global Education.) A dean will review the request and communicate with the student, explaining any conditions of the leave, before formally confirming the leave of absence. A student who meets the conditions may return as planned as a full-time student without applying for reinstatement. Students who have not met the conditions at the conclusion of the leave of absence are withdrawn from the college and must apply for reinstatement as described below.

The deadlines for submission of leave of absence applications for the Advent and Easter semesters are August 1 and January 1, respectively. Students who do not meet these deadlines but spend a semester or more away from Sewanee forfeit any deposit, are considered “withdrawn,” and must apply for reinstatement. A second reservation deposit is necessary to reserve a space in the college for the semester of planned re-entry.

Normally, students returning from an approved leave of absence do not have to apply for reinstatement but instead need only complete a “return to campus” notification by April 1 for the following Advent semester or November 1 for the following Easter semester. Students who do not meet these deadlines will be re-classified as “withdrawn” and must apply for reinstatement.

## **Voluntary Withdrawals**

Voluntary withdrawals include those for medical or other personal reasons either during a semester or following a semester (i.e., between semesters). All voluntary withdrawals during a semester must be reviewed by the dean of students and only become official when the dean of students, after consultation with relevant offices, so designates. The dean of students will confirm the withdrawal with the student and will communicate any conditions for departure and reinstatement. (Students who indicate they are not returning after the conclusion of a semester are classified as “not returning”; see below.) When a student’s withdrawal takes place during a semester, then the student receives no credit for the semester and the student must leave within twenty-four hours of notification of withdrawal. For any withdrawal, the student may return to the Domain only with written permission from the office of the dean of students. Students seeking information on the University’s refund policy should contact the treasurer’s office.

*Medical Withdrawals:* Students who seek to withdraw during a semester to receive treatment for any health-related concern should contact an appropriate medical provider for supporting documentation in order to have the medical withdrawal approved by the dean of students. Such students must apply for reinstatement. The dean of students will confirm the withdrawal with the student and will communicate any conditions for departure and reinstatement. At the time of application for reinstatement, an appropriate medical professional must confirm with the University Wellness Center that the student clearly demonstrates readiness to return and safely resume academic work at the University.

*Personal Withdrawals:* Students who choose to leave the University during a semester for non-medical reasons must meet with the dean of students for an exit interview and to confirm the voluntary withdrawal in writing (through an on-line form). The dean will confirm the student’s intentions and status. Such students who want to return must apply for reinstatement.

*“Not returning”:* A student in good standing who, having completed a semester, does not return to the University for the subsequent semester will be classified as “not returning” and will have to apply for reinstatement. Students are asked to communicate their intentions to the dean of the college via the on-line form rather than simply not show up the next term. Students who are “not returning” will have their status confirmed.

## **Involuntary Withdrawals (Suspensions)**

In certain cases the University may require a student to withdraw. This latter practice is also known as suspension, and the University reserves the right to suspend and in some cases expel a student who is not fulfilling minimal academic standards of performance or who has violated the Honor Code or the Code of Conduct, as per the EQB Guide.

Students who are suspended are required to remain off-campus for the remainder of the semester, if the withdrawal occurs during a semester. Furthermore, students who are suspended for violating the Honor Code or Code of Conduct (or who voluntarily withdraw in the face of allegations of such violations) may be required to remain off-campus for one or more entire semesters and may return to the Domain only with written permission from the dean of students.

In some cases a student may be required to meet one or more additional conditions to be considered for reinstatement.

## **Reinstatement**

Students who voluntarily withdraw or who are suspended from the college may apply for reinstatement unless specifically indicated at the time of withdrawal. (Students returning from an approved leave of absence should see that section above.) Applications for reinstatement are available through the Sewanee web site. Students must return the completed application and any required materials by April 1 for the following Advent semester or November 1 for the following Easter semester. Reinstatement during summer terms is not normally permitted. Students returning from an approved leave of absence must confirm their intent to return by the same deadlines.

*Reinstatement is never guaranteed and is never automatic.* A faculty-staff committee meets in the weeks following each deadline and makes its decision after reviewing the application with all supporting materials as well as the student’s academic and conduct records at the University. The committee reserves the right to require additional documentation that the student is qualified and ready to return to rigorous academic work and abide by community standards. At its discretion, the committee may require an on-campus or phone interview. Furthermore, reinstatement decisions are always pending available space, and applicants should know that decisions regarding financial aid are made separately from the reinstatement process.

The committee looks for evidence that an applicant is ready to return to all aspects of college life and be successful. The committee will not reinstate students if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interest of the student, the University, or both. The decision of this committee is final; there are no appeals.

## Transfer Credit

### New First-Year Students

Because academic success at the University of the South almost always requires four full years of high school preparation, the University does not normally award transfer credit for college courses earned at another college or university prior to a student's graduation from high school. Students may be considered for placement in higher-level courses on the basis of such course work.

Students wishing to transfer college credits earned during the summer prior to enrollment at the University of the South must have those courses approved for transfer in advance by the University Registrar.

### Advanced Placement and Baccalaureate Credit

Graduation credit in fulfillment of general education requirements and for elective courses may be obtained through many of the Advanced Placement (AP) and International Baccalaureate (IB) higher level tests. Credit will be awarded subject to the following guidelines: A student earning a 4 or 5 on a given AP examination or a 5 or higher IB higher level tests may be deemed to have met one general education learning objective aligned with that AP examination, as determined by the Curriculum and Academic Policy Committee and the College Faculty.

- If the general education requirement has already been met for a given learning objective, a maximum of one elective course credit (four semester hours) may be awarded for an AP examination score of 4 or 5 or a higher-level IB examination score of 5, 6, or 7 in any of the following subject areas: anthropology, art history, biology, chemistry, Chinese, computer science, economics, English, environmental science, French, German, Italian, Japanese, Latin, mathematics, music, physics, psychology, Spanish, statistics, studio art, and theatre.
- If a student presents satisfactory scores on AP and IB examinations in the same subject area, credit is awarded for only one examination.
- Students may earn a maximum of eight course credits (32 semester-hours) for satisfactory AP or IB examination results.

A current list of alignments follows:

#### AP Examination Satisfies

- Art History G2
- Biology G5
- Calculus AB G5Q
- Calculus BC G5Q
- Chemistry G5
- Chinese Language and Culture G6
- Computer Science A G5Q
- English Language and Composition None
- English Literature and Composition G1
- Environmental Science G5
- European History G4
- French Language and Culture G6
- French Literature (no longer offered) G6
- German Language and Culture G6
- Government and Politics: Comparative G4
- Government and Politics: United States G4
- Human Geography G4
- Italian Language and Culture G6
- Japanese Language and Culture G6
- Latin G6
- Latin Literature (no longer offered) G6
- Latin: Vergil (no longer offered) G6
- Macroeconomics G4



- Microeconomics G4
- Music Theory G2
- Physics B G5
- Physics C: Electricity and Magnetism G5
- Physics C: Mechanics G5
- Psychology G5
- Spanish Language None
- Spanish Literature and Culture G6
- Statistics G5Q
- Studio Art: Drawing G2
- Studio Art: Three-Dimensional Design G2
- Studio Art: Two-Dimensional Design G2
- United States History G4
- World History G4

### **IB Examination Satisfies**

- Anthropology G4
- Biology G5
- Chemistry G5
- Classical Languages G6
- Computer Science G5Q
- Dance G2
- Economics G4
- English A1 None
- English A2 None
- Film G2
- French B G6
- Geography G4
- German G6
- History: Africa G4
- History: Americas G4
- History: Asia/Oceania G4
- History: Europe/Middle East G4
- Mathematics G5Q
- Music G2
- Philosophy G3
- Physics G5
- Psychology G5
- Spanish B G6
- Theatre Arts G2
- Visual Arts G2

### **Transfer Students**

The college allows some transfer credits for students who have been enrolled as degree seekers at another college or university prior to enrolling at Sewanee. The University Registrar assesses transfer work on a course-by-course basis to determine comparability to courses offered by the College of Arts and Sciences and applicability toward a University of the South program of study. Academic work with a grade of C or above from other institutions is generally accepted for credit hours only. (No credit will be accepted for a grade of C minus or lower.) Grades for such courses appear on the transcript, but they are not figured for GPA, final class ranks, academic honors, or Order of Gownsmen status. As each degree-seeking student must earn at least sixty-four semester hours of credit at Sewanee, transfer credit is limited to sixty-four semester hours.

Quarter hours are converted to semester hours at  $\frac{2}{3}$  their face value (example: five quarter hours equal three semester hours).

The University of the South does not award transfer credit for course work taken on a non-credit basis or for “life experiences.”

## Off-Campus Study

When students are enrolled in specific off-campus programs which bear a special sanction from the University of the South, the grades earned are treated as though they were given in the on-campus academic program. These programs currently are British Studies at Oxford, European Studies in Britain and on the Continent, Classical Studies in Rome through the Intercollegiate Center, and programs of the Institute for the International Education of Students (IES).

Students planning to take courses during a summer session at another institution must obtain permission from the University Registrar to attend and approval of specific courses to be taken. Forms are available in the office of the registrar. Summer study through any study abroad program other than Sewanee in China or South Asia, Sewanee in Spain, Sewanee in France or Sewanee in Russia, the WWII program, or the Sewanee program in Berlin must also have the approval of the Associate Dean of the College.

## Academic Credit for Internships

A student awarded academic credit for a supervised internship through an approved off-campus program of study (e.g., study abroad), who also has prior approval from the major department to count the internship as part of the major, is normally allowed to transfer this academic credit to count toward a degree at Sewanee. This transfer of credit is subject to the approval of the Associate Dean of the College. Internships that are associated with such programs of study but are outside the discipline of the major are considered on a case-by-case basis by the College Standards Committee. Public affairs internships may serve as the basis of enrollment in POLS 445 through which credit may be earned. Internships offered independently of programs of study do not receive academic credit unless the internship has been recommended for credit by the Curriculum and Academic Policy Committee and approved by the college faculty. Students may seek Independent Study (444) credit when required by the internship site/sponsor and may consult the Associate Dean of the College about that process.

## Transcripts

The official record of all grades earned and all courses attempted or completed is the permanent record from which transcripts are made. Upon written request of the student, the registrar will send “official” transcripts to institutional addresses, providing the student’s account is paid in full. In addition, the registrar’s office has agreed to provide for an upper class student, upon request, an additional sheet indicating basic information about a student along with a cumulative grade point average and rank and percentile within the class.

## Release of Student Information

### Notification of Students’ Rights with Respect to Their Education Records

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records (providing they have not waived this right) within 45 days of the day the University receives a request for access.  
Students should submit to the University Registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate.  
Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.  
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University; a person serving on financial aid committees; a person or company with whom the University has contracted; a person serving on the Board of Trustees or Board of Regents; or a student serving on an official committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.  
The University designates the following categories of personally identifiable student information as public or “Directory Information.” The University may disclose or publish such information at its discretion: student’s full name; current enrollment status; local address and telephone number; permanent address and telephone number; temporary address and telephone number; electronic mail addresses; parents’ names, addresses, and telephone numbers; date and place of birth; dates of attendance; class

standing (e.g. sophomore); schedule of classes; previous educational institution(s) attended; major and minor field(s) of study; awards and honors (e.g., Dean's List, Order of Gownsmen); degree(s) conferred (including dates of conferral); full-time or part-time status; photographic or videotaped images of the student; past and present participation in officially recognized sports and activities, including fraternities and sororities; and height and weight of student athletes.

Currently enrolled students may withhold disclosure of directory information by submitting written notification on an annual basis (usually prior to the beginning of the Advent semester) to the University Registrar's Office at: The University of the South, 735 University Avenue, Sewanee, Tennessee 37383-1000. Directory information is then withheld until the student releases the hold on disclosure or until the end of the current academic year, whichever comes first. Students should understand that, by withholding directory information, some information considered important to students may not reach them.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of the South to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

The University of the South's complete Education Records and FERPA Policy is available at: [sewanee.edu/provost/general-policies-and-procedures/](http://sewanee.edu/provost/general-policies-and-procedures/).

## **Other University Policies and Procedures**

Additional policies and procedures pertaining to students, faculty, and staff may be found on the provost's website: [sewanee.edu/provost/general-policies-and-procedures/](http://sewanee.edu/provost/general-policies-and-procedures/).

## Additional Educational Opportunities

### Global Education and Off-Campus Study

Study abroad is an important aspect of what many Sewanee students do, and there are many, diverse offerings available for Sewanee students. General information can be found at [studyabroad.sewanee.edu](http://studyabroad.sewanee.edu). In addition to sections at this site for current students, for parents, and for prospective students, there are pages intended to answer questions like Who?, When?, Where?, and How?, and there is also a section with frequently asked questions as well as one which will direct the inquirer to the Office of Study Abroad for more information.

### Research Opportunities

A number of opportunities are made available, during the summer as well as in regular academic terms, for students to pursue original research projects in collaboration with professors or with faculty guidance. Many such investigations are showcased at Scholarship Sewanee, an annual poster event held each spring. The director of undergraduate research coordinates access to these opportunities.

### Service-Learning and Community Engagement

The Community Engaged Learning (CEL) program connects the class room to local, national, and international communities and rests on a commitment to the involvement of faculty, students, and community partners in service projects, community-based dialogue, problem-solving, and personal reflection informed by academic study. Pursued in this way, community engagement encourages self-knowledge, a deepened understanding of place, and intellectual development.

Courses with the CE (Community Engagement) designation can be found online through the registrar's Schedule of Classes, and further information is available from the CE director.

### Landscape Analysis Lab

The landscape analysis lab provides opportunities for students to participate in interdisciplinary environmental research, education, and outreach. Faculty in the lab come from the departments of biology, economics, forestry, philosophy, political science, and religion. The lab offers internships and independent studies in which students work with faculty on research projects, engage in outreach to local schools, and collaborate with government, non-profit institutions, and corporations. These activities center around the lab's state-of-the-art geographic information systems computer network which contains detailed spatial information about land use, biodiversity, and socio-economic factors for the Cumberland Plateau and the southeastern United States.

### Lilly Discernment Programs

Through a grant from Lilly Endowment, Inc., in 2001, Sewanee initiated a comprehensive program aimed at assisting students to seek a career path that is truly fulfilling and of service to the world. With the benefit of Lilly-initiated support, more recently sustained with other funding, Sewanee hosts an eight-week summer program of vocational exploration called the Lilly Summer Discernment Institute. This program includes a six-week internship, for either ordained ministry or work with service or non-profit organizations. The Lilly Project (<http://www.lillyendowment.org>) website has more information.

### Center for Religion and Environment

Supported by the University's commitment to sustainability and by its extensive course offerings in environmental studies, the Center for Religion and Environment at Sewanee seeks to transform individuals and society by helping both to integrate their faith with care for the natural environment. All students are invited to participate in Center activities, including its "Earthkeepers" gatherings and "Opening the Book of Nature" program. On occasion, the Earthkeepers group takes observational field trips accompanied by interested faculty members. The group also meets weekly to discuss major themes related to the environment in Christian scripture and theology, as well as how these themes bear on concepts in the natural and social sciences. The character of this university-wide Center for Religion and Environment, associated also with The School of Theology, is virtually unique in American higher education.

### Internships

Summer internships give the student an insider's view of the day-to-day reality of many different career fields. Students gain significant, practical work experience to add to their résumés and valuable contacts with established professionals. The internships also give students a sense of their own vocational interests.

Sewanee's internship programs feature these unique benefits:

- Paid Internships — Students can pursue the internships that interest them, even if the internship site does not have funding. Generous grants and gifts from alumni and friends enable the University to fund more than 170 internships per year.
- Resources and Support — The University's Career and Leadership Development staff and alumni network can help a student find, arrange, or even create an internship opportunity.

- Flexibility — Sewanee's well-established internship program offers a history of positive relationships with internship sponsors and the flexibility to fit student interests.

### **ACE (A Career Exploration) Internships**

Internship opportunities, in any field, brought to the attention of Career & Leadership Development by alumni or friends of the University. The list is available to Sewanee students through a secure website.

### **ACE Medical Internships**

Alumni of the University generously sponsor paid internships within their medical practices, research centers, or laboratories.

### **Aiken Taylor Internship**

A postgraduate internship at Sewanee with the editor and managing editor of the *Sewanee Review*, the nation's oldest continuously published literary quarterly.

### **Arts Internships**

The Powell and the Patrick-Smith internship funds provide financial assistance to students majoring in art or art history who wish to pursue a summer internship in studio art, art history, or a corollary profession.

### **Biehl International Research Internships**

A self-directed social science research internship conducted outside of the United States and other English-speaking countries. Open to returning majors in the Departments of anthropology, Asian studies, economics, environmental policy, history, politics, and international and global studies.

### **Business and Economics Internships**

Students develop internships that enable them to participate in, and to observe firsthand, the methods by which business firms conduct their affairs in a free market economy. Sponsored by Wilson, Smith, Probasco, Francis, Doherty, Camp, Bing, and Bank of America endowed funds.

### **Canale Internships**

Supported by the Canale endowment, students pursue a community service internship of their choosing. The internships are projects that benefit the greater Sewanee community, while also developing the individual intern's leadership, communication, emotional, and analytical skills. Interns are self-directed but receive assistance from a mentor and the outreach office of the University. Internships take place during the academic year and interns are encouraged to spend at least ten hours a week on their projects.

### **Career Exploration Internship**

Summer internships open to any major for any type of internship are funded by the Stephenson and Boyd internship funds.

### **Environmental Studies Internships**

The Sewanee's Environmental Studies Internship fund offers stipends for environment-related summer programs in and outside of the United States thanks to the generosity of the Brewster, duPont, Fitzsimons, Lankewicz, Leroy, Mellon, Sommer-Speck, and Thomas funds. These are open to students of all majors.

### **Fund for Innovative Teaching and Learning**

The FITL research internships support student-faculty teams in collaborative or mentored scholarly research projects. Internships take place on the Sewanee campus. This fund was established by a foundation that wishes to remain anonymous — aided by a bridge grant from the Jessie Ball duPont fund.

### **Gessell Fellowship for Social Ethics**

The Gessell fellowship provides funds to enable an independent, year-long research project in social theory or social ethics. The project may be an academic research paper or field experience. Projects with a local focus are particularly encouraged. The awards alternate yearly between undergraduate students and seminary students.

### **Lilly Endowment Internships**

Students develop internships of vocational exploration in either church or church-related organizations or within service and non-profit spheres through this endowment.

### **McGriff-Bruton Mathematics and Computer Science Research Internship**

Recipients with this support receive a stipend to work on a project with a Sewanee faculty member during the summer in the fields of mathematics or computer science.

### **Raoul Conservation Internships**

Internships are developed by majors in the Department of Forestry and Geology for the direct application of their studies of the environment.

### **SEED (Social Entrepreneurship Education) Program**

The SEED (Social Entrepreneurship Education) Program at Sewanee is an intensive eight-week social entrepreneurship and micro-finance immersion program that has three components: the summer study abroad program in Bangladesh and India for one and a half courses, with one on “Microfinance Institutions in South Asia” focusing on the Grameen Bank (2006 Nobel Peace Prize winner), BRAC (known as the largest NGO in the world), and ASA (recognized by Forbes magazine as the world’s most successful MFI) in Bangladesh and CURE (Center for Urban and Regional Excellence — a USAID project) in India; a four-week internship at a finance/microfinance institution in the U.S., Latin America, Asia, or Europe; and a week of intensive pre-business training at Sewanee in finance, accounting, and entrepreneurship by faculty, alumni, and parents. Successful participants are awarded an M.A.E. (Microfinance and Entrepreneurship) certificate, signed by Nobel Laureate Dr. Mohammad Yunus and the Vice-Chancellor.

### **Science Research Internships**

Summer stipends are available for students to conduct research in Sewanee and beyond through the Beatty, Davis-Pinson, Greene, Physics, and Yeatman funds.

### **Tonya Public Affairs Internships**

These are internships that enable students to participate in or study public policy through work in federal, state, or local government or in the private sector in an area related to public affairs.

## Student Life

### Honor and Recognition Societies

The following honor and recognition societies have active chapters at the University.

- Phi Beta Kappa, founded in 1776 and the nation's oldest honor society, promotes the values of the liberal arts and sciences by inducting into membership the most outstanding arts and sciences students in the nation's leading colleges and universities, and by advocating academic excellence, freedom of inquiry and expression, informed deliberation and understanding, and active engagement with important issues. The University's Phi Beta Kappa Chapter, Beta of Tennessee, was installed in 1926. Students are eligible for election to the Society after five consecutive semesters.
- Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of Gownsmen who have distinguished themselves in scholarship, athletics, or publications.
- Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. The chapter sponsors occasional lectures and events related to political science during the course of the year.
- Sigma Pi Sigma, the national physics honor society, accepts members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.
- Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.
- Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.
- Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from all the pre-health professions, including premedical, predentistry, prenursing, and preveterinary fields. Members are elected from junior and senior associate members.
- Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.
- Delta Phi Alpha is the national German honor and recognition society. Members are elected based on academic merit and interest in Germanic culture.
- Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to students who have distinguished themselves in scholarship and are majoring or minoring in psychology or a program that is psychological in nature.

### Assistance for Students with Disabilities

#### Assistance for Students with Learning Disabilities and Attention-Deficit/Hyperactivity Disorders

The University of the South is committed to fostering respect for the diversity of the University community and its individual members. In this spirit, and in accordance with the provisions of Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide disabled students with the reasonable accommodations needed to provide equal access to the programs and activities of the University. While the University provides a number of services to support the academic work of all its students (including tutoring and study skills programs), additional accommodations can be made specifically for students with Learning Disabilities (LD) and Attention-Deficit/Hyperactivity Disorder (ADHD).

Support services for students with LD/ADHD at Sewanee are coordinated through the University Counseling Service. The office is located at 1310 University Avenue, next to Southern Tennessee Regional Health System Sewanee. The phone number is 931.598.1325. A University Counselor meets with individual students to determine specific needs and to identify appropriate accommodations and resources, and is also available to consult with faculty members regarding recommended accommodations.

Students with previously diagnosed LD/ADHD are encouraged to see the University Counselor as early as possible in their university career. A student who requests accommodation on the basis of LD/ADHD is required to submit a diagnostic report and educational recommendations made within the last three years by a professional in the field of LD/ADHD. The University also reserves the right to request an additional evaluation to be completed by a professional recommended by the Counseling Service. This information is reviewed by a University Counselor who then meets with the student to discuss appropriate support services. Students with documented learning or attention problems may receive support in a variety of ways, depending on the specific nature of the disability; reasonable accommodation is a highly individualized matter for each student. Students are expected to discuss the accommodations recommended by the counseling service with their professors at the beginning of each semester.

Any student who suspects he or she may have an undiagnosed learning disability or attention deficit, or is uncertain about a previous diagnosis, is welcome to consult with a University counselor and develop a plan for answering these questions. The psychologists at the Counseling Service can recommend appropriate professionals if a formal evaluation is needed.

## **Assistance for the Medically Disabled**

Students seeking assistance based upon a medical disability must submit appropriate diagnostic documentation related to the disability and meet with the University Health Service staff. After review of submitted materials, decisions are made about accommodations, if appropriate, in consultation with the Associate Dean of the College or the Dean of Students.

## **Assistance for the Physically Disabled**

The location of some campus offices may be inaccessible to some disabled students. These students should check with the Office of the Dean of Students to obtain help reaching personnel in the necessary offices.

## **Assistance for Psychological Distress**

The University provides a time-limited professional counseling service for students seeking assistance with concerns of all kinds — academic, social, emotional, or interpersonal. Discussions between students and psychologists are confidential and information cannot be disclosed, including to parents, except in rare situations required by law and regulations. University counseling services are free to University students. Inquiries should be directed to the office located at 1310 University Avenue, next to Southern Tennessee Regional Health System Sewanee, extension 1325.

## **Cultural Opportunities**

### **Lecture Series**

The duPont Lectures, an endowed lectureship program, brings internationally known speakers to campus. The Student Forum, managed by members of the Order of Gownsmen, also brings noted lecturers to Sewanee.

Several other lecture series bring authors, historians, theologians, scientists, politicians, social scientists, activists, and others to campus throughout the year.

### **Sewanee Conference on Women**

During the Sewanee Conference on Women, prominent women are brought to campus to talk about their fields of interest and expertise. A student and faculty committee organizes each year's program. Recent conference speakers have included women in medicine, law and politics, the arts, and environmental and social service agencies. The conference has also featured panel discussions about women and spirituality, dual-career relationships, women and power, and has sponsored concerts, films, and plays. Support for the conference comes from a broad spectrum of generous groups and individuals.

### **The Ayres Multicultural Center**

At the Ayres Multicultural Center members of the community come together for quality programming and activities throughout the year that include concerts, lectures, and forums. One of the most popular is the Coffee House Series featuring jazz and other musical artists. All Coffee House events are free, as are the coffee, tea, and pastries. The Multicultural Center thus offers stimulating and relaxing entertainment for students looking for a break from their studies or a change of pace from academic life.

### **Performing Arts Series**

For five decades the Performing Arts Series has brought Sewanee a wide array of the world's finest artists. From famous names to new faces, from the classic to the avant-garde, the Series offers Sewanee students and community members a rich sampling of the contemporary musical and theatrical scene. Through the Performing Arts Series, Sewanee expresses its conviction that live artistic performance is a powerful tool for education and an essential component of a vibrant community.

### **Student Music Opportunities**

The University Choir sings weekly for services in All Saints' Chapel and performs a number of special concerts during the year. The annual Festival of Lessons and Carols draws crowds from across the Southeast. The choir also tours the United States during the summers, with a trip to England every third or fourth summer.

Students have an opportunity to participate in the University Orchestra, which performs several times a year, sometimes with choral groups or in association with theatrical productions. Individual instruction in piano, organ, violin, cello, orchestral woodwinds, and voice is also available.

In addition to the music offered through the Performing Arts Series, there are frequent musical productions by the Department of Music. A number of informal or student-led vocal, instrumental, and folk ensembles also flourish across campus, as well as multicultural gospel singing group, known as "Sewanee Praise," led by Prakash Wright.



The Sewanee Popular Music Association brings musicians to the campus for concerts open to everyone. WUTS broadcasts the *Best in Opera*, *Best in Jazz*, and *Classical Showcase* series among others.

The Jessie Ball duPont Library has a collection of more than 10,000 records, tapes, and CDs, including all types of music, a complete collection of Shakespearean performances, and many other recordings of literary works, and over 13,000 videos and DVDs.

Also in the library is the William Ralston Listening Library and Archive, one of the finest facilities of its kind at any college in the country. The Ralston complex includes an elegant listening room with state-of-the-art audio equipment and an adjacent gallery with display areas for music books and scores.

## International Students

Every year, the University welcomes many students from countries outside the United States. Arrangements are made to match international students with host families in the Sewanee area. Although most international students participate in a wide range of organizations, special clubs like the Organization for Cross Cultural Understanding (OCCU) sponsor social and educational events relevant to international issues. International students are also asked to share their views on world events during regular faculty/student discussions.

## Films and Drama

The Sewanee Union Theatre has a regular schedule of movies; the cinema guild sponsors film showings on Wednesday evenings.

Theatre Sewanee and Dionysus and Company produce a number of plays each year. A Shakespeare series and a Tennessee Williams festival complement other productions of the theatre department.

## University Art Gallery

Each academic year the University Art Gallery presents four to five major exhibitions of contemporary art to students, faculty, staff, alumni, and visitors from surrounding communities. UAG exhibitions represent a wide range of media, ideas, and artistic practices. They serve the University's curriculum across campus, foster intellectual engagement and conversation beyond the classroom, teach viewers to assess and understand visual information critically, and cultivate a campus culture that welcomes diversity. One exhibition each season presents the current work of one of the accomplished members of our faculty. The final show each spring presents the work of Sewanee's graduating senior art majors. The other exhibitions each year bring to campus regionally, nationally and internationally recognized artists.

Recent exhibitions staged by the University Art Gallery include *Moon Medicine*, by internationally acclaimed multimedia artist Sanford Biggers, David Henderson's monumental installation *A Brief History of Aviation* in duPont Library, Pradip Malde's *The Third Heaven*, photographs from Haiti, 2006-2012, and Laurel Nakadate's *Strangers and Relations*.

For more information about the gallery and its upcoming exhibitions and programs, please visit [gallery.sewanee.edu](http://gallery.sewanee.edu).

## The Sewanee Review

The *Sewanee Review*, founded in 1892, is the oldest literary quarterly in continuous publication in the United States. Its subscribers include more than 1,500 libraries, with about 225 subscriptions sent abroad, along with several hundred bookstores.

During its first half-century the *Sewanee Review* was an academic journal devoted to the humanities. Since the editorship of Allen Tate (1944-46) the quarterly has been literary and critical, publishing short fiction, poetry, essays, and reviews.

The Aiken Taylor Prize in Modern American Poetry is awarded annually to a leading American poet recognizing the work of a distinguished career. Administered by the *Sewanee Review*, the prize is named in honor of the poet Conrad Aiken and his younger brother Dr. K.P.A. Taylor, who left a generous bequest to fund this prize and related activities.

The *Sewanee Review* annually awards five prizes for distinguished writing: the Lytle Prize for the best short story, the Spears Prize for the best essay, the Tate Prize for the best poem, and the Heilman Prize for the best book reviewing, and the Sullivan Prize to a promising author of poetry, fiction, or criticism.

## The Sewanee Theological Review

The *Sewanee Theological Review* is one of only two significant Anglican theological quarterlies in the United States. As an outreach publication of the seminary, it contributes to ongoing discussion of and reflection upon theological topics. Articles and reviews focus on questions that are a present and continuing concern for the church. Recent issues have addressed topics such as spirituality, preaching, ministry, moral questions (such as peace and war), the future of the church, and praying, among many others. Intended both for lay and academic audiences, STR publishes the work of some of today's best-known authors, including O.C. Edwards Jr., Walter Brueggemann, Rowan Williams, Loren B. Mead, Frank T. Griswold III, Ellen Charry, Horton Davies, N.T. Wright, Julia Gatta, Adela Yarbro Collins, John

Polkinghorne, and Douglas John Hall. Poetry is also featured. Past contributors have included John Hollander, Richard Wilbur, X.J. Kennedy, Mona Van Duyn, Anthony Hecht, Margaret Gibson, Donald Justice, and Howard Nemerov.

## Medieval Colloquium

Website: [medievalcolloquium.sewanee.edu](http://medievalcolloquium.sewanee.edu)

The annual Sewanee Medieval Colloquium brings scholars to campus to discuss various issues of the Middle Ages. Attendees spend several days on campus, meet with faculty and student groups, and speak to classes.

Recent themes of the colloquium have included law, religion, and the role of women in medieval society. Guest lecturers have come from prominent national and international institutions of higher learning.

The colloquium is sponsored by the University and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the college faculty. On occasion, student papers are included in the series.

## Sewanee Summer Music Festival

Website: [sewaneemusicfestival.org/](http://sewaneemusicfestival.org/) (<http://sewaneemusicfestival.org>)

The Sewanee Summer Music Festival has achieved an enviable reputation among musicians internationally, both for its training opportunities and performances. The four-week program attracts about 180 students along with a staff from around the globe. The program is offered in conjunction with the department of music.

Most students are high school or college age. All participate in the orchestra and chamber music programs and study privately. Performances also are presented in the near-by community of Cowan. Group lessons and mini recitals for various instruments and conducting are presented weekly. World renowned Visiting Guest Artists reside at Sewanee for concerts and lessons, as well as master classes.

The program boasts three full symphony orchestras and a wide variety of chamber groups. Wednesday, Friday, Saturday, and Sunday chamber and orchestral concerts take place throughout the session. The Concerto Competition and the Festival Brass Concert, the latter presented in the splendid acoustics of All Saints' Chapel, help close the final days of the Festival.

## Sewanee Writers' Conference

Website: [sewaneewriters.org/](http://sewaneewriters.org/) (<http://sewaneewriters.org>)

For over 25 years, the Sewanee Writers' Conference has helped talented writers better understand their craft. Thanks to the generosity of the Walter E. Dakin Memorial Fund, supported by the estate of the late Tennessee Williams, the Conference gathers a distinguished faculty to provide instruction and criticism through workshops and craft lectures in poetry, fiction, and playwriting. The Conference offers four poetry, one playwriting, and five fiction workshops. Each participant also benefits from an hour-long individual conference with his or her manuscript reader. Past and present faculty includes National Book Award, Pulitzer Prize, and Tony Award winners; former Poets Laureate of the United States; and *The New York Times* best-selling authors. A full schedule of readings, craft lectures, publishing panels, and numerous social events affords valuable opportunities to writers, as does the chance to meet editors, publishers, and agents. The Sewanee Writers' Conference is held annually in late July and draws more than 150 participants who are selected by a competitive admission process. All readings and lectures are open to the public and free to attend.

## Sewanee Young Writers' Conference

Website: [sewanee.edu/ywc/](http://sewanee.edu/ywc/)

The conference meets for two weeks each July and offers workshops in poetry, fiction, creative nonfiction, and playwriting for about sixty high school students. The workshops are taught by younger writers of significant accomplishment and teaching experience. The conference also features lectures by faculty members from Sewanee's English department and readings by major writers; past guests have included Horton Foote, Ernest Gaines, Alice McDermott, Romulus Linney, Mark Jarman, Andrew Hudgins, Padgett Powell, and many others.

## University Book and Supply Store

The University Book and Supply Store stocks all required textbooks. It also has a wide selection of books, periodicals, newspapers, notebooks, office supplies, Sewanee clothing, personal items, and snacks.

## Language Clubs

Organizations which provide cultural and academic opportunities focused on a particular language include the Spanish Club, *Le Cercle Français*, *Der Deutsche Verein*, and the English Speaking Union, and there is a group which sometimes eats together to foster an interest in Swahili.

## Grievance Procedure for Discrimination

The University of the South stands firmly for the principle that its students and employees (faculty and staff) have a right to be free from discrimination and harassment based on race, color, sex, religion, national origin, age, disability, sexual orientation, veterans' status, and genetic information and free from sexual misconduct, in its educational programs and activities and with regard to employment. The University also prohibits retaliation against any person who brings a good faith complaint under this policy or is involved in the complaint process. Conduct that violates this policy may also violate state or federal law. Students or employees who violate this policy will be disciplined, which may include dismissal from the University or termination from employment.

Conduct prohibited by this policy does not include simple teasing, offhand comments, or isolated incidents that are not extremely serious. Rather, conduct that rises to the level of harassment must be so offensive as to substantially alter the conditions of employment or the educational environment. If the harassment culminates in a tangible employment or education action or is so severe or pervasive that a hostile work or education environment is created, then the conduct is prohibited. Examples of tangible employment actions include hiring and firing; promotion and failure to promote; demotion; and significant change in benefits. Examples of tangible education actions include lowering or raising a grade and passing or refusing to pass a student in any course. A hostile environment may result from actions between students or between employees and students. Conduct that may create a hostile environment includes offensive statements and comments, unwelcome touching, and displays of offensive pictures or other materials. Unwelcome sexual advances, requests for sexual favors, or other unwanted verbal or physical conduct of a sexual nature may constitute sexual misconduct. Sexual contact without consent by means of force, intimidation, or victim incapacity may also constitute sexual misconduct.

Employees and students are strongly encouraged to report all incidents of discrimination, harassment, sexual misconduct, and retaliation. All supervisors must report such incidents to their division head. Employees and students who make complaints under this policy or provide information related to such complaints will be protected against retaliation. No one will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. Once an inquiry or complaint is made, efforts will be made to resolve the problem within a reasonable time. All complaints will be reported to the University's legal counsel, who advises the University about the implementation of this policy.

Confidentiality of complaints will be protected to the extent reasonably possible, but complete confidentiality is not possible since the University cannot conduct an effective investigation without revealing certain information to the person accused of violating the policy and to potential witnesses. However, the University will disclose information only to those who need to know about it. It is important that the complainant, the respondent, and others involved in a complaint (witnesses, advisors) also use discretion when discussing the matter, and are encouraged to maintain confidentiality. In a small community, public discussion of matters covered by this policy can be hurtful.

## Whom to Contact

Problems, questions, and complaints may be discussed with the Vice Provost for Planning and Administration, who is the compliance coordinator for Title IX, which prohibits gender-based discrimination and harassment, including sexual violence. The Vice Provost's office is in Walsh-Ellett Hall, room 104. The Director of Human Resources, the Dean of the College, the Dean of the School of Theology, the Dean of Students in the College, and the Associate Dean for Community Life in the School of Theology are also available to discuss matters covered by this policy. These administrators may be helpful in advising and aiding a person's own efforts to resolve a problem. Such help may involve coaching the individual in preparation for a conversation with the person causing the problem; assisting the individual in writing a letter to that person describing the offending behavior and requesting that it stop; or offering to meet with the person causing the problem.

## Informal Resolution

In many instances, informal discussion and mediation can be helpful in resolving perceived instances of discrimination, harassment, sexual misconduct, or retaliation. Problems are sometimes easier to resolve when an informal atmosphere encourages people to identify the problem, talk about it, and agree on how to deal with it. Merely discussing a complaint does not commit one to making a formal charge. Informal resolution may be stopped at any time in order to pursue the formal complaint process. Complaints of sexual violence will not be subject to mediation.

## Formal Complaint Procedures

Any person who believes himself or herself to be the object of discrimination, harassment, sexual misconduct, or retaliation involving a member of the faculty, staff, student body or other person affiliated with the University may choose, either initially or after having sought an informal resolution, to bring a complaint through the University's formal procedures. Complaints of sexual misconduct,

including sexual violence, against College students normally will be handled according to the Sexual Misconduct Policy located at <http://life.sewanee.edu/support/consent>.

## When to File a Complaint

Prompt reporting of an incident is strongly urged, since it is often difficult to determine the facts of an incident long after the incident has occurred. In order to facilitate an adequate investigation, the complaint process must be initiated 90 days of the incident.

## How to File a Complaint

- a. The Vice Provost for Planning and Administration, the Director of Human Resources, the Dean of the College, the Dean of the School of Theology, the Dean of Students in the College, and the Associate Dean for Community Life in the School of Theology are authorized to receive formal complaints.
- b. The complainant (the party making the complaint) may have a University employee or student present at the discussion of the complaint.
- c. After discussion with a person authorized to receive a formal complaint, the complainant will be asked to submit a signed, written statement describing the complaint. This statement will be shown to the accused person (respondent).
- d. If the person receiving the complaint is not the Vice Provost, that person will forward the complaint to the Vice Provost who will appoint someone to gather information about the allegations.
- e. Use of these internal procedures does not foreclose subsequent legal action. Individuals may wish to obtain legal advice as they consider the courses of action open to them. However, the proceedings described here are not those of a court of law and the presence of legal counsel is not permitted during these discussions.

## Protection of the Complainant and Respondent

Throughout the complaint process, efforts will be made to protect the complainant from retaliation (which should be reported to any individual authorized to receive a complaint), and to protect the respondent from irresponsible complaints. Any person who intentionally makes a false accusation is subject to disciplinary action.

## The Complaint Process

- a. The timetable set forth below is approximate. The person appointed by the Vice Provost to gather the facts, after consultation with the Vice Provost, may allow additional time for any of the steps noted. Both the complainant and respondent will be notified if such a change is made.
- b. Within 10 business days of receiving the written complaint, the fact-gatherer will consult with the complainant and with the respondent, and others if appropriate, in order to ascertain the facts and views of both the parties.
- c. The fact-gatherer will prepare a summary of the relevant information within 30 calendar days of receiving the written complaint. A draft of the summary will be shown to the complainant and the respondent in order to permit them the opportunity to respond before a final report is made. Any response must be given to the fact-gatherer within three business days of receiving the draft summary.
- d. The fact-gatherer's final report will be sent to the Dean of Students in the College for complaints against undergraduate students, to the Assistant Dean for Community Life for complaints against seminary students, the appropriate dean for complaints against faculty in either the College or the School of Theology, or to the Director of Human Resources for complaints against staff members or others within three days after the deadline for the complainant and respondent to comment on the draft report.
- e. The final report will be shown to the complainant and the respondent. Within three business days thereafter, the complainant and the respondent may each submit a statement to the appropriate Dean or Director of Human Resources concerning the report.
- f. Within five calendar days after the submission of any final statements from the complainant and the respondent, one of the following will occur:
  1. the Dean of Students in the College or Director of Human Resources will decide to:
    - i dismiss a complaint if it is found to lack sufficient evidence or to otherwise be without merit; or
    - ii ask the fact-gatherer to consider the matter further and submit a supplementary report within five days; or
    - iii take whatever action he or she believes is warranted, which may range from reprimand to dismissal.
  2. the Associate Dean for Community Life at the School of Theology will make a recommendation to the Dean at the School of Theology who will decide to:
    - i dismiss a complaint if it is found to lack sufficient evidence or to otherwise be without merit; or
    - ii ask the fact-gatherer to consider the matter further and submit a supplementary report within five days; or
    - iii take whatever action they believe is warranted, which may range from reprimand to dismissal.
  3. the Dean of the College or School of Theology who will decide to:
    - i dismiss a complaint if it is found to lack sufficient evidence or to otherwise be without merit; or
    - ii ask the fact-gatherer to consider the matter further and submit a supplementary report within five days; or

- iii take whatever action they believe is warranted, which may range from reprimand to dismissal. In a case where disciplinary action is to be taken, “the Dean shall notify the faculty member in writing of the reason discipline is being considered and offer the faculty member an opportunity to respond” in accordance with Section VIII of the Personnel Procedures for Tenured and Tenure-Track Faculty at the University of the South.

The complainant, respondent, and Vice Provost will be notified of the action taken.

## **Appeals**

An appeal by a tenured or tenure-track faculty member will be handled in accordance with Section VIII of the Personnel Procedures for Tenured and Tenure-Track Faculty at the University of the South.

All other appeals may be taken to the Vice-Chancellor. Such appeals must be submitted in writing to the Vice-Chancellor’s office within three business days after notification of the decision. The Vice-Chancellor may appoint an advisory committee to review an appeal.

Appeals must be based on one of the following grounds:

1. that there is new information that substantially alters the understanding of the event(s) in question;
2. that the complaint process was not substantially followed; or
3. that the sanction imposed is disproportionate to the offense.

If the appeal meets the appeal criteria and thus will receive full consideration, the opposing party will be provided a copy of the appeal and an opportunity to make a written response to the appeal. Written responses must be made within seventy-two hours of receiving the appeal. Appeal decisions are communicated to both parties and decisions are final.

A permanent record of the formal complaint process and any appeal is ordinarily retained by the University.

## **Modification of Complaint and Appeal Procedures**

The University may modify the procedures set forth above in light of the nature of the charges, the parties or witnesses involved, or other reasonable cause.

## **Student Governance**

### **Honor System**

*The concept of honor — One shall not lie, cheat, or steal.*

For more than a hundred years the Honor System has been one of Sewanee’s most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings.

### **The Honor Code**

Resolutions which have been adopted by the student body from time to time to further an understanding of the Honor System include the following:

First, that any adequate conception of Honor demands that an honorable person shall not lie or cheat or steal.

Second, that membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.

Third, that, since the integrity of the degrees granted by the University must depend in large degree upon the Honor Code, all students in every class must regard themselves as particularly bound by their honor not to cheat in any form, and as likewise bound in honor not to fail to report any cheating that comes to their knowledge.

Fourth, that plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Fifth, the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.

Sixth, because the preservation of equal access to scholarly materials is essential in any academic community, it is a violation of the Honor Code to fail to check out a book taken from the library, or to remove from the building without proper authorization non-circulating materials such as reference books, periodicals, or reserved books.

## The Pledge

Upon entrance to the University every student agrees to abide by this Honor System and is asked to sign a form signifying acceptance of this Honor Code. Each examination, quiz, or other paper which is to be graded carries the written pledge: "I hereby certify that I have neither given nor received unauthorized aid on this paper. (Signature)." The abbreviation "Pledged" followed by the student's signature has the same meaning and may be acceptable on papers other than final examinations.

## The Honor Council

An important part of Sewanee's Honor System is its maintenance and administration by the students. For this purpose students elect an Honor Council consisting of four seniors, three juniors, two sophomores, and one freshman. All members are elected by their respective classes. Following the election of new members in the spring, current and newly elected members of the Honor Council shall elect a Chair, Vice Chair, and Secretary. The council may invite a student from the School of Theology to participate, without vote, in its proceedings.

The election and organization of this council, its jurisdiction, its rules of procedure, and other relevant matters are subject to oversight by the Order of Gownsmen and the Student Assembly, which may recommend changes from time to time. Before becoming effective any changes are submitted to a referendum vote by the entire student body and must receive approval of two-thirds of those voting, and of the Vice-Chancellor. The jurisdiction of the Honor Code is not restricted to the Domain of the University. Cases may arise, however, because of distance or other circumstances, for which a fair hearing is impractical. The council shall release case-related statistics, mindful of the students' right of confidentiality, to be made available to the student body.

Although it is each student's responsibility to know the content of the code, the Chair of the Honor Council undertakes each year to familiarize new students with its meaning and significance and to remind the faculty and staff of their responsibility to support the code.

## Rules of Conduct for Hearings Before the Honor Council, Appeals, and Penalties

The Rules of Procedure were adopted and approved on May, 1984, and subsequently amended and may be found at: [sewanee.edu/student-life/live/the-honor-system/related/rules-for-the-honor-council.php](http://sewanee.edu/student-life/live/the-honor-system/related/rules-for-the-honor-council.php). Rules for the operation of the Honor Code during summer school may be found at: [sewanee.edu/student-life/live/the-honor-system/related/rules-for-the-honor-council-during-the-summer.php](http://sewanee.edu/student-life/live/the-honor-system/related/rules-for-the-honor-council-during-the-summer.php).

## The Order of Gownsmen

Among Sewanee's many customs, none perhaps is more distinctive than the wearing of the gown by students and faculty. Gowns were originally authorized to be worn by all students in 1871, and the Order of Gownsmen (OG) was established in 1873 at the instigation of Chaplain William Porcher DuBose. The students who are members of the OG have worn the gown as a badge of academic distinction ever since. The OG was the original and only form of the student government until the 1960s, when the Delegate Assembly was created. Even at that time, all parts of the student government, including the Delegate Assembly, the Honor Council, the Pan-Hellenic Council, the Student Vestry, and the Discipline Committee, were all directly responsible to the Order. In the 1970s and the 1980s, this was changed; however, the Order remains the oldest and premier branch of the student government.

Today, the Order works parallel with the Student Government to voice student opinion. It is also uniquely charged with the maintenance and promotion of the spirit, traditions, and ideals of the University. In addition, the OG runs the Election Committee, which is composed of all Proctors and is chaired by the President of the Order. Undergraduates earn membership in the OG as seniors (students with 96 or more hours) if their academic average for the previous two semesters at Sewanee or at a foreign study program sanctioned by the University is 3.00; as juniors (students with 64-95 hours) if their academic average for the previous two semesters is 3.20; as sophomores (students with 24-63 hours) if their academic average for the previous two semesters is 3.40.

In accordance with faculty legislation, gownsmen must be inducted into the Order to be considered a member; students who cannot be present for the induction ceremony because they are abroad are inducted *in absentia*. Students who have not earned the GPA to be a member of the Order, but who have passed their comprehensive examination, are automatically inducted into the Order as de facto members once they have passed their comprehensive examinations.

In accordance with the provisions of the Student Government Constitution, the OG serves as a force for channeling student opinion to promote positive change. Besides the OG's substantial legislative authority through its appointment power to student and faculty committees, the OG's Executive Committee and task forces are unique methods for investigating the problems and concerns of the University Community. The degree to which the OG is involved in University life is determined by the President and body itself. The OG adopted its own constitution in 2007, which gives further structure to its organization and responsibilities.

## Student Government

The present Student Government Constitution was approved by student referendum in the spring of 2010. The Constitution establishes the student government as the sole governing assembly of the student body. The recently approved Student Government Constitution may be viewed online if you have further questions about the structure of Student Government at Sewanee.

# Courses in the College of Arts and Sciences

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## American Studies (AMST)

### AMST 150 Introduction to Africana and African American Studies (4)

An introduction to how historical and contemporary analyses of cultural, political, and social forces in America, the Atlantic world (Europe, Latin America, and the Caribbean), and Africa have influenced the life experiences of people of color. To illuminate those life experiences, the course employs the concept of race (as a theoretical, historical, and critical category), historiography, social analysis, and cultural critique.

### AMST 251 Black Masculinity in the United States (4)

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

### AMST 255 Imagining Africa (4)

This course examines popular notions of Africa and its relationship to a global African diaspora. Literature is used to question how Africa has served historically as a metaphor for exoticism, sexuality, and savagery in western discourse and, in the contemporary world, as an imagined site of seemingly insoluble problems such as genocide, famine, and the collapse of the state.

### AMST 310 Exploring Southern Identities: From the Rebel Yell to "We Shall Overcome" (4)

This interdisciplinary course focuses on cultural and community formation in the Deep South. Faculty from related disciplines address the organic connection between location and culture, with emphasis on the region's music, architecture, foodways, and politics; the formation of communities and institutions is emphasized in considering larger events like the Civil Rights Movement. *Prerequisite: HIST 100 or (HUMN 101 and HUMN 102).*

### AMST 333 Junior Seminar (4)

Reading and discussion of significant texts from various disciplines including important theoretical analyses of American cultural and intellectual life.

### AMST 351 Toni Morrison (4)

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

### AMST 420 Senior Research Seminar (4)

This seminar is designed to prepare and guide senior American Studies majors in the preparation of their senior theses. Weekly class meetings will be devoted to various topics related to their projects, including theoretical and practical problems of research, interpretation, analysis, and writing. Students will prepare regular written and oral submissions, and read and critique each other's work. They will deliver a final oral presentation on their completed project. *Open only to students pursuing majors in American studies.*

### AMST 444 Independent Study (2 or 4)

*Open only to students pursuing majors in American studies.*

## Anglican Studies (ANGL)

### ANGL 337 C.S. Lewis: Author, Apologist, and Anglican (3)

This course examines selected writings of C.S. Lewis (1898-1963) with special attention to the Anglican character of his work. It begins with Lewis's philosophical arguments against naturalism and then considers his thought on the Trinity, Incarnation, ethics, gender, war, eschatology, and the spiritual life. The course concludes with analysis of his last two works of fiction, *The Last Battle* (for children) and *Till We Have Faces* (for adults).

## Anthropology (ANTH)

### ANTH 104 Introductory Cultural Anthropology (4)

This introduction to the methods and concepts of cultural anthropology will emphasize how action, thought, and belief combine to form coherent cultural patterns. The intensive study of a few cultures will be set within the larger perspective of sociocultural evolution and the anthropological sub-fields of political, psychological and economic anthropology, kinship, religion, and linguistics.

### ANTH 106 Introductory Physical Anthropology and Archaeology (4)

An introduction to the processes of human and cultural evolution. Physical anthropology will focus on hominid evolution, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology will trace cultural evolution from foraging societies to the great civilizations of ancient times. Both course segments will include a review of pertinent methods and theories. This course is not open for credit to students who have received credit for ANTH 107.

**ANTH 107 Human Evolution and Variation (4)**

A critical anthropological perspective on the production of evolutionary thought, human evolutionary history, and contemporary human variation. Key issues explored include the cultural context of evolutionary science, competing scientific theories of modern human emergence, the relevance of primate studies for human evolutionary history, and a comparison of cultural and biological notions of human race, sex, and intellectual capacity. The course addresses current debates surrounding the cultural and biological forces involved in human evolution and variation. This course is not open for credit to students who have received credit for ANTH 106.

**ANTH 108 Introductory Anthropological Linguistics (4)**

An introduction to the origin of language, principles of general linguistics, historical and comparative linguistics, pidgin and Creole languages, and sociolinguistics.

**ANTH 109 World Prehistory (4)**

An introduction to world prehistory, this course begins by examining human origins in Africa and the spread of hominid populations across Africa, Asia, and Europe and considers the origins and spread of agriculture and complex societies, beginning with those in Mesopotamia, Egypt, the Indus Valley, and China. Course topics also explore transitions from tribal societies to chiefdoms and proto-states in pre-Roman Europe. The course concludes by examining the varied paths to state-level societies in North America, Andean South America, and Mesoamerica. Not open for credit to students who have completed ANTH 202.

**ANTH 180 Archaeology of Britain (4)**

An examination of how archaeologists attempt to make sense of British prehistory. Beginning with the Mesolithic Period around 9,500 b.c., the course further considers the origins of agriculture in Britain, around 4,000 b.c., and the related ceremonial landscapes and burial and henge monuments of the Neolithic Period. The second portion of the course deals with the Bronze and Iron Ages through the types of subsistence and settlement strategies early Britons employed and archaeological evidence for social hierarchy, religious practices, warfare, and trade. The course concludes with the examination of the development of *oppida*, the use of coinage, the Roman invasion, and the Picts of Scotland.

**ANTH 201 Global Problems: Anthropology and Contemporary Issues (2)**

This course examines such global issues as overpopulation, poverty, hunger, and violence. It combines a broad, interdisciplinary approach with examination of specific anthropological case studies of NGOs (non-governmental organizations) in South Asia (Bangladesh) and Southeast Asia (Cambodia), and an analysis of the effects of international development agencies at the local level. Using culture as a unifying concept, the course addresses economic, political, ecological, and ideological issues.

**ANTH 203 The Anthropology of Gender (4)**

A study of the varied ways cultures define gender. Using an evolutionary perspective, the course will evaluate changing modes of subsistence, division of labor, and power structures as they pertain to cultural concepts of gender. Anthropological case studies will help foster an understanding of the complex and interrelated aspects of gender as it actually affects individual human beings.

**ANTH 222 Celtic Culture and Archaeology (4)**

Grounded in the anthropological perspective, this course will explore ancient Celtic society through archaeology, ethnohistory, linguistics, and a focus on myth and religion. Our study initially focuses on the people of the European Iron Age (800 B.C. to the Roman conquest). Further course components consider the continuity and influence of Celtic traditions through the Middle Ages to the present in areas least impacted by Roman rule (Ireland, Scotland, and parts of Wales), and the contemporary cultural phenomena known as Celtic Revivalism.

**ANTH 290 Women in Cross-Cultural Perspective (4)**

A comparison of women's experiences of family, work, religion, development and war across diverse world regions to see how these can differ widely from one society to another. Anthropological writings and films are used to learn the concepts and perspectives necessary for the exploration of women's similarities and differences. Discussion-centered learning and student research papers help involve students actively in the collective construction of knowledge about women's lives around the world. This course cannot be taken for credit by any student who has earned credit for ANTH 321. *Prerequisite: ANTH 104 or WMST 100 or INGS 200.*

**ANTH 298 Ecological Anthropology (4)**

This course will examine human-environmental relationships from the anthropological perspective. Consideration of theoretical approaches and practical applications will be supplemented by archaeological, ethnographical, and ethnohistorical case studies. We will consider various ecosystems and landscapes as palimpsests that reveal cultural footprints to the archaeologist and human choices to the ethnographer. We will explore how an understanding of both can greatly inform ecological studies and further new thinking about environmental policy.

**ANTH 301 American Culture (4)**

An anthropological study of the United States will use community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community, and nation will help interpret technology, the economy, leisure, popular culture, and social class.

**ANTH 302 Southern Cultures (4)**

An anthropological study of the southern United States emphasizes cultural continuity in both mountains and lowlands. The course uses community studies and literature to explore how indigenous interpretations fit within and react against national patterns and how locality, race, status, and gender act as social principles.



**ANTH 303 The Anthropology of Europe (4)**

An anthropological examination of various cultural groups populating Europe today begins with a brief survey of European geography, prehistory, and history. The course will evaluate a number of approaches--community studies, culture areas, national character studies, problem orientation--popular in European anthropology. Items of special interest include urban Europe, the European family, and women in Europe.

**ANTH 304 Peoples and Cultures of Africa (4)**

A brief survey of geography, prehistory, and history followed by an evaluation of modern African cultural groups. Special topics considered include African women, labor migration, urbanization, associations, and elites. The overarching theme of the course is the differential effects of modernization on Africa.

**ANTH 305 Cultures of Latin America (4)**

An introduction to Latin American cultural traditions as they relate to social identities, religious beliefs, economic practices, political systems, and natural environments. Students examine diverse regional contexts, including the Peruvian Andes, Central American urban centers, and the Brazilian Amazon. Legacies of inequality and political violence are contrasted with powerful social movements and creative cultural productions. *Prerequisite: ANTH 104.*

**ANTH 306 American Indians (4)**

A consideration of North American native peoples that involves origins and culture areas and the study of several specific groups as to history, economy, kinship, authority, and world view. Special attention will be given to problems of conquest, reservation life, and U.S. government policy.

**ANTH 307 The Archaeology of Southeastern United States (4)**

The course introduces students to intermediate and advanced concepts of archaeology, prehistory, and early history using the Southeastern United States region and the Moccasin Bend National Historic Landmark as primary case studies. Lecture and discussion are supplemented by archaeological field and laboratory exercises, site visits, and guest lectures on special topics. The course has a laboratory component consisting of field and laboratory training and research, but this does not satisfy a laboratory science requirement. *Prerequisite: ANTH 106.*

**ANTH 308 Myth, Ritual, and Meaning (4)**

The study of religion and meaning from the perspective of interpretive anthropology anchors the understanding of other cultural traditions in the study of Western religious and social forms. Special attention is given to magic, witchcraft, rites of passage, symbolic classification, and the evolution of religious forms.

**ANTH 309 The Archaeology of Moccasin Bend National Park (4)**

A case study of the interaction of archaeology, public law, and citizen advocacy in the creation of historic parklands in America. *Prerequisite: ANTH 106.*

**ANTH 310 Topics in Archaeology and Historic Preservation (4)**

The seminar format involves student research and presentations on selected topics in American and Old World archaeology, and historic preservation, instructor and guest lectures, and field trips. Topics, which vary with student experience and interest, include preservation archaeology, campus heritage preservation and management, historic preservation law, archaeological research design, archaeology of early Spanish contact and trade, the archaeology of the Domain of the University of the South and other Tennessee locales, prehistoric lithic technology, cave and rock art peopling of the New World, and Mississippian chiefdoms. *Prerequisite: ANTH 307 or ANTH 313.*

**ANTH 311 Gender and Class in Latin America (4)**

An examination of gender relations in diverse Latin American contexts. The history of anthropological scholarship on gender and class in the region, as well as contemporary theories of how gender, social class, race/ethnicity, and sexuality intertwine in human experience are key foci of the course. Detailed ethnographic case studies from Amerindian, Afro-Latino, and Mestizo cultural contexts help students apply broader theories to the analysis of gender relations as they are conceptualized by these different groups in Latin America. *Prerequisite: ANTH 104.*

**ANTH 312 Place, Ritual and Belief (4)**

An upper-division seminar designed to enhance students' research skills and engage students in thoughtful examination of the relationship between religious beliefs and practices, and natural environments. While including the major religious traditions, the course will focus on indigenous, historic and prehistoric traditions within band, tribe, chiefdom and state societies. The course will focus on religious syncretism due to historical conquest or latter 20th century globalization as it impacts human-historical conenvironmental relationships.

**ANTH 313 Method and Theory in Archaeology (4)**

This course covers the history and current practice of archaeology from the methodological and theoretical perspectives. The basic class format involves lectures and discussion, but there is a laboratory component consisting of field and laboratory training and research. This course does not meet the requirement for a natural science course, with or without a laboratory. Site visits and guest lectures will be part of the course.

**ANTH 314 Colonialism and Culture (4)**

An introduction to social and cultural problems related to processes. The course takes the position that the history of colonialism concerns us in the present and deserves ongoing reinterpretation. The course is designed to have students recognize that cultural practices and beliefs have been greatly informed by colonial processes of economic and political exploitation. How these relationships of power influenced, and continue to influence cultures around the world is the key concern of this course.

**ANTH 316 Archaeology of the Cumberland Plateau (4)**

This course examines the cultural history of the Cumberland Plateau through anthropological archaeology. After a brief consideration of the subject's environmental context within one of the most biologically diverse regions on earth, the class investigates the Plateau's rich prehistoric and historic archaeological record, which spans at least 12,000 years. In addition to ethnohistorical research, students actively engage in laboratory analysis of artifacts from the University Domain. Students also participate in site visits and field survey to explore both the Native American and European American record left as rock art, as well as that found in open habitation, cave, and rockshelter sites.

**ANTH 317 The Anthropology of Development (4)**

An examination of the basic assumptions of mainstream modernization approaches. Students explore key aspects of "modernity," as this term has been understood in Western European thought, and explore anthropologists' critiques of the exportation of these key aspects to other contexts. Detailed ethnographic case studies from diverse world regions, including Southeast Asia, Africa, and Latin America help students to understand the impact of development thinking in Third World contexts. The professor's investigation of development in the war-torn context of Medellin, Colombia, is an ongoing source of material for reflection and debate. *Prerequisite: ANTH 104.*

**ANTH 318 North American Archaeology (4)**

This course reviews Pre-Columbian and Historic Era histories and social landscapes north of Mesoamerica. The course considers the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, the rise and fall of chiefdoms, and colonial encounters between Europeans and Native Americans.

**ANTH 319 Medical Anthropology (4)**

This anthropological investigation into medical topics with a cultural component (gerontology, substance abuse, nutrition, folk medicine, etc.) will also examine the ways in which various cultural backgrounds may impede or enhance the medical process. Issues such as disease and therapy will also be examined in cross-cultural perspective.

**ANTH 320 Marriage, Family, and Kinship (4)**

A brief review of cross-cultural differences in kinship and marriage exchange, together with historical analysis of family development and marriage in England and America. The course ends by considering contemporary communal and alternative family styles.

**ANTH 340 Families in Asia (4)**

A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students will study anthropological approaches to understanding kinship and will read and view contextualized accounts of family life from several time periods. These accounts will include ethnographies, novels, children's stories, religious and philosophical texts, folktales, films, and Internet materials. To the extent possible, Chinese, Japanese, and/or Thai guests will visit and share their family stories.

**ANTH 341 The Culture and History of Southeast Asia (4)**

A survey of the peoples and polities of Southeast Asia from prehistory to the present, stressing the cultural and historical continuities that unite this ethnically diverse region. Special consideration is given to urban rule, peasants, popular religion, and indigenous notions of power, gender, space, and time.

**ANTH 350 Environmental Archaeology (4)**

The course explores past environments and the methods and evidence used to reconstruct them. Students acquire knowledge of the biological and geophysical systems in which particular cultures developed and changed. Emphasis is on the integration of geological, botanical, zoological, and archaeological data used to reconstruct Quaternary climates and environments.

**ANTH 357 Field School in Archaeology (6)**

Conducted on the University Domain or other pre-eminent sites in Tennessee, The Sewanee Field School in Archaeology provides, in an intensive one-month period in the summer, training and experience in the process of conducting research on highly significant archaeological resources. While the fieldwork is the primary component, guest lectures, consulting, and field trips are provided by other Southeastern archaeologists.

**ANTH 366 Power and Violence: The Anthropology of Political Systems (4)**

Societies, whether simple or complex, must grapple with the use and abuse of power as well as with institutionalized and illegal acts of violence. This course will focus on these issues from an anthropological perspective, evaluating various theoretical models that have been developed to explore both power and violence. We will then deal with specific case studies of both simple and complex societies and their political systems, concluding with the United States.

**ANTH 379 Ethnicities (4)**

This course is an examination of ethnic identities as cultural phenomena responding to social, economic, and political contexts and of identities as they articulate with subsistence, gender, religion, and caste or class. The course will include a cross-cultural survey and then a consideration of how ethnicity has been politicized and celebrated in America with the changing ideological models of assimilation, pluralism, and multiculturalism. The end of the course will involve the study of creolized ethnicities in the American South. *Prerequisite: ANTH 104.*

**ANTH 387 Archaeology of Ireland (4)**

This class offers a survey of Irish pre-history from the earliest human settlements during the Mesolithic era, through the Neolithic and the Bronze and Iron Ages. The class then considers the material remains and cultural history of the sixth and seventh century "land of saints and scholars." The course concludes with an examination of the archaeological records and cultural impacts of the Viking and Norman invasions.

**ANTH 391 Junior Tutorial (4)**

The course involves students intensively reading and critiquing ethnographies. The course is taken in the second semester of the junior year and prepares students for writing an ethnography in ANTH 401 (to be taken in the first semester of their senior year). Students write bi-weekly papers to enhance their critical thinking and strengthen their writing skills and normally choose a topic for ANTH 401 near the completion of Junior Tutorial. *Prerequisite: ANTH104.*

**ANTH 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**ANTH 401 Anthropological Field Methods (4)**

Designed to train upper-division anthropology students to develop and carry out field research, the course first focuses on specific field methods used by anthropologists, ethnomethodology, network analysis, and statistical analysis. The second part of the course comprises a supervised field study where such methods can be tested. The last part of the course consists of data analysis and presentation. *Open only to students pursuing majors in anthropology.*

**ANTH 403 Social Theory (4)**

The historical development of theory in American cultural anthropology beginning with positivism and classical evolutionary thinking through that of the neo-evolutionists. Consideration of different historical approaches is followed by exploration of cultural materialism, structuralism, Marxism, symbolic interpretation, and practice theory.

**ANTH 405 Honors Thesis (4)**

Student-initiated forty-page research project in a student's area of specialty. Participation is in the Easter semester of an anthropology major's senior year and is by invitation of the anthropology department.

**ANTH 411 Research Seminar: Campus Life and Academic Culture (4)**

How do social and academic life interact on our campus? Using interviews, observation, and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation, and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers.

**ANTH 412 Research Seminar: Diversity in Campus Life (4)**

Using ethnographic methods, this course researches how the national discourse on diversity plays out locally. Research explores personal, social, and institutional life, considers which differences matter and why, and studies how students experience diversity. Students cooperate to develop a shared database to use in writing individual papers.

**ANTH 420 Sacred Landscapes and Folk Liturgies of Ireland (2)**

This cultural immersion course engages students in ethno-ecological fieldwork in rural Ireland. Students collaborate with local communities in documenting holy well sites and contemporary well-side practices. Students daily interview Irish consultants about folk liturgy, ethno-botany, and localized saint cults. Students also visit holy well sites and hike ancient pagan pilgrimage trails Christianized by Celtic Christian saints in the 5th-7th centuries.

**ANTH 444 Independent Study (2 or 4)**

For selected students. May be repeated for course credit more than once.

**Arabic (ARAB)****ARAB 103 Elementary Arabic I (4)**

An introduction to fundamentals of the language. After learning the Arabic alphabet and corresponding sounds, students establish basic communication skills in reading, writing, speaking, and listening. Emphasis is on both Standard Arabic and the Levantine dialect. Can fulfill the language requirement for international and global studies majors but does not count as one of the eight distributed electives needed for the major and does not fulfill the general education requirement for foreign language study.

**ARAB 104 Elementary Arabic II (4)**

A continuation of Arabic 103, this course gives students the tools for communication in the language. Students who complete the course should be able to speak, comprehend, write, and read the language with enough mastery for basic, everyday conversation and academic use. Emphasis is on Modern Standard Arabic and the Levantine dialect. Does not fulfill the general education requirement for foreign language study. *Prerequisite: ARAB 103 or placement.*

**ARAB 203 Intermediate Arabic (4)**

Intermediate Arabic is an intensive course in more advanced elements of Modern Standard Arabic, including speaking, writing, reading, and listening. Students enhance their conversational skills and develop more extensive knowledge of vocabulary and grammar. Four hours of class per week are required. *Prerequisite: ARAB 104 or placement.*

**Art (ART)****ART 101 Line, Form and Space: Studies in Drawing, Photography and Sculpture (4)**

This course establishes the fundamentals of visual literacy and communication by considering the relations among line, form, and space. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to drawing, photography, and culture. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with ART 102, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Required for all art majors and minors. *Open only to new first-year students, freshmen, and sophomores.*

**ART 102 Color, Motion, and Time: Studies in Digital Art, Painting, and Video (4)**

This course establishes the fundamentals of visual literacy and communication by considering the relations among color, motion, and time. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to digital art, painting, and video. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with ART 101, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Required for all art majors and minors. *Open only to new first-year students, freshmen, and sophomores.*

**ART 231 Topics in Electronic and Interactive Art (4)**

The course examines the broad range of electronic technologies and processes that are employed in contemporary art practice. Students meld traditional processes with software and hardware towards the production of physical, time-based and interactive projects. Assignments include consideration of the interplay between society, technology, and experience.

**ART 242 The Lens and the Landscape: Documentary Studies and the Environment (4)**

This course studies the human, ecological, and environmental histories of the region through the lens and practice of documentary production. In collaboration with historians, archaeologists, and biologists, students develop individual and group projects to create short documentaries about a diverse range of topics focused on the past and present environmental conditions of the Domain and its surroundings.

**ART 243 Cutting Time: Topics in Contemporary Video Production and the Moving Image (4)**

This course involves study of the theories and processes of video and audio production as well as other techniques for making moving images. It examines a variety of aesthetic, formal, thematic, and technical approaches to composition and artistic expression through moving images and sound. The evaluation and analysis of assignments involves group discussions and individual critiques. Examples from a spectrum of artists and filmmakers provide a context for understanding the potential of moving images in a variety of forms.

**ART 251 Topics in Contemporary Drawing (4)**

Using both traditional and non-traditional drawing media, this course investigates drawing and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition, and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions address themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional drawing as it relates contextually to an ever-changing world.

**ART 253 Book Arts (4)**

Through studio practice and analysis of bindings, the class considers how contemporary artists use books to disseminate, contain, sequence, and even subvert visual and/or textual information. Study of artists, books in the University's Permanent Collection, and readings from book arts theorists complement class discussions. The course culminates in the production of limited-edition artists' books.

**ART 255 Collage and Assemblage: Combinations of Contemporary Culture (4)**

Using found and self-generated imagery, this course explores collage and assemblage as means for developing artistic concepts. Through the understanding and juxtaposition of materials such as magazine clippings, wallpaper, texts, objects, photographs, and drawings, students establish a heightened sensitivity to the meaning of specific materials, explore various methods of combining them, and critically address how collage and assemblage have been used and created in both past and present. Through studio assignments, writing exercises, readings, discussions, and critiques, students explore forms of both historical and contemporary collage processes.

**ART 257 Figure Drawing (4)**

This course investigates drawing the human form through the study of anatomy, observation of the live human form, and fundamental exercises in gesture, line, contour, and tonal modeling. Students explore the relationship between figures and their environments, as well as the proportions and forms of the body and how to depict dynamic three-dimensional forms on a two-dimensional surface. In class, students work predominantly from the live model, and outside of class pursue a combination of advanced assigned and self-directed projects aimed toward an understanding of the body in space.

**ART 259 Drawing from Life (4)**

This course explores use of observational drawing techniques as a means for translating three-dimensional realities into two-dimensional drawn images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various drawing materials. Through studio assignments, exercises, readings, discussions, and critiques, students learn to draw from both life and the imagination, all the while honing their observational skills and their facility with drawing media.

**ART 261 The Lens, Time and Space: Topics in Photography (4)**

This course introduces students to thematic approaches in photography using film-based methods, digital printing, and multi-media. Class projects and discussions center around the cultural and socio-political impact of the medium, as well the deeply personal and expressive aspects of photographic art.

**ART 263 Intermediate Documentary Projects in Photography (4)**

The course introduces students to documentary methods and issues pertaining to photography and related media used in the making of photo-documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth.

**ART 281 Material, Space, and Form: Topics in Contemporary Sculpture (4)**

This course explores both new and traditional media for the study and production of sculptural form. A series of assignments involve additive and reductive processes, mold making and casting, static and temporal composition, and a range of materials. Examples ranging from ancient to current sculptural practices are discussed and reviewed to provide historical and theoretical context for the assignments. The evaluation and analysis of assignments involves group discussions and individual critiques.

**ART 282 Sustainable Structures (4)**

Through the study and application of sustainable materials as media for sculpture, design, and architecture, this course examines relationships among landscape, physical culture, and the built environment. With the benefit of various locally grown and recycled materials used to build a series of projects, the course employs new technologies and discusses issues related to the practical integration of ecologically sound aesthetics into contemporary culture.

**ART 287 Electronic Sculpture (4)**

This course employs new media technologies in sculpture and installation projects. Students translate digital and analog input from a variety of sensors and sources into creative output through the use of programming, circuits, sound, video, motors, and traditional sculptural media.

**ART 291 Topics in Contemporary Painting (4)**

Using both traditional and non-traditional painting media, this course investigates painting and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition, and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions revolve around themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional painting as it relates contextually to an ever-changing world.

**ART 299 Painting from Life (4)**

This course explores use of observational painting techniques as a means for translating three-dimensional realities into two-dimensional painted images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various painting materials and surfaces. Through studio assignments, exercises, readings, discussions, and critiques, students learn to paint from both life and the imagination, all the while honing their observational skills and their facility with painting media.

**ART 331 Advanced Projects in Digital Arts (4)**

This course builds on experience gained from courses such as ART 101, ART 102, and ART 231. Students continue to receive specific instruction in using the main imaging and design software and are assigned projects to help consolidate expressive and conceptual skills.

*Prerequisite:* ART 231.

**ART 342 Scene Design (4)**

Deals with script analysis; scene research techniques; periods and styles of production; exercises in scale, proportion, volume and color. The student is expected to complete a series of projects culminating in the complete design for a classic or contemporary play. *Prerequisite:* THTR 114.

**ART 343 Advanced Seminar in the Production of Video and the Moving Image (4)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. *Prerequisite: ART 102 or ART 104 or ART 231 or ART 243 or ART 331.*

**ART 344 Lighting Design (4)**

Exercises in script analysis, research options, styles of production, lighting theory, techniques and equipment. Through journals and projects, students interpret and communicate with light.

**ART 347 Scene Painting (4)**

A study of basic techniques, tools and procedures employed by the scenic artist. Projects include exercises in color theory and mixing; problem solving; and common finishes on hard, soft, and three-dimensional scenic units.

**ART 348 Advanced Scenography (4)**

A study of advanced problems in performing arts design. The student will be introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers will work together to create design solutions for different performance media.

**ART 351 Advanced Studio Seminar in Drawing (4)**

In this drawing seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the drawing in both traditional and non-traditional materials. *Prerequisite: ART 101 or ART 105 or ART 251 or ART 255 or ART 257 or ART 259 or ART 291.*

**ART 361 Advanced Photography (4)**

The course builds on prior experience and concentrates on small and large format photography, color and alternative photographic processes. Class projects and discussions are shaped around self-defined projects. *Prerequisite: ART 101 or ART 103 or ART 261 or ART 263.*

**ART 363 Advanced Documentary Projects in Photography (4)**

The course builds on ART 263 and consolidates methods and issues pertaining to the making of photographic documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth. *Prerequisite: ART 263.*

**ART 381 Advanced Studio Seminar in Sculpture (4)**

In this sculpture seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the art involved in three-dimensional media and methods. *Prerequisite: ART 101 or ART 104 or ART 281 or ART 282 or ART 287.*

**ART 391 Properties of Painting (4)**

This seminar course explores the properties and applications of acrylic and oil paints as they relate conceptually to our contemporary world. Working both observationally and abstractly, students experiment with traditional techniques such as glazing and under painting. They also investigate paint as a sculptural and textural material. *Prerequisite: ART 102 or ART 105 or ART 291 or ART 299.*

**ART 420 Seminar in Creativity (4)**

This investigation of the creative process requires advanced studio skills and is based on discussion of works-in-progress. Selected readings, participation in critiques, and a semester-long studio project help establish a disciplined and systematic approach to creative practice. *Open only to seniors pursuing majors in art.*

**ART 430 Senior Seminar (4)**

Participants will have already developed advanced skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). This seminar further enhances studio skills by referencing individual, self-defined project work to readings that explore the theory and practice of the visual arts, the societal role of the artist, contemporary issues and interdisciplinary approaches. *Open only to students pursuing majors in art.*

**ART 432 Directed Projects with Visiting Artists (4)**

This seminar places the work of each student in a broader context by allowing students to work closely with one or more visiting artists. Students are expected to meet with the instructor(s) outside of class times and to write a thesis paper, present final projects, and prepare an exhibition. Students must have advanced skills in at least two of the six media offered in the art curriculum.

**ART 444 Independent Study (2 or 4)**

For select students. Permission of the instructor required.

## Art History (ARTH)

**ARTH 103 Survey of Western Art I (4)**

A survey of the architecture, sculpture, painting, and decorative arts of the West from prehistory to the end of the Middle Ages.

**ARTH 104 Survey of Western Art II (4)**

A continuation of ARTH 103, beginning with the art of the Italian Renaissance and concluding with the major artistic developments of the 20th century.

**ARTH 107 The Films of Alfred Hitchcock (4)**

*Rear Window* will serve as a model for Hitchcock's persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of other Hitchcock films from the late twenties to the mid sixties will emphasize the director's treatment of editing, framing, sound, and *mis en scene*. Students will become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work.

**ARTH 108 History of Film: Invention to Mid-Century (4)**

A chronological survey of the most significant and influential developments in international cinema from the invention of moving pictures to mid-century. Emphasis is on pioneering directors and major films. This course also introduces the student to film theory along with the major aesthetic and technological developments of the medium.

**ARTH 202 History of Photography (4)**

This course introduces students to the history of photography, from the invention of the medium in the 1830s to recent practices of photographers and artists working with a wide variety of photographic technologies. Emphasis is given to key artist, artistic movements, and theories of photography, as well as to visual literacy and familiarity with the multiple genres and social functions of photographic image production.

**ARTH 206 History of Architecture (4)**

A critical and historical survey of architecture from antiquity to the present day. This course focuses on major developments in the West, with consideration of Islamic influences. Representative monuments are used to introduce the student to construction techniques, architectural theory, and interpretation of the built environment. *Prerequisite: ARTH103.*

**ARTH 207 The Arts of Asia (4)**

A survey of the visual arts of India, China, Japan, and neighboring countries from prehistory to the present. The major monuments consisting of architecture, sculpture, and painting are discussed. Both indigenous and cross-cultural aspects of each art work are examined in the light of style, iconography, and historical context.

**ARTH 210 Islamic Art and Architecture (4)**

A survey of the origins, characteristics, and development of Islamic art, approached by considering productions ranging from architecture to sumptuary arts. This course covers the early formation and definition of Islamic art during the Ummayyad and Abbasid periods and later phases of splendor in late Medieval and Modern eras. It includes the art and architecture of Fatimids, Mamluks, Saljuks, Ottomans, Ilkhanids, Timurids, and Safavids, in areas stretching from the Iberian Peninsula and northern Africa to India.

**ARTH 212 American Animation, 1910-1960 (4)**

A chronological examination of the most significant and influential short and full-length animated features made in the United States between 1910 and 1960. This course begins with the experiments of Winsor McCay ("Little Nemo," 1911) and ends with the rise of made-for-television cartoon in early 1960s. Emphasis is placed both on major studios in New York, Kansas City, and Los Angeles and on pioneering directors and animators working in those studios. The course also situates the work of those studios, directors, and animators within the larger contexts of twentieth century American history and popular culture.

**ARTH 307 Japanese Art (4)**

A survey of the visual arts of Japan from prehistory to the present, including a discussion of the stylistic, historical and social significance of major art works in a variety of media including architecture, sculpture, painting, prints, ceramics, and gardens. Japanese ways of thinking, as well as the cross-cultural issues reflected in each art work, will also be discussed.

**ARTH 310 Far East in American Visual Culture (4)**

An examination of the American fascination with and assimilation of art and culture of the "Far East" as demonstrated by japonisme in Victorian America, Zen in contemporary art, as well as Orientalism in popular culture. While emphasis is on painting, a variety of media (including architecture, sculpture, decorative arts, prints, photography, and film) are discussed. The ideological, religious, and social issues are addressed along with the stylistic and aesthetic ones. *Prerequisite: One course in art history, Asian studies or American studies.*

**ARTH 312 Greek and Roman Art and Architecture (4)**

A chronological survey of the painting, sculpture, and architecture of the Greek, and Hellenistic worlds and Roman Empire from the eighth century B.C.E. to the fourth century C.E. While emphasizing stylistic developments, political and cultural contexts will also be examined. *Prerequisite: ARTH 103 or HUMN 101 or HUMN 102 or HUMN 103.*

**ARTH 317 Approaches to Art History (4)**

This writing-intensive seminar addresses the history and methods of art history by exploring its philosophical development. The current state of the discipline as it negotiates the theoretical challenges of poststructuralism and postmodernism will also be explored. Written and oral assignments develop the students' research and communication skills. *Open only to students pursuing programs in art history. Prerequisite: ARTH 103 and ARTH 104.*

**ARTH 318 Spanish Medieval Art (4)**

A survey of Spanish art from the Visigothic period through the fifteenth century. Topics to include pre-Romanesque, Romanesque, Gothic, and *Mudejar* art in the Christian realms as well as the Spanish-Muslim art of Al Andalus. Special attention will be given to medieval Iberia as the crucible of Christian, Muslim, and Jewish cultures.

**ARTH 320 Medieval Art and Architecture (4)**

The art and architecture of Western Europe from the late Roman Empire to the dawn of the Renaissance. Emphasis will be placed on the development of monumental architecture and the regional peculiarities of sculpture, painting, and the minor arts over the course of this thousand-year period. *Prerequisite: ARTH 103 or HUMN 102.*

**ARTH 322 Art and Devotion in Late Medieval and Early Modern Northern Europe (4)**

This seminar explores the devotional art, literature, and thought of northern Europe in the late thirteenth, fourteenth, fifteenth, and sixteenth centuries. Manuscript illumination and female piety will be especially emphasized. *Prerequisite: ARTH 103 or ARTH 104 or HUMN 102.*

**ARTH 325 Italian Renaissance Art and Architecture (4)**

A survey of painting, sculpture, and architecture in Italy from the late 13th to the close of the 16th century. While the artists and monuments of Florence, Rome, and Venice will be the principal foci, important developments in other centers will also be considered. *Prerequisite: ARTH 103 or ARTH 104 or HUMN 102 or HUMN 104.*

**ARTH 326 Northern Renaissance Art (4)**

A study of northern European art from the early 14th to the late 16th centuries. While the course will concentrate on Flemish and German panel painting, attention will also be paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. *Prerequisite: ARTH 103 or ARTH 104 or HUMN 102.*

**ARTH 332 Seventeenth and Eighteenth Century Art (4)**

This course will address painting, sculpture, and architecture of seventeenth- and eighteenth-century Europe within a variety of social, historical, stylistic, and theoretical contexts in order better to understand the role and meaning of the visual arts in this period. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 333 French Art (4)**

A survey of French painting, sculpture, and architecture from the early seventeenth century to the end of the eighteenth century. Emphasis is placed on the founding of the Royal Academy of Painting and Sculpture, the artistic program of Louis XIV, the development of the rococo style, and the emergence of sensibilité and a new moralizing art in the years leading to the French Revolution. *Prerequisite: ARTH 104 or HUMN 104 or HUMN 201.*

**ARTH 335 Nineteenth-Century Art (4)**

A survey of European painting and sculpture from the 1780s to 1900, with an emphasis on the social and political contexts in which the works were created. While the focus is on the art of France, that of Germany, Spain, and England is also discussed. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 338 British Art (4)**

A survey of British art from the late 17th to the close of the 19th century. Emphasis will be on painting; sculpture, architecture, and landscape design will be considered as well. *Prerequisite: ARTH 104.*

**ARTH 340 American Art (4)**

A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 345 Modern Art (4)**

This course examines various trends in Western art from the 1860s through the 1950s. The role of the visual arts and the means of their production and reception underwent tremendous change during this period. Critics and historians have long referred to this century as the era of modernism. Understood variously as a stylistic, philosophic, social, political, or economic category, the notion of modernism and the significance of this concept for the visual arts provides a guiding theme for lectures and in-class discussions.

**ARTH 346 Contemporary Art (4)**

An examination of the critical and thematic issues raised by visual artists working during the second half of the twentieth century. The changing definition of modernism and its relationship to contemporary artistic practice will be analyzed. Toward this end, the class will seek to define modernism and postmodernism as well as some of the myriad other isms that have emerged in art and critical theory over the past fifty years.

**ARTH 348 Reframing Architecture and the Decorative Arts: Arts and Crafts, Art Nouveau, and Art Deco (4)**

A survey of three major modern art movements in Europe and the United States, in which architecture and the decorative arts became inseparable: Arts and Crafts, Art Nouveau, and Art Deco. This course explores the concept of decoration through stylistic, aesthetic, technological, and sociocultural readings of the works associated with those movements. Related art and architectural movements such as Victorian Gothic, American Renaissance, Aestheticism, De Stijl, Purism, and Bauhaus are discussed for contextualization of art works in question. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 350 Spanish Painting (4)**

A critical and historical survey of Spanish painting from the sixteenth through twentieth century, this course focuses on major artists against the backdrop of Spain's unique cultural traditions.



**ARTH 351 Conceptual Art (4)**

A critical and historical approach to Conceptual art from its origins in the mid-1960s to the present. Lectures and discussions explore aesthetic, social, and political issues raised by Conceptualism as well as strategies these artists have in common including the use of readymade imagery, documentary photography, language, and performance. Artist writings and critical reception to the works of art are emphasized. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 360 Pop Art (4)**

This seminar charts the development of Pop Art in North America and Europe between 1960 and 1973, investigating why art made by a diverse group of artists, using a variety of aesthetic techniques, is labeled “pop.” Lectures and discussions explore stylistic, social, and political issues raised by Pop as well as features that diverse Pop practices show in common—including the use of readymade imagery, photography, text, and performance. The seminar concludes by tracing Pop art’s influence on work from the late 1970s to the present. *Prerequisite: ARTH 104 or HUMN 202.*

**ARTH 365 Modern and Postmodern Architecture (4)**

This survey of architecture and urban planning begins with the revivalist architecture of the nineteenth century and concludes with global contemporary practice, exploring along the way efforts to formulate a “modern” architecture and subsequent postmodern critiques. Students are introduced to significant figures like Frank Lloyd Wright, Le Corbusier, Jane Jacobs, Frank Gehry, Michael Graves, and Zaha Hadid, and to significant themes in modern and postmodern architectural practice, like the archetype of architect as hero, architecture as social engineering, and architecture as spectacle. Students thus learn of essential reference points for understanding our built environment and its discourse.

**ARTH 370 Art in Germany: 1919-1933 (4)**

This course examines artistic production in Germany within the social and political context of the Weimar Republic between 1919 and 1933. The course investigates Expressionism, the “anti-art” theories espoused by Dada artists, and the formal characteristics of New Objectivity painting under the influence of photography. The art and politics of the Bauhaus are explored in detail, including the practices of painting, architecture, and industrial design. The course concludes with consideration of the rapid change in leadership and direction at the Bauhaus and its closing at the hands of the Nazis.

**ARTH 402 Senior Seminar (4)**

A seminar designed to introduce students to the research methods and interpretive approaches of art history. Written as well as oral assignments develop students’ research and communication skills. Each year the seminar focuses on a specific historical, cultural, or thematic topic chosen by the instructor. *Open only to seniors pursuing majors in art history. Prerequisite: ARTH 103 and ARTH 104.*

**ARTH 440 Independent Study (2 or 4)**

Permission of the instructor required.

**ARTH 490 Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments (4)**

The travel-study portion of Track Two of European Studies includes a month-long exploration of the Continent including, in France, Paris, Chartres and Beaune; in Italy, Rome, Siena, Florence, Padua, Venice and Ravenna; in Germany, Nurnberg, Bamberg and Munich; in Belgium, Bruges and Ghent; and concludes with a week in London, including a study visit to the National Gallery. Each student produces a daily academic journal and should acquire the ability to look at a building, a painting, or a sculpture and understand its period, its function, the materials and techniques used in its production, as well as the artist’s intentions. This course is only available through the European Studies Program.

**ARTH 492 Western Europe: Middle Ages and the Renaissance (4)**

This course provides a broad-based, chronological survey of the art and architecture of Western Europe, from the emergence of Christian art in the early fourth century to the development of Mannerism at the end of the Renaissance. Many of the themes and works of art that are explored further on the Continental tour are introduced. Slide lectures trace the general developments of style throughout the period, set within their historical contexts, and focus on individual buildings, manuscripts, pieces of sculpture, metal work or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum in Oxford enable students to view examples of the objects studied in the course. This course is only available through the European Studies Program.

**ARTH 494 Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization (4)**

The travel-study portion of Track One of European Studies includes a month-long exploration of the Continent including, in Greece, Athens, Delphi, Olympia and the islands of Crete, Santorini (Thera) and Delos; in Turkey, Istanbul, Troy, Aspendos and Didyma; in Italy, Naples, Rome, the Vatican City; and concludes with a week in London, including a study visit to the British Museum. Each student produces a daily academic journal and should acquire the ability to look at a building or a sculpture and understand its period, its function, the materials and techniques used in its production as well as the artist’s intentions. This course is only available through the European Studies Program.

**ARTH 495 Spanish Art, Western Art, and the Road to Santiago (4)**

An approach to Western Art, particularly Spanish, in connection with the development of the pilgrimage road to Santiago, starting from its origins in early Christianity, focusing on medieval art, and discussing its persistence in the Modern Era. Special emphasis will be given to the importance of multidisciplinary studies concerning the subject. This course is only available through the Sewanee Summer in Spain program.

**ARTH 496 Islamic Spain and Spanish Art (4)**

A survey of Spanish Muslim art from the Emirate to the Nasrid period (8th to 15th centuries), including extensive discussion of the main monuments such as the mosque at Cordoba and the Alhambra palace of Granada. The course examines the presence and persistence of Islamic influence on Spanish Christian art of the late Middle Ages and the modern era. Special attention is given to *Mudejar* art.

**ARTH 497 Europe: A Community in the Arts (4)**

This art history course emphasizes the relationships and interactions between Spain and the other Western European countries as well as Spain as a cultural and artistic bridge between Europe and North Africa and between Europe and the New World. It includes visits to museums, monuments and cultural institutions in Spain, Belgium, the Netherlands, Germany and Morocco with special attention to art collections, collecting and their origins. Selected moments and artworks connected with the fundamental topics of the course are discussed, including examples from Medieval, Renaissance, and Baroque times. This course is only available through the Sewanee Semester in Spain program.

**Asian Studies (ASIA)****ASIA 100 Introduction to Asian Studies (4)**

How have Asia's philosophical and religious traditions shaped its twentieth century economies, politics, and societies? Class discussion will focus on Shinto, Buddhism, Confucianism, and Islam with illustrative cases from East and Southeast Asia. Students will explore Asian conceptions of economic systems, morality, community, the nation, and statecraft.

**ASIA 110 Asian American Experience (4)**

This course provides an overview of social-cultural experiences of Asian Americans, considering various influences that shape the identity and social position of individuals in this diverse population group. Through readings, films, guest lectures, and field experiences, students will explore the heterogeneity of Asian American experiences in the United States while integrating theoretical and methodological concerns including concepts of race, ethnicity, migration, identity, power, class, generation, gender, and community.

**ASIA 202 3000 Years of East Asian Poetry (4)**

From the ancient Chinese "Book of Songs," to Bashō's haiku and the creative work of young poets today writing in colloquial Mandarin, Japanese, and Korean, this course introduces students to the major forms, genres, themes, and developmental history of East Asian poetry. The course approaches poetry not only as something to be contemplated alone in a study, but also as a vital social tool, an integral part of traditional performance, and as something to be recited or sung at a party. Taught in English.

**ASIA 203 Chinese Martial Arts Cinema (4)**

This course examines the historical development of martial arts cinema, investigating the formation of its literary and cinematic conventions, the cultural and political transformations suggested by those developments, and the history of their productions in China, Hong Kong, Taiwan, and the U.S. Each week focuses on one film and several key texts that are geared toward the social, cultural and ideological logic of martial arts cinema. Taught in English.

**ASIA 204 Themes in New Chinese Cinema (4)**

This course surveys the development of Chinese cinemas in a global age, with focus on the transnational contexts of production, circulation and reception. The goals are to introduce a range of films from China, Hong Kong, Taiwan, and Chinese overseas communities; to investigate the role of cinema in constructing and contesting the notion of nation-state; and to explore the shifting dynamics between cultural interflows in the context of regional geopolitics and media globalization. Taught in English.

**ASIA 205 Modern China through Fiction and Film (4)**

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English.

**ASIA 209 Introduction to Japanese Civilization (4)**

This course introduces students to the culture and history of Japan from the pre-modern period to the present through exposure to some of the most celebrated works in Japanese literature and cinema. Beyond analysis of the texts and films themselves, particular attention is paid to the socio-historical contexts from which these works emerged. Taught in English.

**ASIA 217 Modern Japanese Literature (4)**

This course is a survey of Japanese literature from the late nineteenth century to the present. Through the reading of seminal works, the course explores such key issues and events in modern Japanese history as modernization, westernization, World War II, and the postwar experience, in addition to contemporary Japanese life. Not open for credit to students who have earned credit for ASIA 317. Taught in English.

**ASIA 220 Japanese Folklore and Mythology (4)**

Japan has a long history of folklore and mythology filled with magical creatures, witches, and sneaky animals. The study of Japanese folklore and mythology relates to topics in Japanese religion, history, and literature. This class not only explores mythological texts dating back to the sixth century, but it also considers tales and their re-tellings as situated in particular times and places. The course illustrates that much can be learned about a place and time by how stories of the oral tradition are changed and adapted to the political environment.

**ASIA 230 The Land of the Rising “Sons:” The Concept of the Child and Children’s Culture in Japan (4)**

This course will draw from Japanese art, theater, literature, and cinema to construct a history of the concept of childhood in Japan. We will trace ideas about childhood and expectations of children from the Heian Period through today. The course content will intersect with various issues of modernity such as education, censorship, industrialization, gender, and nationalism. Taught in English.

**ASIA 232 Father Emperor, Mother Land: Family and Nationalism in Modern Japan (4)**

How are nation-states formed? Who constructs and manipulates the imagined community of diverse people who identify with each other as fellow patriots? How is the idea of the family used as a tool for constructing national identity and promoting imperialism? How does the nationalist construction of the family alter the expected roles of each individual family member? How does the modern family affect our conceptualization of gender? This course will rely on history, literature, and theories of nationalism and gender to address each of these questions in the context of Japanese nationalism and the nuclear family in the first half of the 20th century. Taught in English.

**ASIA 233 The Fantastical World of Anime (4)**

This course explores the many worlds portrayed in Japanese animation and draws from research in *anime* studies to trace animation history from its origin in the woodblock prints of the 1700s to the post-modern era. As Japan’s largest cultural export, the art of animated films and animation has spread to all corners of the world. The course examines animated films and animation as a genre rooted in Japanese culture while considering as well the *anime* subculture that has gained popularity in America and elsewhere.

**ASIA 235 Love in Modern Japan (4)**

What does it mean to love someone? Despite its apparent universality, "love" is in fact a highly malleable concept whose definition can vary greatly. In Japan, the conceptualization of love transformed radically in the modern era. This course explores how literary representations of love in Japan reflect not only this transformation but also the struggles it entailed. Issues of particular interest in the course include the interconnection between assumptions about gender and the definition of love, the relationship between marriage and love, the role of sexuality in love, and the relationship between the West and Japan.

**ASIA 240 Introduction to Traditional Asian Drama (4)**

This course introduces students to major works of pre-modern and early modern Asian dramatic literatures and some of the living performance arts associated with them. Readings include great works of Sanskrit, Chinese, and Japanese drama and dramaturgy, together with study through recordings of such performance arts as Kathakali, Kunqu, Peking Opera, and Noh. Among the topics addressed are ways in which traditional Asian philosophies as Buddhism and Daoism shaped the literary and performance aesthetics under consideration, as well as questions of theatre as ritual and theatre as imaginative space for social performance. All readings are in English translation.

**ASIA 310 Japanese Aesthetics (4)**

This course takes a critical look at what is meant by "Japanese Aesthetics" and how related traditions challenge people to re-think their own philosophical and aesthetic criteria. Various media such as ink painting, calligraphy, theater, music, poetry, architecture, dance, pottery, textile arts and design, and manga/anime are studied as a means of exploring some of the most important aesthetic ideas that have developed in Japan from the Classical period to the present day.

**ASIA 320 Gender and Sexuality in Japanese Culture (4)**

This course examines aspects of Japanese culture by devoting special attention to issues of gender and sexuality. Students read primary texts from pre-modern and modern literature, drama, and manga (graphic novel) in English translation, together with critical essays on gender theory. In-class screenings of short films, anime (animated film), and documentaries help to illustrate some concepts and practices introduced in the readings. Taught in English.

**ASIA 444 Independent Study (2 or 4)**

A reading and research paper on a topic agreed upon by a sponsored faculty member and the student. *Open only to students pursuing majors in Asian studies.*

**ASIA 458 Asian Studies Senior Thesis (4)**

This course calls for students to write a senior thesis on a selected topic under supervision of a faculty advisor. May be taken either semester of the senior year. *Open only to students pursuing majors in Asian studies.*

**Biblical Studies (BIBL)****BIBL 331 Beginning Biblical Hebrew I (3)**

An introduction to Biblical Hebrew, beginning with the alphabet. This course cannot be used toward fulfillment of the foreign language requirement in the college.

**BIBL 332 Beginning Biblical Hebrew II (3)**

This course is a continuation of Beginning Biblical Hebrew I. This course cannot be used in fulfillment of any general distribution requirement in the College. *Prerequisite: BIBL 331.*

**BIBL 333 Intermediate Biblical Hebrew I (3)**

This course examines matters of syntax and linguistic pragmatics with particular attention to how they affect matters of exegesis. The focus is on biblical prose texts. *Prerequisite: BIBL 332.*

**BIBL 334 Intermediate Biblical Hebrew II (3)**

This course is a continuation of Old Testament translation, which is usually begun in Intermediate Hebrew. The focus is on poetic rather than prose texts. This course cannot be used toward fulfillment of the foreign language requirement in the college. *Prerequisite: BIBL 332.*

**BIBL 335 Advanced Biblical Hebrew I (3)**

This course critically examines an array of texts in the Hebrew Bible, placing particular emphasis on the "late features" and syntax of the books of Esther, Chronicles, and Ecclesiastes. Students combine diachronic analysis (historical linguistics) with synchronic (sociolinguistics). Predicated on student interest, we may also look briefly at Dead Sea Scroll Hebrew texts and the original Hebrew text of Sirach.

**BIBL 339 Modern Hebrew I (3)**

An introduction to Modern Hebrew, the principal language spoken in Israel today, and to the rich Israeli and Arabic cultural milieu of the Holy Land. The course departs from the total immersion of the Israeli Ulpan method in that not all class instruction and conversation are conducted in Hebrew and more emphasis is on grammar and reading comprehension in the early stages. Rare Israeli videos, interactive language aids, and on-line resources enhance language acquisition and appreciation of Israeli culture. This course cannot be used in fulfillment of any general distribution requirement in the College and cannot be used in the religion major or minor. *Prerequisite: The course presupposes introductory-level coursework in either biblical or Jewish studies.*

**BIBL 354 Old Testament: The Psalms (3)**

The study of Hebrew poetry and the exegesis of individual Psalms combined with broader questions of the development and organization of the collection and the history of its interpretation, including current theological issues that emerge from the Psalms. Some attention is also given to the place of the Psalms in contemporary worship. This course does not serve in fulfillment of any general distribution requirement in the College and does not count toward a major or minor in Religion. *Prerequisite: One 100-level Religion course other than 161, 162, or 163.*

**BIBL 355 The Apocryphal/Deuterocanonical Books of the Old Testament (3)**

This seminar focuses on books of the Bible that appear in major manuscripts of the Greek Septuagint and Latin Vulgate but have been excluded from the Hebrew canon. The course examines the diversity within Second Temple Judaism as the context for the Jesus movement. Books represented in the Episcopal lectionary are emphasized. *Prerequisite: This course presupposes introductory-level coursework in either biblical or Jewish studies.*

**BIBL 356 Dead Sea Scrolls (3)**

A study of the Dead Sea scrolls, one of the greatest discoveries of the 20th century, and their impact on human understanding of the development of inspired scripture, the Bible, early Judaism, and Christian origins. This course does not fulfill any general distribution requirement. *Prerequisite: An introductory Religion course in the college. (Credit, three semester hours.)*

**BIBL 359 Old Testament: Book of Isaiah (3)**

This is a seminar-style study of the Old Testament Book of Isaiah, a book whose contents figure centrally in the beliefs of both Jews and Christians. The course investigates issues pertaining to the biblical canon, "Isaianic authorship," messianic prophecy, and the impact of the Babylonian exile, including the socioeconomic and theological disputes that arose within the Israelite communities as a result. Questions about the problems of violent, often gender-specific, language in prophetic texts are also considered. *Prerequisite: HUMN 101-202 or a 100-level course in religion excluding RELG 161, RELG 162, and RELG 163. RELG 143 or RELG 144 is recommended.*

**BIBL 360 Priests and Conflict (3)**

Students gain a sense of the historical and literary (including the Apocrypha and extra-canonical writings like the Dead Sea Scrolls) evolution of phenomena related to the priesthood resulting from socio-political and theological developments over the centuries. *Prerequisite: HUMN 101-202 or a 100-level course in religion excluding RELG 161, RELG 162, and RELG 163. RELG 143 or RELG 144 is recommended.*

## Biology (BIOL)

**BIOL 100 Biology and Human Affairs (Lab) (4)**

A general course that studies the biological nature of people and their role in the biosphere. This course has a laboratory component and may count toward fulfilling the college's laboratory science requirement. It cannot be taken for credit if the student has already received credit for BIOL 105.

**BIOL 105 Biology and People (4)**

An exploration of the biological nature of people and their role in the biosphere that includes such topics as anatomy; physiology; and the genetic, nutritional, infectious, and environmental aspects of diseases. This course may count toward fulfilling the college's requirement for a non-laboratory science course. It cannot be taken for credit if the student has already received credit for BIOL 100.

**BIOL 107 People and the Environment (4)**

An exploration of how human activities such as food and energy production, resource extraction and waste disposal affect our natural environment and other organisms living in it. Students learn about earth systems, human activities stressing these systems and strategies for dealing with environmental challenges. Specific topics include biodiversity loss and conservation, agriculture and biotechnology, toxicology and environmental health, air and water pollution, and climate change. This course cannot be taken for credit if the student has already received credit for BIOL 130. Non-laboratory course.

**BIOL 109 Food and Hunger: Contemplation and Action (4)**

A study of food and hunger from a biological perspective. The interactions among scientific, ethical, and cultural aspects of hunger are also examined. The readings, lectures, and discussions in the course are supplemented with work with local aid organizations and exploration of the contemplative practices that motivate and sustain many of those who work with the hungry. This course cannot be used in fulfillment of any general education requirement.

**BIOL 113 Great Ideas of Science (4)**

An historical and philosophical approach to selected scientific ideas that have had a profound impact on the development of Western civilization. Emphasis will be on the evidence supporting the ideas and controversies that arose during their introduction into our general store of knowledge. Class discussion will be encouraged. Non-laboratory course.

**BIOL 114 Introduction to Botany (4)**

Phylogenetic survey of the plant kingdom and a study of flowering plant structures and functions with emphasis on the role plants play in human life. Non-laboratory course.

**BIOL 115 Conservation Biology (4)**

A study of the natural processes that control patterns of biological diversity in evolutionary and ecological time and a comprehensive examination of how human activity has resulted in the loss of biodiversity both regionally and globally. Non-laboratory course.

**BIOL 118 Current Issues in Biology (4)**

This course focuses on timely and controversial topics presented in popular media. Topics vary with each offering but range from those having to do with human health and well-being to those having to do with survival and the future. This course cannot be taken for credit by students who have already completed BIOL 100, BIOL 105, or any biology course numbered 130 or higher and cannot be counted in the biology major.

**BIOL 119 The Human Mind: Artistic and Scientific Creativity (4)**

The course examines brain anatomy and physiology, investigates the contributions of artificial intelligence and neural networking in understanding brain function, and explores an interdisciplinary approach to understanding human creativity. This course cannot be used in fulfillment of any general education requirement.

**BIOL 130 Field Investigations in Biology (4)**

A study of ecology, evolution and biological diversity, with an emphasis on scientific investigations in the natural areas in and around the university. The course, which is scheduled for one afternoon each week, meets the general education requirement for a natural science course but does not fulfill the requirement for a laboratory science course.

**BIOL 133 Introductory Cell and Molecular Biology (4)**

This course is an introductory study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics. BIOL 130 is not a prerequisite. Non-laboratory course.

**BIOL 144 Directed Research (2 or 4)**

Supervised field or laboratory investigation in biology. This course may be taken more than once for credit and is open only to freshmen and sophomores. It is given only on a pass/fail basis, and, therefore, cannot count in fulfillment of requirements for any major or minor. *Open only to new first-year students, freshmen, and sophomores.*

**BIOL 180 Principles of Human Nutrition (4)**

This course provides an introduction to nutrition and focuses on the relationship between diet and health. Topics include physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. These basic concepts are applied to societal issues, including the role of diet in malnutrition, heart disease, cancer, and diabetes. Community engagement.

**BIOL 200 Entomology (4)**

A study of insects and related arthropods, with special emphasis on the role of insects in forest and freshwater ecosystems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural entomology. Life history, ecology, and behavior are studied through field trips. Functional morphology and taxonomy are studied through laboratory exercises. Non-laboratory course.

*Prerequisite: BIOL 130.*

**BIOL 201 Ornithology (Lab) (4)**

A comprehensive examination of avian biology. Lectures will include student presentations on readings from the scientific literature. Laboratory will emphasize field methods used to study wild birds. A field research project is required. This course cannot be taken for credit by students who have already completed BIOL 108. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 202 Invertebrate Zoology (Lab) (4)**

A survey of the invertebrate phyla with an emphasis on natural history, functional morphology, embryology, ecology, and phylogenetic relationships. This course has a laboratory component, which will require experimental and field observation, a semester project, and a field trip to a marine laboratory. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 203 Comparative Vertebrate Anatomy (Lab) (4)**

This course is a study of the anatomy of the Craniata, including the Hagfishes, and Vertebrates (jawless and jawed fishes, and the tetrapods). It emphasizes the evolution of homologous structures, and relates structure to function where applicable. This course also relates structures to adaptations for life in aquatic and terrestrial environments, and puts these changes into an evolutionary perspective. Laboratory course; studio laboratory. *Prerequisite: One course in biology.*

**BIOL 206 Plant Ecology (Lab) (4)**

A study of plants and their interaction with the environment, with other plants, and with animals will emphasize how plant populations change in size and spatial distribution, how they respond to herbivores and pollinators, and the ecological and evolutionary consequences of plant traits. Laboratories will focus on methods for analyzing population and community dynamics. Laboratory course. *Prerequisite: One course in biology.*

**BIOL 207 Biology of Lower Plants (Lab) (4)**

A survey of the taxonomy, morphology, ecology, physiology, and economic importance of fungi, algae, bryophytes, and certain early vascular plant forms. *Prerequisite: One course in biology.*

**BIOL 208 Neurobiology (4)**

A comprehensive study of the vertebrate nervous system covering its overall organization and development, function, control of homeostatic systems, and mechanisms of sensory perception. Non-laboratory course. *Prerequisite: One course in biology or one course in psychology.*

**BIOL 209 Advanced Conservation Biology (4)**

A study of the scientific basis for conservation of biological diversity. A case-study approach will be used to address problems relating to species decline, habitat loss, and ecosystem degradation at local, regional, and global scales. Course will emphasize population modeling and GIS applications. Non-laboratory course. *Prerequisite: BIOL 130.*

**BIOL 210 Ecology (Lab) (4)**

A survey of the principles and applications of ecological science. Lecture will cover the ecology of individuals, populations, communities, and ecosystems. Lab will emphasize field experimentation in the local environment. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 211 Biodiversity: Pattern and Process (Lab) (4)**

A study of the diversity of life forms. The course examines major events in the evolution of life, the shape of the evolutionary tree of life, and the processes that underlie the origins of biological diversity. Laboratory, field, and statistical methods of biodiversity analysis are emphasized. Laboratory course. *Prerequisite: BIOL 130 and BIOL 133.*

**BIOL 212 Entomology (Lab) (4)**

A study of insects and related arthropods, with special emphasis on the role of insects in natural and human-altered systems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural aspects of entomology. Life history, ecology, and behavior are studied through field trips and student projects. Functional morphology and taxonomy are examined through laboratory exercises and by assembling an insect collection. This course cannot be taken for credit by students who have already completed BIOL 200. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 213 Evolutionary Biology (4)**

A study of the evolutionary changes that have taken place in biological populations and the mechanisms that underlie these changes. Emphasis will be placed on the integration of data with evolutionary ideas and theory, and the application of evolutionary thought to other areas of biology. Non-laboratory course. *Prerequisite: BIOL 130.*

**BIOL 214 Bioterrorism (4)**

This introductory course examines the biology of microorganisms as agents of bioterrorism beginning with a historical perspective from ancient Greece to the present time. Among topics covered will be the pathophysiology and epidermiology of selected microorganisms, genetic modification of these microorganisms, and the role of information mining (literature-based discovery) and bioinformatics in the war on bioterrorism. Topics include the use of microorganisms to contaminate the food, water, or air and measures protecting these resources. Non-laboratory course. *Prerequisite: BIOL 133.*

**BIOL 215 Fungi (2)**

A survey of the characteristics, classification, economic, and biological importance of these organisms together with lichens and slime molds. This course counts as a non-laboratory half-course, but includes some field and laboratory work. This half course may be used in combination with BIOL 216 to constitute a full course in partial fulfillment of the general education requirement in natural science.

**BIOL 216 Algae and Bryophytes (2)**

A survey of these groups of organisms emphasizes their distinguishing features, evolutionary trends, and economic and biological importance. This course counts as a non-laboratory half-course, but includes some field and laboratory work. This half course may be used in combination with BIOL 215 to constitute a full course in partial fulfillment of the general education requirement in natural science.

**BIOL 221 Environmental Physiology of Plants (Lab) (4)**

A study of plant physiological processes and how adaptations shared by plant functional groups are shaped by environment. The course covers energy and carbon balance, water and nutrient relations, and interactions with other organisms and physiological responses to environmental stress. Labs focus on instrumentation and field methods used to test ecophysiological hypotheses. *Prerequisite: BIOL 130.*

**BIOL 222 Advanced Conservation Biology (Lab) (4)**

An examination of the negative impact of human activity on biological diversity and an exploration of how conservation science can be used to ameliorate that impact. Case studies are used to investigate such issues as deforestation, exotic species invasions, habitat fragmentation, endangered species protection, natural area management, and habitat restoration. Students examine critically the role of science in public policy decision-making as it relates to the protection of biodiversity in the United States. The course involves student-led discussions, guest speakers, field trips and independent research. Laboratory exercises explore the use of field techniques, GIS analysis, and population modeling as problem-solving tools in conservation biology. This course cannot be taken for credit if the student has already received credit for BIOL 209. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 232 Human Health and the Environment (Lab) (4)**

A course integrating concepts in ecology and public health through the study of environmental threats to human health. Topics include population growth and food security, toxicity and toxins, food borne illness, emerging disease, waste and wastewater, air pollution and climate change. Students explore the interaction of poverty, environmental degradation and disease through projects examining local environmental health issues. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 233 Intermediate Cell and Molecular Biology (Lab) (4)**

An extension of topics introduced in BIOL 133, this course is a study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics at an intermediate level. This course may not be taken for credit by students who have completed BIOL 321. Laboratory course. *Prerequisite: BIOL 133 and CHEM 120.*

**BIOL 235 Freshwater Conservation (4)**

A survey of existing and emerging threats to wetland ecosystems and the consequences for animal and human populations. This course discusses causes, consequences, and solutions for issues of international and local concern based on an understanding of freshwater ecology and function. Also considers multiple perspectives on water use and attempts to reconcile these differences so as to identify and publicize potential conservation solutions. *Prerequisite: BIOL 130 or FORS 121.*

**BIOL 237 Freshwater Biology (Lab) (4)**

A study of the biology of freshwater ecosystems. Students examine interactions between freshwater species and their aquatic environments, as well as among one another, in the context of physical and chemical limitations associated with freshwater habitats. Laboratory emphasizes common techniques for inquiry, and a field research project is required. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 241 Rainforests and Coral Reefs (2)**

This course provides a fundamental understanding of the ecology and natural history of coral reef and tropical rainforest systems using Belize as a case study. Students examine specific environmental problems associated with these systems. Designed to be a companion to BIOL 251. This course cannot be taken for credit if the student has already received credit for BIOL 151.

**BIOL 250 Molecular Evolution (4)**

An examination of the evolution of nuclear, viral, and organellar genomes and of protein structure and function. Topics covered will include that origin of life, the evolution of globin and other families of proteins encoded by nuclear genes, evolution of mitochondrial and chloroplast DNA, and molecular phylogenetic analysis. Use of computer algorithms for analyzing both nucleic acid and protein sequences will be introduced in the classroom. Non-laboratory course. *Prerequisite: BIOL 133.*

**BIOL 251 Field Study in Belize (2)**

An interdisciplinary field immersion into two of the most biologically diverse ecosystems on earth: coral reefs and tropical rainforests. Students live in remote field stations in Belize, examining the natural history of these two systems and exploring how they have changed over time as a result of human interactions. This course is taught as part of the summer, SEI Field Intensive offerings. *Prerequisite: BIOL 151.*

**BIOL 255 Herpetology (Lab) (4)**

A comprehensive examination of the diversity, ecology, and evolution of amphibians and reptiles. Students examine the systematics, biogeography, morphology, physiology, behavior, ecology, and conservation of amphibians and reptiles. Laboratory emphasizes survey and monitoring techniques. A field research project is required. *Prerequisite: BIOL 130.*

**BIOL 260 Cave Biology (4)**

An examination of the biology of caves and other subterranean habitats. The course focuses on the structure and function of cave ecosystems and the evolutionary biology of cave animals. It also involves field trips to caves in the area. *Prerequisite: BIOL 210 or BIOL 211.*

**BIOL 280 Molecular Genetics (Lab) (4)**

Designed for students interested in molecular mechanisms by which cellular processes are controlled in eukaryotic cells. Topics include introduction to molecular genetic techniques and genomics, in-depth study of structures and chromosomes, transcriptional control of gene expression, signal transduction pathways relating to gene regulation, and abnormal regulatory processes that lead to disease. Laboratory course. *Prerequisite: BIOL 233.*

**BIOL 288 Biotechnology (4)**

This course provides an overview of technologies and methodologies used by biochemical engineers. It addresses topics such as how to manipulate DNA to produce genetically modified organisms, how to design viral based delivery systems for gene therapy, how to design a drug that targets a specific cell molecule, and how to determine protein interaction networks. This course cannot be taken for credit if the student has already received credit for BIOL 289. *Prerequisite: BIOL 233.*

**BIOL 289 Biotechnology (Lab) (4)**

This course provides an overview of technologies and methodologies used by biochemical engineers. It addresses topics such as how to manipulate DNA to produce genetically modified organisms, how to design viral based delivery systems for gene therapy, how to design a drug that targets a specific cell molecule, and how to determine protein interaction networks. This course cannot be taken for credit if the student has already received credit for BIOL 288. *Prerequisite: BIOL 233.*

**BIOL 300 Biology of Aging (Lab) (4)**

A study of the molecular and physiological processes that govern our longevity. This course integrates seminar and laboratory formats, using model organisms to examine the impact upon aging of dietary restriction, drugs that might induce longevity, genetics, and reproduction. Full use is made of relevant primary literature. *Prerequisite: BIOL 233.*

**BIOL 301 Genetics (4)**

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. Non-laboratory course. *Open only to seniors pursuing majors in biology or ecology and biodiversity. Prerequisite: Two courses in biology at the 300 level and CHEM 120.*

**BIOL 302 Plant Growth and Development (2)**

A study of growth and developmental processes in plants, especially as they are influenced by environmental factors and by hormones or plant growth substances. *Prerequisite: One college course in biology and CHEM 120.*

**BIOL 304 Plant-Animal Interactions (4)**

A study of interactions between plants and animals that examines the natural history, theory, and experimental study of the major types of interactions (herbivory, pollination, seed dispersal), and explores the ecological and evolutionary importance of these interactions at various levels of biological organization.

**BIOL 305 Plant Physiology (4)**

The principal functions of higher plants, including photosynthesis, gas exchange, water and solute relations and transport, mineral nutrition, plant hormone action, and environmental responses. *Prerequisite: One college course in biology and CHEM 120.*

**BIOL 306 Biochemistry (4)**

A one semester survey of biochemistry. The following topics will be addressed: biochemical primary literature and internet resources, bioenergetics, acid-base balance, protein structure and function, enzyme function and kinetics, metabolism, topics in physiological biochemistry, and topics in molecular biology. Non-laboratory course. *Prerequisite: CHEM 201 and (BIOL 132 or BIOL 233).*

**BIOL 307 Mechanistic Biochemistry (Lab) (4)**

An examination of all aspects of protein science, including protein biosynthesis, protein structure, and the mechanisms of enzyme catalysis, with particular emphasis on the biochemistry of enzyme catalysis. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 202.*

**BIOL 308 Genetically Modified Organisms (4)**

A study of methods and techniques used to produce plants, animals, and microbes with recombinant or modified DNA. Students also examine issues that are directly related to DNA manipulation, including gene selection and cloning, intellectual property rights, GMO product development, food safety and security, federal government regulation, ecological impacts, ethical and religious concerns, media treatment, and consumer perception. Non-laboratory course. *Prerequisite: BIOL 133.*

**BIOL 310 Plant Evolution and Systematics (Lab) (4)**

A comprehensive survey of trends in vascular plant diversity and the evolutionary mechanisms underlying these trends. Laboratory course. *Prerequisite: BIOL 130.*

**BIOL 311 Behavioral Ecology (Lab) (4)**

This course studies animal behavior from an ecological and evolutionary perspective. Topics include the development of behavior, predator-prey interactions, communication, foraging strategies, cooperation, mating behavior, and parental care. Lectures include discussions of the scientific literature. Laboratories emphasize methods used to study animal behavior, including hypothesis testing, experimental design, and statistical analysis. A research project is required. Laboratory course. *Prerequisite: BIOL 210 or BIOL 213.*

**BIOL 312 General and Human Physiology (4)**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to various physiological systems in humans and other mammals in some cases. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue and whole system levels. In cases where form is especially critical to function, anatomy is also covered, although there is no human dissection. This course cannot be taken for credit if the student has already received credit for BIOL 314. *Prerequisite: BIOL 233 and CHEM 102 or 111 or 120.*

**BIOL 313 Ecosystems and Global Change (Lab) (4)**

A study of how the cycling of elements among the atmosphere, soil, water and living organisms sustains ecosystems, and how disruptions in these cycles, both natural and human-induced, bring about environmental change. In the field, students evaluate the sustainability of land use by quantifying elemental cycles in natural and human-altered ecosystems. Laboratory course. *Prerequisite: One course in chemistry and one course in biology.*



**BIOL 314 General and Human Physiology (Lab) (4)**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to the various physiological systems in humans and, in some cases, to other mammals. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue, and whole system levels. In cases where form is especially critical to function, anatomy is also covered although there is no human dissection. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 312. *Prerequisite: BIOL 233.*

**BIOL 315 Advanced Topics in Ecology and Biodiversity (4)**

A study of advanced topics in ecology and biodiversity, with an emphasis on integrating study of the scientific literature with field research. *Open only to seniors pursuing majors in biology or ecology and biodiversity. Prerequisite: BIOL 210 or BIOL 211.*

**BIOL 316 Biochemistry of Metabolism and Molecular Biology (Lab) (4)**

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. Prior coursework in cell/molecular biology is recommended. Laboratory course. *Prerequisite: BIOL 233 and CHEM 202.*

**BIOL 318 Molecular Revolutions in Medicine (4)**

A survey of major molecular mechanisms of human disease, including approaches to diagnosing, preventing, treating, and curing disease conditions. This course features an overview of basic human genetics, an introduction to pharmacological methodologies in drug design and the FDA approval process and a survey of current technologies associated with gene therapy and stem cell treatments. This course cannot be taken for credit if the student has already received credit for BIOL 219.

**BIOL 319 Cancer Cell Biology (Lab) (4)**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 320. *Prerequisite: BIOL 233.*

**BIOL 320 Cancer Cell Biology (4)**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 319. *Prerequisite: BIOL 233.*

**BIOL 322 Genes and Behavior (4)**

This course focuses on our current understanding of how genes affect behavior and the interacting role of the environment. Topics include movement, foraging, social behaviors, and diseases of behavior. Lectures, including discussions of the scientific literature, focus on key issues and recent findings, as well as the experimental approaches used, in a range of animals including humans. Non-laboratory course. BIOL 213 and/or BIOL 301 are recommended but not required. *Prerequisite: BIOL 130 and BIOL 133.*

**BIOL 323 Environment and Development (4)**

An integrative study of how environment affects development, with emphasis on underlying molecular and cell signaling pathways. The course explores links between environmental conditions during development and lifetime outcomes, such as reproductive success and disease risk. Discussions address implications for human health, ecosystem function, and evolutionary patterns. BIOL 233 is recommended but not required. *Prerequisite: BIOL 133. Prerequisite or Corequisite: BIOL 130.*

**BIOL 325 Biology of Aging (4)**

A study of the molecular and physiological processes that govern our longevity. Seminar course focused on a careful examination of the primary literature. Demonstrations using living animals illustrate the effects of dietary restriction, potential longevity-inducing drugs, genetics, and reproduction on aging. No laboratory. *Prerequisite: BIOL 233.*

**BIOL 328 Molecular Revolutions in Medicine (Lab) (4)**

A survey of major molecular mechanisms of human disease, which includes approaches to diagnose, prevent, treat, and cure disease conditions. This course covers an overview of basic human genetics, an introduction to pharmacological methodologies in drug design and FDA approved process, and an overview of current technologies involving gene therapy and stem cells. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 318. *Prerequisite: BIOL 233.*

**BIOL 330 Immunology (Lab) (4)**

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune system, structure and function of immunoglobulins, genetics of immunoglobulin diversity, clonal selection theory, complement-mediated processes, the major histocompatibility complex, cell-mediated responses, immunization, innate immunity, autoimmunity, and immunodeficiency. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 331. *Prerequisite: BIOL 233 and (CHEM 102 or CHEM 111).*

**BIOL 331 Immunology (4)**

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune systems, structure and function of immunoglobulins, genetics of immunoglobulin diversity, clonal selection theory, complement-mediated processes, the major histocompatibility complex, cell-mediated responses, immunization, innate immunity, autoimmunity, and immunodeficiency. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 330. *Prerequisite: CHEM 120.*

**BIOL 333 Developmental Biology (Lab) (4)**

A study of animal development with an emphasis on gametogenesis, morphogenesis, and differentiation of the primary germ layers and their derivatives, as well as developmental mechanisms at cellular and subcellular levels. Laboratory course. *Prerequisite: BIOL 130 and BIOL 233.*

**BIOL 334 Developmental Biology (4)**

A study of animal development with an emphasis on gametogenesis, morphogenesis, and differentiation of the primary germ layers and their derivatives, as well as developmental mechanisms at cellular and subcellular levels. Non-laboratory course. *Prerequisite: BIOL 233.*

**BIOL 339 Studio Course in Microbiology (4)**

A survey of the structure and functions of bacteria and viruses with an emphasis on the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics include microbiology of foods, soil, and wastewater. Short laboratory exercises on selected topics, such as gram staining, food microbiology, and water analysis, are conducted at the end of the appropriate lectures. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 340. *Prerequisite: BIOL 233 and CHEM 102 or 111 or 120.*

**BIOL 340 Microbiology (Lab) (4)**

This survey of the structure and functions of bacteria/viruses and introduction to immunology will emphasize the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics of discussion will include microbiology of foods, soil, and wastewater. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 339. *Prerequisite: BIOL 233 and CHEM 102 or 111 or 120.*

**BIOL 350 Environmental Physiology and Biochemistry of Animals (Lab) (4)**

An examination of the interaction between an animal's environment and the animal's physiology and biochemistry. Of special interest is how environmental change causes short-term adaptation and long-term evolutionary change in physiological and biochemical traits. The types of such changes that take place, and the evolutionary mechanisms responsible for them, are studied through comparison of animals found in various moderate and extreme environments. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 351. *Prerequisite: BIOL 233.*

**BIOL 351 Environmental Physiology and Biochemistry of Animals (4)**

An examination of the interaction between an animal's environment and the animal's physiology and biochemistry. Of special interest is how environmental change causes short-term adaptation and long-term evolutionary change in physiological and biochemical traits. The types of such changes that take place, and the evolutionary mechanisms responsible for them, are studied through comparison of animals found in various moderate and extreme environments. This course cannot be taken for credit if the student has already received credit for BIOL 350. *Prerequisite: BIOL 233.*

**BIOL 380 Genomics (4)**

This course provides an introduction to the field of genomics. It aims to help students understand how genome-scale information (DNA sequences, genome variations, microarrays, and proteomics) can provide a systems biology perspective. Topics addressed include the structure of the human genome, strategies used to map and sequence the genome, and detailed examination of how genomic sequence information can be used in both laboratory and clinical settings. Non-laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 381. *Prerequisite: BIOL 233.*

**BIOL 381 Genomics (Lab) (4)**

This course provides an introduction to the field of genomics. It aims to help students understand how genome-scale information (DNA sequences, genome variations, microarrays, and proteomics) can provide a systems biology perspective. Topics addressed include the structure of the human genome, strategies used to map and sequence the genome, and detailed examination of how genomic sequence information can be used in both laboratory and clinical settings. The laboratory component offers students hands-on experience in running and analyzing their own DNA microarray. Laboratory course. This course cannot be taken for credit if the student has already received credit for BIOL 380. *Prerequisite: BIOL 233 and (CHEM 102 or CHEM 111).*

**BIOL 388 Epigenetics (4)**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. This course cannot be taken for credit if the student has already received credit for BIOL 389. *Prerequisite: BIOL 233.*

**BIOL 389 Epigenetics (Lab) (4)**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. This course cannot be taken for credit if the student has already received credit for BIOL 388. *Prerequisite: BIOL 233 and (BIOL 280 or BIOL 318 or BIOL 319 or BIOL 320 or BIOL 333 or BIOL 380).*

**BIOL 401 Biology Tutorial (2)**

Supervised study projects involving a topical survey of existing texts and/or periodical literature. May be taken more than once for credit.

**BIOL 444 Independent Study (2 or 4)**

Supervised field or laboratory investigation. May be taken more than once for credit.

**BIOL 485 Cellular and Molecular Mechanisms of Neurological Disease (4)**

The course focuses on those diseases (Alzheimer's, Parkinson's, ALS, and other neurodegenerative diseases, triplet repeat induced diseases, multiple sclerosis, epilepsy, etc.) in which modern neuroscience has advanced mechanistic explanations for clinical conditions. It highlights recent molecular, electrophysiological, and imaging experiments in parsing disease mechanisms. The application of pathophysiologic understanding to therapeutics is considered. This course is only available through the Sewanee-At-Yale Directed Research Program.

**BIOL 490 Principles of Neuroscience (4)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. No single individual may receive credit for both this course and either version of Neuropsychology at Sewanee (PSYC 254 and PSYC 255). Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program.

**BIOL 492 History of Modern Neuroscience (4)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Admission to the Sewanee-At-Yale Directed Research Program required. This course only available through the Yale Directed Research Program. *Prerequisite: PSYC 254.*

**BIOL 498 Research Methods Seminar (4)**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Sewanee-At-Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 498. *Prerequisite: An introductory psychology or introductory biology course..*

**BIOL 499 Directed Research (4)**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Sewanee-At-Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 499.

## Business (BUSI)

**BUSI 215 Fundamentals of Financial Accounting (4)**

The instructional objective is to provide students with an understanding of the concepts that are fundamental to the use of accounting. A decision-making approach is employed which involves critical evaluation and analysis of information presented. Important analytical tools are integrated throughout the course.

**BUSI 216 Fundamentals of Managerial Accounting (4)**

The course focuses on the internal use of accounting information in the formulation of management decisions. Students learn how financial systems can add value to a company. Different costing systems, budgetary planning, and incremental analysis are among the course contents. A field trip is included. *Prerequisite: ACCT 215 or BUSI 215.*

**BUSI 217 Marketing Strategy (4)**

This course introduces students to concepts, analyses, and activities that comprise marketing. Topics include product positioning, market segmentation, and various aspects of the "marketing mix" such as advertising, distribution, and pricing. Emphasis is on the development and use of analytical skills to solve marketing problems. Significant attention is also devoted to cross-cultural issues, the relation of marketing to underlying social science disciplines (including economics, psychology, sociology, and anthropology), and the ethics of marketing decisions. *Prerequisite: BUSI 215 or ECON 360. Prerequisite or Corequisite: PSYC 100 or PSYC 101 or ANTH 104.*

**BUSI 352 Proseminar I (4)**

Designed to complement the student's internship experience, this seminar features a selected topic involving the study of business and markets such as business history or philosophical perspectives on capitalism. The seminar includes instruction designed to help students develop practical business skills. Open only to Carey Fellows. *Prerequisite: ECON 101.*

**BUSI 353 Proseminar II (4)**

A continuation of proseminar I. Open only to Carey Fellows. *Prerequisite: ECON 101 and BUSI 352.*

## Chemistry (CHEM)

**CHEM 100 Foundations of Chemistry (4)**

This course explores the foundational principles of chemistry within the context of contemporary topics in the chemical sciences and society. In addition to introducing the central models and theories of chemistry, the course develops a student's skills in analytical reasoning and problem-solving. Successful completion prepares students with little or no previous background in chemistry to enroll in CHEM 120.

**CHEM 101 General Chemistry I (Lab) (4)**

Atoms, molecules, and ions; stoichiometry; reactions in aqueous solutions; gases; thermochemistry; atomic structure; electron configurations and the periodic table; chemical bonds; molecular structure; states of matter and intermolecular forces. Lecture, three hours; laboratory, three hours.

**CHEM 102 General Chemistry II (Lab) (4)**

Chemical kinetics; equilibrium; acids and bases; equilibrium of slightly soluble salts and complex ions; thermodynamics; electrochemistry; chemistry of representative elements; organic functional groups; polymers—both biochemical and man-made. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 101.*

**CHEM 103 Earth, Air, Water and Fire: An Introduction to Environmental Chemistry (Lab) (4)**

An introduction to Environmental Chemistry. Both the natural environment and modern society run on innumerable chemical processes. This course examines the natural chemistry responsible for our environment and some of the anthropomorphic processes that have the potential to disrupt it. The course also examines how understanding this chemistry does or does not inform public perception and policy. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 101.*

**CHEM 108 Chemistry and Art (Lab) (4)**

A study of the chemistry underlying some topics that are of particular interest to artists. Topics may include paper making, pigments and binders, photography, glass making and coloring, metal casting, and printmaking. The course is designed for the general student and meets the laboratory science requirement. Lecture, three hours; laboratory, three hours.

**CHEM 110 The Science of Food and Cooking (4)**

An introduction to the science of food and food preparation. Students learn the scientific method through reading and modifying cooking recipes. Recent literature in the field of gastronomy as well as controversies about such issues as low-carbohydrate diets and genetically modified foods are considered. The course is designed for the general student and meets the laboratory science requirement. Lecture, three hours; laboratory, three hours.

**CHEM 120 General Chemistry (Lab) (4)**

A survey of the basic chemical principles and theories, with emphasis on applying these concepts to chemically related fields such as environmental science and biological chemistry. Topics considered include atomic and molecular structure, kinetics, thermodynamics, and chemical equilibrium. The course's laboratory portion emphasizes the collection and interpretation of data, as well as the formation and testing of hypotheses. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 100 or placement.*

**CHEM 150 Advanced General Chemistry (Lab) (4)**

An introduction to fundamental chemical concepts with an emphasis on understanding and analytical reasoning. The course focuses on the molecular basis of matter and its transformation as well as the role of chemistry in the broader scientific and societal enterprise. The laboratory portion of the course emphasizes the collection and interpretation of empirical data. This course is intended for students with a significant background and interest in the chemical sciences. *Open only to new first-year students.*

**CHEM 201 Organic Chemistry I (Lab) (4)**

A study of the nomenclature and the properties of the most important classes of organic compounds with an emphasis on concepts relating molecular structure and properties. Stereochemistry, functional group transformations and reaction mechanisms are studied in depth. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 102 or CHEM 111 or CHEM 120 or CHEM 150.*

**CHEM 202 Organic Chemistry II (Lab) (4)**

A continuation of CHEM 201. A portion of the course is devoted to the study of important classes of biochemical compounds. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 201.*

**CHEM 211 Chemical Methods of Environmental Analysis (Lab) (4)**

This course examines the interactions among chemical, physical, geological, and biological processes that define the natural world. Fundamental chemical processes occurring within natural waters, soils, and the atmosphere are emphasized with consideration of anthropogenic activities. Specific topics include the origin and evolution of Earth, atmospheric chemistry, organic and inorganic components of soil and water, chemical weathering, and chemical fate and transport. Environmental problems such as acid deposition, climate change, loss of atmospheric ozone, pollution, and water treatment are also discussed. Laboratory course. *Prerequisite: CHEM 102 or CHEM 111 or CHEM 120 or CHEM 150.*

**CHEM 301 Chemistry Seminar for Juniors (2)**

A series of lectures by faculty, students, and invited speakers. Junior majors will give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. *Open only to juniors pursuing majors in chemistry.*

**CHEM 306 Biochemistry (4)**

Introduction to the major areas of biochemistry. Lecture, three hours. *Prerequisite: BIOL 233 and CHEM 201.*

**CHEM 307 Mechanistic Biochemistry (Lab) (4)**

An examination of all aspects of protein science, including protein biosynthesis, protein structure, and the mechanisms of enzyme catalysis, with particular emphasis on the biochemistry of enzyme catalysis. Lecture, three hours; laboratory, three and one-half hours. *Prerequisite: CHEM 202.*

**CHEM 308 Inorganic Chemistry (Lab) (4)**

A survey of the inorganic and organometallic chemistry of the elements. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 201.*

**CHEM 311 Instrumental Analysis (Lab) (4)**

An introduction to the theory and practice of the fundamental principles of chemical analysis and the use of chemical instrumentation in research. Course topics include solution equilibria in acid-base and complex-ion systems; electrochemical fundamentals and electroanalytical techniques; spectrophotometric and spectroscopic methods; and chromatographic and separation methods. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 211.*

**CHEM 316 Biochemistry of Metabolism and Molecular Biology (Lab) (4)**

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. Prior coursework in cell/molecular biology is recommended. Laboratory course. *Prerequisite: BIOL 233 and CHEM 202.*

**CHEM 352 Thermodynamics and Kinetics (Lab) (4)**

An introduction to thermodynamics and kinetics. Not open to students who have received credit for CHEM 322. Lecture, three hours; laboratory, three hours. *Prerequisite: CHEM 201 and MATH 102. Prerequisite or Corequisite: PHYS 101 or PHYS 103.*

**CHEM 401 Chemistry Seminar for Seniors (2)**

A series of lectures by faculty, students, and invited speakers. Senior majors will give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. *Open only to seniors pursuing majors in chemistry.*

**CHEM 405 Organic Synthesis (4)**

A comprehensive study of modern organic reactions and their application to the synthesis of biologically-active natural products. *Prerequisite: CHEM 202.*

**CHEM 408 Advanced Topics in Inorganic Chemistry (4)**

Selected topics in modern inorganic chemistry, such as bioinorganic chemistry, materials chemistry, and organometallic chemistry. The course surveys relevant primary literature. Topics may vary from year to year, and the course may be repeated for credit, depending upon the topic. Lecture, three hours. *Prerequisite: CHEM 308.*

**CHEM 411 Geochemistry of Natural Waters (4)**

A quantitative examination of the chemical processes that occur in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis is on equilibrium and steady-state calculations as a tool for understanding the distribution and fate of inorganic chemical species in natural waters. Examples and case studies are used to address a variety of water types (e.g., lakes, oceans, rivers, estuaries, groundwaters, and wastewaters), pollutant fate, and geochemistry. CHEM 311 and CHEM 352 recommended. *Prerequisite: CHEM 102 or CHEM 111 or CHEM 150. Prerequisite or Corequisite: CHEM 120.*

**CHEM 412 Advanced Environmental Geochemistry (4)**

An examination of the chemical principles that determine how natural systems work and how anthropogenic activities can have an impact on the function of these systems. Topics include both fundamental chemical principles and case studies of particular environmental systems. Lecture, three hours. *Prerequisite: CHEM 102 or CHEM 111 or CHEM 120 or CHEM 150.*

**CHEM 415 Mechanistic Enzymology (4)**

An examination, from an organic mechanistic perspective, of traditional and non-traditional uses of coenzymes in enzymatic catalysis. Particular emphasis is placed on the experimental methods used to provide evidence for proposed mechanistic pathways such as the use of isotopic labels and fluorinated substrate analogues as well as assorted spectroscopic techniques. Additional topics include the biosynthesis of various classes of secondary metabolites such as polyketides, terpenes, and deoxysugars. *Prerequisite: CHEM 202.*

**CHEM 417 Advanced Biochemistry (4)**

An exploration of contemporary issues in biochemistry based largely on primary literature. Topics such as the biosynthesis and mode of action of antibiotics, protein engineering, signal transduction, chemical carcinogenesis, and isotope effects in enzyme kinetics will be addressed in detail. *Prerequisite: BIOL 306 or BIOL 316 or CHEM 306 or CHEM 307 or CHEM 316.*

**CHEM 418 Structural Methods (4)**

This course examines the theory and praxis of molecular and macromolecular structure determination via spectroscopic and physical methods. Lecture, three hours. *Prerequisite: CHEM 202.*

**CHEM 422 Quantum Chemistry and Spectroscopy (4)**

An introduction to quantum mechanics in chemistry and spectroscopy. Lecture, three hours. *Prerequisite: CHEM 201 and MATH 102 and (PHYS 102 or PHYS 104).*

**CHEM 424 Topics in Physical Chemistry (4)**

*Prerequisite: CHEM 352 and CHEM 422.*

**CHEM 425 Drug Design and Development (4)**

An examination of the fundamental chemical aspects associated with the process of discovering new drugs. Both combinatorial and rational drug design methodologies are addressed. Emphasis is on the application of various structure-based and mechanism-based strategies for drug optimization. Additional topics include pharmacokinetics (how drugs move within the body), metabolism of drugs, and pharmacodynamics (effect of drugs and their molecular mechanism of action). *Prerequisite: CHEM 202.*

**CHEM 428 Advanced Topics in Analytical Chemistry (4)**

This course covers the theory and practice of special methods and recent advances in analytical chemistry. *Prerequisite: CHEM 311.*

**CHEM 444 Research/Independent Study (2 or 4)**

Qualified juniors and seniors may do research or independent study under the supervision of a member of the chemistry department.

**CHEM 494 Mentored Research in Chemistry (2 or 4)**

Students engage in original research in chemistry under the mentorship of a faculty member. Students apply and integrate knowledge from their coursework while learning both specific laboratory techniques and practical problem-solving skills. Discussion of proper laboratory record-keeping, responsible conduct of research, presentation of research results, and laboratory safety are also emphasized. Repeatable for credit.

## Chinese (CHIN)

**CHIN 103 Elementary Chinese I (4)**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation.

**CHIN 104 Elementary Chinese II (4)**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. *Prerequisite: CHIN 103 or placement.*

**CHIN 203 Intermediate Chinese (4)**

An intensive study of Chinese grammar and further development of conversational skills, reading, and writing of pinyin and Chinese characters. *Prerequisite: CHIN 104 or placement.*

**CHIN 301 Advanced Chinese (4)**

Emphasis on developing reading and writing skills in addition to conversational practice. Students will read and discuss materials from Chinese newspapers, magazines, and modern literature. Students will write short essays in simplified Chinese characters. *Prerequisite: CHIN 203 or placement.*

**CHIN 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest. Conducted in Mandarin Chinese. *Prerequisite: CHIN 301.*

## Christian Ethics and Moral Theology (CEMT)

**CEMT 362 God and Nature (3)**

This course examines ways in which Christians have experienced and understood God in relation to the created order. The course focuses specifically on the last five hundred years of Western culture, how the conception of nature has shifted and, with it, ways of conceiving of God. This is juxtaposed with current experiences of nature and the cultural narratives of the American legacy. Particular attention is given to Darwin and theories of evolution, as well as the notion of wilderness in American culture. Some class time will be spent out of the classroom, on various parts of the Domain.

**CEMT 363 Sustainability as an Ethical Problem (3)**

The concept of sustainability necessarily entails the question, "What ought to be sustained?" This course examines the proper relationship of humankind to the nonhuman world. It surveys the various and sometimes conflicting ways the term is used in political, ethical, environmental, and institutional contexts. Criticisms of and alternatives to dominant views of sustainability are considered from agrarian, environmental justice, and political-ecological perspectives.

**Church History and Historical Theology (CHHT)****CHHT 339 Augustine of Hippo: Self and Society (3)**

A seminar engaging two of Augustine's civilization-altering books: *The Confessions* and *The City of God*. Augustine's assessment of the cultures in which he was raised and their inadequacy for sustaining human life, and his exposition of a radical alternative in the life of the Trinity, raise acute political and social as well as personal issues. The primary focus of the course is a close literary and theological reading of major portions of Augustine's text in translation (students who read Latin are encouraged to work with the original). Secondary readings, biographical, sociopolitical, theological, and feminist, help widen and sharpen the questions brought to the texts. *Prerequisite: HIST 100 and one course in philosophy or religion; or the interdisciplinary humanities sequence.*

**CHHT 350 Classics of the Christian Journey (3)**

This is a course of readings in Christian spirituality that share the motif of "journey" or "pilgrimage". The readings, which are all primary sources, are highly diverse, though related by their engagement with the Christian tradition and their use of this particular motif. *Open only to juniors and seniors. Prerequisite: One course in HIST, PHIL, or RELG and junior or senior standing.*

**Classical Studies (CLST)****CLST 101 Classical Mythology (4)**

Survey of the principal Greek and Roman myths with selected readings in English from ancient and modern sources.

**CLST 110 Myth and Monuments (4)**

This course is a comparative study of the archaeological remains and mythology of the Egyptian pyramid builders, the Mesopotamian ziggurat builders, and the Adena/Hopewell and Mississippian mound builders of Central Tennessee.

**CLST 150 Classics in Cinema (4)**

The course focuses on portrayals of Greek and Roman culture in film, with readings from classical and later literature in translation as well as criticism.

**CLST 200 Classical Drama (4)**

This course, with texts read in translation, examines Greco-Roman drama of various sorts: the works of the Athenian tragedians, Aeschylus, Sophocles, and Euripides; the Greek comedies of Aristophanes and Menander; the Roman comedies of Plautus and Terence; and the Roman tragedies of Seneca.

**CLST 207 Greek Archaeology (4)**

An introduction to the archaeology of ancient Greece and Rome.

**CLST 208 Roman Archaeology (4)**

An introduction to the archaeology of ancient Greece and Rome.

**CLST 210 Ancient Epic in Translation (4)**

This course focuses on the epic poetry of the Greco-Roman worlds. These works, which form the foundation of the western literary tradition, engage readers with a wide range of literary, mythological, historical, and cultural approaches. Possible readings include texts by Homer, Hesiod, Apollonius, Ennius, Lucretius, Vergil, Ovid, Lucan, Statius, Valerius Flaccus, and Silius Italicus.

**CLST 250 The Golden Age of Athens (4)**

This course examines the historical and literary sources that provide us with knowledge about the development of Athens in the Archaic and Classical periods culminating in the Peloponnesian War. Emphasis is placed on examining the methods, biases, and goals of the historians, Herodotus and Thucydides. Other authors considered include Sophocles, Aristophanes, the Sophists, Xenophon, Plato, and Aristotle. Not open for credit to students who have previously taken HIST 301.

**CLST 301 Classical Etymology in English (4)**

A study of the derivation of English words from Latin and Greek, with discussions of grammar and of language history.

**CLST 345 Literature and Myth: The Tradition of Classical Mythology in European Literature (4)**

A study of the use of classical myth in the literature of the Western World through an examination of selected works from the classical, medieval, and renaissance periods. Special attention is given to the development and literary history of the Trojan War legend. *Prerequisite: CLST 101.*

**CLST 350 Women and Gender in Classical Antiquity (4)**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality.

**CLST 351 Greek Literature in Translation (4)**

Survey of ancient Greek literature in English translation emphasizing the development of the major genres. Readings are selected from epic, lyric, tragedy, comedy, history, and oratory.

**CLST 353 Latin Literature in Translation (4)**

Survey of Latin literature in English translation treating Roman comedy, epic, history, and satire. Special emphasis in the first semester is on Vergil's *Aeneid*.

**CLST 354 Sacred Spaces in and around Rome (2)**

This three-week interdisciplinary course focuses on the relationship of the human to the divine in Italy, and Rome especially, from its earliest pagan manifestations, through the rise of Christianity in the first century, to the reform of spiritual life associated with St. Benedict and St. Francis of Assisi. The emphasis of the course is on the sense of place in these religious experiences of how location affected belief and behavior. Students explore ancient temples, Christian churches and catacombs in Rome, and follow in the footsteps of St. Benedict and St. Francis in Umbria.

**CLST 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. May be taken more than once for credit.

**CLST 494 From Pericles to Caesar (4)**

This course traces the history of the Mediterranean world from fifth-century Athens to the rise of the Roman Empire. Special attention is given to ancient biography, historiography, and philosophy. The first half of the course includes the study of Plutarch's and Thucydides' accounts of the lives of Pericles and Alcibiades as well as Plato's *Apology* and *Symposium*. In the second half of the course, works by Aristotle, Plutarch, Caesar, Cicero and Tacitus are considered. This course is only available through the European Studies Program.

## Computer Science (CSCI)

**CSCI 101 Introduction to Computer Science (4)**

An introductory survey of computer science designed for liberal arts students, including such topics as machine architecture, language translation, artificial intelligence, and noncomputability.

**CSCI 105 "Garbage In, Garbage Out:" Ethical, Legal, and Social Issues in a Computerized World (4)**

An examination of a wide array of social, legal, and ethical issues related to the ubiquity and range of computing and computers. Topics explored include computer activism, computer crime, the fourth amendment and expectation of privacy, intellectual property protection, computer surveillance, identity theft, secure communication, and digital forgery. No computing experience is required. *Open only to new first-year students and freshmen.*

**CSCI 120 Introduction to Environmental Computing (4)**

The course includes an introduction to common software programs used in geographic information systems (GIS) and provides an overview of GIS-related technologies. It also introduces students to a deeper understanding of the Internet as a computing technology and how it can be used best to share environmentally-oriented research and information with the public. The class covers hypertext markup language, basic design, layout, construction, setup and maintenance of a web site as the support structure for online publication of environmental content. Existing environmental web sites provide valuable case studies for analysis and improvement.

**CSCI 157 Introduction to Modeling and Programming (4)**

An introduction to creative modeling of both natural and virtual worlds, in which students gain understanding of human interaction with computing devices as well as the expertise needed for further course work in computer science. Lab experiences using the explicit notation of a programming language reinforce the application of abstractions while affording practice in algorithmic problem solving and relevant theory.

**CSCI 180 Business Data Communications and Computer Networks (4)**

This course offers a balanced approach between technical and practical aspects of data communications, providing an exploration of how things work as well as how they can be applied to create business solutions. Data communications and computer networks are essential for the functioning of banking systems, financial markets, trade, and local and global businesses, which must manage those systems, plan for technological growth, and reduce the security vulnerabilities that are introduced by those systems. Topics covered include distributed data processing, Internet architecture and protocols, client-server computing, local and wide area networks, wireless communications, and network security.

**CSCI 257 Data Structures (4)**

Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. *Prerequisite: CSCI 157.*



**CSCI 276 Multimedia Programming and Design (4)**

An introduction to object-oriented programming techniques that underlie the creation, manipulation, and transmission of digital media, including digital photography, audio, and video. Topics include scaling and transforming pictures, sound waveform visualization and manipulation, MIDI, chromakey, frame-based animation, and compression, encoding, and transmission of digital media over the Internet. *Prerequisite: CSCI 157.*

**CSCI 284 Database Design with Web Applications (4)**

This course provides students with a working knowledge of the power and potential of modern networked databases as well as of common uses and abuses. Students receive hands-on experience with open source development tools, which are widely used for building and placing databases on the web. Database development is explored, from conceptual elaboration through design and implementation, and interview techniques for effective database design are considered. Programming techniques are introduced for building, maintaining, accessing, interacting, and protecting the information in large data depositories. Discussions include consideration of concerns driving policy decisions for amassing and managing sensitive, and sometimes dangerous, information collections. *Prerequisite: CSCI 101 or CSCI 157.*

**CSCI 286 Computer Mapping and Geolocation (4)**

An introduction to computer location algorithms and networks with an emphasis on fundamental principles, this course provides basic understanding of location services and underlying technologies, including comparisons of popular mapping and geolocation programming technologies appropriate for web and mobile platforms. *Prerequisite: CSCI 257.*

**CSCI 290 Data Mining (4)**

Data mining is the automated analysis of large quantities of data to extract previously unknown patterns such as clusters, anomalies, relationships, and dependencies. As large columns of data accumulate, techniques are needed to make sense of the stored information and predict future trends. Data mining applications have become important in fields such as finance, healthcare, manufacturing, and marketing. This course introduces students to the principal ideas in statistical learning, including areas such as classification, clustering, and data extraction. Along the way, students develop problem-solving skills and an understanding of programming techniques and data structures. *Prerequisite: CSCI 257 or CSCI 284.*

**CSCI 310 Theory of Computation (4)**

An introduction to the theoretical foundations of computing including abstract models of computing machines, the grammars the machines recognize, and classes of languages. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 320 Analysis of Algorithms (4)**

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 326 Functional Programming (4)**

Data abstraction and data-driven recursion, higher-order functions, and the management of state. An exploration of the functional paradigm in the context of concurrent and distributed computing. *Prerequisite: CSCI 257.*

**CSCI 344 Robotics (4)**

An overview of the field of robotics with special emphasis on motion planning. In addition to basic computer science concepts, introductions to the necessarily related fields of mechanical and electrical engineering will be provided as appropriate. Computer simulations will be used and students will get hands-on experience with real world robotics through assignments using project component kits. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 348 Databases (4)**

An introduction to the design of databases for the systematic collection, organization, and retrieval of large quantities of related information. The relational data model will be used with a design process that begins with conceptual modeling and ends with the physical data organization. The course includes topics such as normalization, SQL, data quality management, implementation issues, database administration, and data warehousing. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 356 Artificial Intelligence (4)**

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 360 Principles of Interactive Computer Graphics (4)**

Introduction to interactive computer graphics including 2D and 3D viewing, clipping, hidden line/surface removal, shading, interaction handling, geometrical transformations, projections, and hierarchical data structures. Brief introductions to related and dependent fields of physically-based modeling and scientific visualization will be included. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 370 Computer Organization (4)**

Levels of abstraction in computer organization, processors and related hardware components, instruction sets, program execution, and the memory hierarchy. *Prerequisite: CSCI 257.*

**CSCI 376 Programming Languages (4)**

Imperative, object-oriented, declarative, and functional programming language paradigms. *Prerequisite: CSCI 257 and MATH 215.*

**CSCI 411 Computer Networks and Architecture (4)**

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. *Prerequisite: CSCI 370.*

**CSCI 428 Operating Systems (4)**

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. *Prerequisite: CSCI 370 and MATH 215.*

**CSCI 430 Machine Learning (4)**

Study of intelligent problem-solving, searching algorithms, inference systems, and machine intelligence. Topics covered include Bayesian decision theory and pattern recognition techniques such as neural networks, genetic algorithms, and traditional artificial intelligence methodologies. *Prerequisite: CSCI 257 and MATH 210.*

**CSCI 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest.

**Creative Writing (WRIT)****WRIT 205 Creative Writing: Poetry (4)**

Discussions will center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed WRIT 409. *Prerequisite: ENGL 101 or HUMN 101.*

**WRIT 206 Creative Writing: Fiction (4)**

Discussions will center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed WRIT 410. *Prerequisite: ENGL 101 or HUMN 101.*

**WRIT 207 Creative Writing: Playwriting (4)**

Discussions will center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed WRIT 411. *Prerequisite: ENGL 101 or HUMN 101.*

**WRIT 305 Advanced Creative Writing: Poetry (4)**

Discussions will center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. May be repeated once for credit unless the student has already received credit for WRIT 419. *Prerequisite: WRIT 205.*

**WRIT 306 Advanced Creative Writing: Fiction (4)**

Discussions will center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. May be repeated once for credit unless the student has already received credit for WRIT 420. *Prerequisite: WRIT 206.*

**WRIT 307 Advanced Creative Writing: Playwriting (4)**

Discussion will center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. May be repeated once for credit unless the student has already received credit for WRIT 421. *Prerequisite: WRIT 207.*

**WRIT 413 Creative Writing: Song Lyric (2)**

This is a writing course in contemporary song. Using what the student learns from studying the form and technique of traditional and popular "standards," the student composes his/her own songs. Students are expected to co-write with the other members of the class as well as with the professor. The final project is a "demo" (a CD recording) of the student's one or two best compositions. The course includes field trips (two or three afternoons) to Nashville to visit a licensing agency, a record company, a publishing house, and a management company. *Prerequisite: ENGL 101 or HUMN 101.*

**WRIT 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. May be taken more than once for credit.

**Economics (ECON)****ECON 101 Introduction to Economics (4)**

Explores essential concepts for understanding modern economic activity and economic issues involving public policy.

**ECON 113 Economics of Social Issues (4)**

Through an issues-oriented approach to the study of economics, basic economic concepts and principles are introduced and developed through the study of various social issues such as human misery, government control of prices, higher education, energy, crime, pollution, bigness, trade protection, health, discrimination, unemployment, inflation, and the national debt.

**ECON 301 Money and Banking (4)**

A study of the American monetary and banking systems, with particular attention to commercial banking, the Federal Reserve System, monetary theory, and monetary policy. *Prerequisite: ECON 101.*

**ECON 304 Labor Economics (4)**

This course uses microeconomic theory to analyze the economics of work. The demand for and the supply of labor are the basis for analyzing a wide range of observed outcomes in the labor market, including wage determination and employment. Topics with important policy implications include human capital and educational investments, economics of the highly paid, unions, immigration policy, fringe benefits, unemployment insurance, race and gender discrimination, minimum wage policies, welfare policy, and the distribution of income. *Prerequisite: ECON 101.*

**ECON 305 Microeconomic Theory (4)**

Studies the behavior of consumers, firms, and industries, and the conditions of equilibrium in output/input markets and in the economy as a whole. *Prerequisite: ECON 101.*

**ECON 306 Macroeconomic Theory (4)**

The theory of economic growth, employment, and the price level. *Prerequisite: ECON 301.*

**ECON 307 Income, Distribution, Poverty and Public Policy (4)**

The nature, determinants, and consequences of income as it is distributed in the United States, with particular emphasis on problems and policies relating to the poor. *Prerequisite: ECON 101.*

**ECON 308 Urban Economics (4)**

This course explores how the location decisions of utility-maximizing households and profit-maximizing firms lead to the formation of cities. Economic principles underlying urban development and their application to current policy debates are understood through examination of transportation, education, crime, housing, the role of government in land use patterns, and other urban issues.

*Prerequisite: ECON 101.*

**ECON 309 Women in the Economy (4)**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. *Prerequisite: ECON 101.*

**ECON 310 Economic Development (4)**

The course examines the principles and concepts of development and focuses on major development problems and policies, both domestic and international. Topics of analysis include theories of economic growth and development, poverty and income distribution, population, human capital, agricultural and rural development, and international trade. *Prerequisite: ECON 101.*

**ECON 311 Health and Development (4)**

This course provides students with an understanding of issues regarding the delivery of health care services in the context of developing countries. Topics include the measurement of health status; the relation between health and economic development; the demand for health services; cost-benefit and cost-effectiveness analysis; and methods for financing health care in developing, resource-constrained nations. *Prerequisite: ECON 101.*

**ECON 312 Health Economics (4)**

This course examines the nature of demand for different kinds of health services, the supply of health services, the market structure of the health care industry, market failures in the provision of health care services, alternative health care delivery systems, and related policy issues. *Prerequisite: ECON 101.*

**ECON 315 Industrial Organization and Public Policy (4)**

Discusses the economic performance of firms and industries; the importance of industrial structure in determining performance; the problem of monopoly, business behavior, and performance; public policies to promote competition; and public regulation. *Prerequisite: ECON 101.*

**ECON 320 Behavioral Economics (4)**

This course analyzes the observed behavior of decision-makers and explores when and why actual behavior deviates from the predictions of standard economic models. Drawing from research in psychology, the course enriches standard economic theories by incorporating social, cognitive, and emotional factors into decision-making models. These factors include (but are not limited to) bounded rationality, social preferences, procrastination, and self-control. The course also considers the policy implications of behavioral models as they relate to saving, consumption, health, and education. *Prerequisite: ECON 101.*

**ECON 326 Growth Theory (4)**

This course examines classical and modern theories of long run economic growth. Emphasis is placed on the comparative experience of developed and less developed countries. Relevant topics include capital formation, investment, growth and institutional analysis. *Prerequisite: ECON 101.*

**ECON 329 Law and Economics (4)**

This course examines how legal rules and institutions create economic incentives and affect behavior. The course is organized around the three major areas of the common law—property, tort, and contract law—and criminal law. Both a jurisprudential and an economic theory of the law are introduced and developed. Economic analysis is used to predict the behavior and outcomes that will result from various legal rules and to evaluate which legal rules are best in terms of economic efficiency. *Prerequisite: ECON 101.*

**ECON 330 Dynamics of the Financial System (4)**

Considers origins and performance of the dual and central bank system of the United States with particular emphasis on the postwar financial experience and financial innovation relative to financial crises and panics. Also contemplates necessary changes, developments, and theories for the future. *Prerequisite: ECON 101.*

**ECON 331 Public Finance and Fiscal Policy (4)**

Examines the economic function of government: allocation of resources, distribution of income, stabilization. Revenue structure: federal, state, and local taxation. Government expenditure: the federal budget, criteria for evaluating government expenditures, specific programs. Fiscal policy. *Prerequisite: ECON 101.*

**ECON 333 Econometrics (4)**

This course introduces economic research methods and requires development of an individual research effort. Econometric (quantitative) analysis is also introduced and applied with the use of econometric software. *Prerequisite: ECON 101 and STAT 204.*

**ECON 335 Environmental Economics (4)**

A study of the causes of and solutions for pollution and environmental degradation weighs the value of ecosystems and their role in sustaining economic activity. Applies cost/benefit analysis to environmental issues and provides an introduction to economics of nonrenewable and renewable resources such as mines, forests, and fish. *Prerequisite: ECON 101.*

**ECON 336 Energy Economics (4)**

This course applies microeconomic principles to the energy sector, focusing on energy supply and demand in the U.S. and global markets. It uses economic theory and an empirical perspective to examine markets for coal, electricity, natural gas, and renewable energy resources. It also assesses public policies that affect energy markets, including those related to energy taxes and subsidies, deregulation, and other policy instruments for pollution control. *Prerequisite: ECON 101.*

**ECON 338 The Economics of Food Policy (4)**

This course analyzes a broad range of government policies affecting our food system, from producers to consumers. The focus is on contemporary policy issues. Examples include farm income support, environmental regulation, fuel production, consumer protection, trade distortions and food aid. *Prerequisite: ECON 101.*

**ECON 340 Introduction to Mathematical Economics (4)**

Studies the mathematical formulation of economic theory by examining selected topics drawn from micro and macroeconomic models, general equilibrium analysis, input/output analysis, static and dynamic analysis, and linear programming. *Prerequisite: ECON 101 and (ECON 201 or STAT 204).*

**ECON 341 Game Theory (4)**

An introduction to the field of game theory, that is, study of strategic interactions in which participants take into account both the realized and anticipated behavior of other participants in determining their own behavior. Applications are drawn from the labor market, oligopoly, global politics, and everyday life. *Prerequisite: ECON 101 and MATH 101.*

**ECON 343 International Trade (4)**

This course studies international trade theories and trade policy. Topics include trade models, the gains from trade, determinants of the terms of trade and income distribution, global factor movements, protectionist policy, and trade agreements. *Prerequisite: ECON 101.*

**ECON 344 International Finance (4)**

This courses studies financial aspects of growth, income and price level determination in open economies. Topics include the balance of payments, exchange rate determination, international payment adjustment mechanisms, capital flows, and international macroeconomic policy. *Prerequisite: ECON 101.*

**ECON 345 Economic Development in China (4)**

A study of the nature of the development problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets and human capital formation, women's empowerment, and international trade. *Prerequisite: ECON 101.*

**ECON 346 Introduction to Asian Development (2)**

The course offers an introduction to economic development process in Asian countries, with focus on similar and diverse characteristics of developing Asian countries as well as unique characteristics of Chinese development. Emphasis is placed on the historical, cultural, and political context of economic development policies in China, as background preparation for students doing a fieldwork-based, summer trip to China. The course trains students to gather primary data through individual interviews and focus group discussions they will undertake with employees and managers of state-owned enterprises, joint ventures, private businesses, and Chinese Communist Party members. *Prerequisite: ECON 101.*

**ECON 347 Microfinance Institutions in South Asia (4)**

The course provides an overview of the microfinance industry: its origins, evolution, theoretical underpinnings and empirical evidence. It focuses on both the tools of microfinance operation such as financial management and lending methodologies, and on the basic issues and policy debates in microfinance, such as impact assessment, poverty targeting and measurement and sustainability.

**ECON 348 Social Entrepreneurship (4)**

This course focuses on entrepreneurial approaches to solving social problems, and explores the ways in which such approaches can fundamentally change society. The course examines best practices of successful Social Sector Institutions such as the Grameen Bank and innovative not-for-profit ventures. It also confronts theoretical issues that inform these practices, issues such as community accountability and clients' gender, connected to practices such as product development and risk management. A variety of governance structures (NGOs, cooperatives, and for-profit ventures) and service delivery strategies (individual and group, peer microlending, venture capital) are considered. International in scope, this course examines the replication of successful models across differing economies. *Prerequisite: ECON 101.*

**ECON 349 Selected topics in Microfinance and Social Entrepreneurship (2)**

The course provides an introduction to microfinance and social entrepreneurship. It focuses on the concept, issues, and success of the microfinance movement around the world, particularly with respect to the Grameen Bank of Bangladesh. The course also addresses the social entrepreneurship movement and discusses some leading global social entrepreneurs, as background preparation for student planning a fieldwork-based summer trip to Bangladesh. The course trains students to gather primary data through individual interviews and focus group discussions they will undertake with poor borrowers of the Grameen Bank and other microfinance institutions.

*Prerequisite: ECON 101.*

**ECON 360 Finance I (4)**

This course addresses the concepts underlying corporate finance and equity markets. Topics include capital budgeting, capital structure, dividend policy, security valuation and efficient market theory. A student may not earn credit for this course and ECON 302. *Prerequisite: ECON 101. Prerequisite or Corequisite: STAT 204.*

**ECON 361 Finance II (4)**

This course examines investment theory and fixed income securities. Topics include portfolio theory, asset pricing models, performance evaluation, and valuation of debt and risk associated with fixed income instruments. A student may not earn credit for this course and ECON 320. *Prerequisite: ECON 360.*

**ECON 362 Finance III (4)**

This course analyzes investments and derivative markets. Topics include hedge funds, real estate investments, options, futures, and swaps. *Prerequisite: ECON 361.*

**ECON 380 Seminar in the Economics of Rural Development in the United States (4)**

This research seminar provides students the opportunity to explore topics related to the development of the rural United States with particular emphasis on the region around Sewanee. Team research will be emphasized. *Prerequisite: ECON 101.*

**ECON 381 The Political Economy of Sustainable Development (4)**

This course examines the different configurations of market, state, and cultural forces presented by societies as they respond to the challenges associated with attempting to meet present needs and demands without compromising their natural and social base for meeting the needs of the future. Theoretical discussions are combined with case studies. A student may not earn credit for this course and POLS 461. *Prerequisite: ECON 101.*

**ECON 401 History of Economic Thought (4)**

Presents economic thought throughout history, but primarily the classical, Marxian, neoclassical, and Keynesian schools. Leading writers are considered chronologically, with emphasis on Smith, Ricardo, Malthus, Marx, J.S. Mill, Marshall, and Keynes. *Prerequisite: ECON 101.*

**ECON 410 Research Seminar in Economics (4)**

An introduction to specific fields of literature and the empirical methods of research used to produce that literature. The first half of the semester will be devoted to learning econometric modeling methods and the second half to applying these methods. All students will be required to produce a major paper based on original empirical research. Students are required to take either ECON 410 or 411 but may not receive credit for both. *Open only to seniors pursuing majors in economics. Prerequisite: ECON 333.*

**ECON 411 Policy Seminar in Economics (4)**

This course examines major streams of thought concerning the roles that government, markets, and other institutions should play in bringing about the maximum well-being of society. Using professional economics literature, students then apply these ideas to a variety of policy issues. *Open only to seniors pursuing majors in economics. Prerequisite: (ECON 201 or STAT 204) and ECON 305 and ECON 306.*

**ECON 444 Independent Study (2 or 4)**

Advanced work for selected students. May be repeated. Particularly recommended for candidates for honors in economics. Also open to students other than economics majors. *Prerequisite: ECON 101.*

## Education (EDUC)

**EDUC 161 Introduction to Educational Psychology (4)**

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. This course includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. This course includes observation in local schools and is an active learning experience.

**EDUC 201 Instructional Technology: Digital Literacy and Learning (4)**

The course examines the use of instructional technology in teaching and learning with an emphasis on the pedagogical implications of digital literacy for teachers and students. Topics include instructional design, computer hardware and software, educational networks, and multimedia integration. Students gain a theoretical understanding of the use of technology as an instructional tool as well as acquire the necessary skills to implement technology in a teaching environment.

**EDUC 205 Introduction to Environmental Education (4)**

An introduction to the philosophy, goals, theory, and practice of environmental education. The history of environmental education, as it pertains to environmental literacy, implementation, and professional responsibility, is explored through hands-on learning activities as well as use of texts. Educational models which promote ecologically sustainable behaviors are considered as well. This course includes some field trips.

**EDUC 220 Methods of Teaching Writing (1)**

The course surveys the expectations for successful writing in several disciplines and explores various strategies peer and professional tutors may employ to help student writers attain their goals. Participants will examine samples of student writing, discuss possible responses, and develop model interactions between tutors and students.

**EDUC 221 Teaching Writing in the Community (2)**

In this course, students not only learn about writing pedagogy but also practice the teaching of critical and expository writing to those in the larger community--specifically to women currently residing at the Blue Monarch. Weekly class meetings alternate between on-site, practice teaching at the Blue Monarch and instructional sessions on campus.

**EDUC 226 Teaching Children's Literature (4)**

An examination of the many genres of children's literature and their uses within diverse educational settings. The course addresses methods of selecting and evaluating children's books for readability, interest level, and cultural sensitivity; it also explores strategies to encourage reading and writing. Students should expect to observe and teach language arts lessons in local P-8 classrooms.

**EDUC 255 Introduction to Special Education (4)**

The nature, origin, instructional needs, and psychological characteristics of students with diverse and exceptional learning needs. Exceptionalities considered include specific leaning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, gifted and talented students, and English language learners. This course includes observation in local schools. Not open for credit for students who have completed EDUC 163. *Prerequisite: EDUC 161.*

**EDUC 260 Philosophies of Education (4)**

A study of the philosophic framework, theories, and principles that shape teacher practice, curriculum, and interactions between students and educators. This course explores not only the underlying principles of education and the nature of knowledge, but also ways in which historic and contemporary theories have affected curricula, pedagogy, and ideas of literacy. Such matters are considered in relation to controversies arising throughout evolution of the American educational system. Students conduct research in local schools.

**EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

**EDUC 341 Methods and Materials of Teaching (4)**

Study and practice of secondary school teaching. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. *Prerequisite: One course in education.*

**EDUC 350 Issues and Innovations in Education (4)**

An in-depth exploration of significant issues both contemporary and historic in education, schools, and teaching. The course explores issues such as high-stakes testing, challenges of rural education, tracking and ability grouping, and efforts to achieve educational equity. It also assesses innovative initiatives such as learning communities, service learning, and problem-based learning. Students conduct research in local schools and also undertake projects focused on positive change for young people. *Prerequisite: One course in education.*

**EDUC 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**EDUC 401 Senior Seminar (4)**

A seminar that encourages students to reflect on student teaching experiences and increase their expertise using methods to teach their subject areas. Topics vary, and are likely to include: classroom management, effective teaching, evaluation, feedback, and professionalism. The course also includes a series of guest lectures and workshops.

**EDUC 402 Action Research in Education (2)**

Students serve as researchers for a project in local schools. They join local teacher subject groups, attend their meetings and take notes and help teachers with Blackboard software. Students also interview teachers and their students about their experiences and write short reports. Credit is given in the spring for a full year's satisfactory participation. The course is offered only on a pass-fail basis. *Prerequisite: One course in education.*

**EDUC 444 Independent Study (2 or 4)**

To meet the needs and interests of selected students. May be taken more than once for credit.

**English (ENGL)****ENGL 101 Literature and Composition (4)**

This introduction to literature written in English focuses on several plays by Shakespeare, introduced by an examination of lyric poems—either by Shakespeare or by one of his contemporaries. The course is designed to develop the student's imaginative understanding of literature along with the ability to write and speak with greater clarity. It is intended to be of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. There are at least six writing assignments, with student writing a frequent topic for classroom discussion.

**ENGL 200 Representative Masterpieces (4)**

An examination of several masterpieces of Western literature, including Homer's *Iliad* and Dante's *Divine Comedy*. Some sections are writing-intensive. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 203 Roots of Western Literature (4)**

An examination of several key background works of Western literature (in translation) focusing principally on plays by Sophocles and Aeschylus, Lucretius's *De Rerum Natura*, Ovid's *Metamorphoses*, Apuleius's *Golden Ass*, Boethius's *Consolation of Philosophy*, and selections from the Old Testament and Apocrypha. Other works covered may include Statius's *Thebaid*, Boccaccio's *Decameron*, Ariosto's *Orlando Furioso*, and Tasso's *Jerusalem Liberata*. Some sections are writing-intensive. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 207 Women in Literature (4)**

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth and twentieth century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 210 Studies in Poetry (4)**

An examination of poems from British and American literature selected by the instructor. Writing-intensive some semesters. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 211 Studies in Fiction (4)**

An examination of novels and short fiction from British and American literature selected by the instructor. Writing-intensive some semesters. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 212 Studies in Literature (4)**

A course which examines texts in various genres and which may focus on a particular theme chosen by the instructor. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 216 Studies in Literature: American Literary Journalism (4)**

Students examine, compare, and analyze the journalistic and literary writings of 19th and 20th century American writers such as Walt Whitman, Mark Twain, Fanny Fern, Ernest Hemingway, and Katherine Anne Porter. They also study 20th century "New Journalism" (Wolfe, Thompson, Didion, Mailer) and conclude with an examination of contemporary journalism, creative non-fiction, personal essays, and multi-media journalism. Students are required to analyze literary and journalistic writing with an eye towards discerning the difference between news writing, editorials, and literary journalism. They write journalistic pieces as well as analytical essays. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 218 Studies in Literature: Literature and Religion—Writings of the Spiritual Quest (4)**

Study of a broad range of imaginative writings, from ancient to modern, concerned with the human search for God, transcendence, and ultimate meaning. Literatures influenced by Jewish and Christian traditions figure prominently in the reading list but works inspired by Buddhism and Native American religion are included as well. Texts include writing by at least one medieval mystic and by authors such as George Herbert, Leo Tolstoy, Black Elk, Elie Wiesel, Flannery O'Connor, T.S. Eliot, and Marilynne Robinson. *Prerequisite:* One course with attribute G1 including AP or IB credit.

**ENGL 220 Poetry, Nature and Contemplation (4)**

This course approaches the reading and writing of poems as contemplative practices through a diverse selection of American poetry of the earth, from the nineteenth century to the present day, combined with daily meditation in and outside of class, and assigned journals and other writing. In doing so, it explores the relationship of the self to its surroundings and the role of the written word in defining that relationship. *Prerequisite:* One course in English with attribute GFWI.

**ENGL 301 Anglo-Saxon Language and Literature (4)**

This course is an introduction to the language of the Anglo-Saxons (Old English) and to their literature. Students will learn pronunciation, vocabulary, and grammar as they read a variety of Anglo-Saxon works, both prose (including selections from *The Anglo-Saxon Chronicle*) and verse (including "Cædmon's Hymn," "The Dream of the Rood," "The Wanderer," "The Battle of Maldon," and selections from *Beowulf*). This course (with the addition of two courses in Latin) satisfies the language requirement for the medieval studies major. This course does not meet the University's requirements for foreign language study. *Prerequisite:* One course in English with attribute GFWI.

**ENGL 330 The Life and Literature of Tennessee Williams (4)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 331 Melville's *Moby-Dick* (4)**

Ignored at first, Melville's epic novel has since been recognized as a provocative whale-of-a-tale. The course emphasizes close reading of this American literary classic. It also engages students in "deep-diving" pursuit of the novel's larger implications as quest-narrative. What are the ultimate if disparate aims of the oceanic search conducted by crazed Captain Ahab, by Ishmael as narrator, by Herman Melville as author? What responses to the problem of evil and the "fine-hammered steel of woe" might the book suggest? Centered on a single text while allowing consideration of additional writings and adaptations, this duo-taught course addresses these and other noteworthy questions. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 349 Special Topics in English (4)**

Though its content will vary from semester to semester, this class always focuses on a special topic in English, Anglophone, or American literature not fully covered in existing courses. Examples might include courses on a single author, a literary movement or tradition, a genre, or a theme. Repeatable. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 350 Medieval Drama and its Legacy (4)**

A study of the drama of late medieval and early modern England. The course will include selections from liturgical drama, the mystery cycles (from York, Chester, and Wakefield), morality plays and non-cycle drama (such as the Digby *Mary Magdalene*, *Mankynde*, *Everyman*), folk plays and farces (such as the *Robin Hood* plays), as well as early school and professional plays (such as *Ralph Roister Doister*, *Gorbuduc*, and *Thomas of Woodstock*). *Prerequisite: One course in English with attribute GFWI.*

**ENGL 351 Medieval English Literature (4)**

A study of several key works from the Anglo-Saxon (in translation) and Middle English, chiefly *Beowulf*, *Sir Gawain and the Green Knight*, selections from Chaucer, and a number of shorter Anglo-Saxon poems. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 352 Chaucer (4)**

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 353 English Drama to 1642 (4)**

A study of the drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 357 Shakespeare I (4)**

A study of several plays written before 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 358 Shakespeare II (4)**

A study of several plays after 1600. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 359 Renaissance Literature I (4)**

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 360 Renaissance Literature II (4)**

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 362 Milton (4)**

A study of Milton's poetry and prose in the context of religious and political upheavals in mid-seventeenth-century England. Particular emphasis is on *Lycidas* and *Paradise Lost*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 365 The Restoration and Eighteenth Century (4)**

This course examines major authors of the period from 1680 to 1800, including Behn, Dryden, Swift, Pope, Gay, Johnson, Gray, Goldsmith, and Burns. Topics may include Restoration cultures and theater, neoclassicism, satire, and sensibility. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 367 Origins and Development of the English Novel I (4)**

A study of the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 369 Classicism to Romanticism: the Late 18th Century (4)**

A study of the literature from 1750 to 1800. Included is an examination of such writers as Johnson, Boswell, Burke, Gray, Collins, Goldsmith, Burns, and Blake. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 370 British Romanticism: the Early 19th Century (4)**

A study of the poetry and poetic theory of British romanticism. Included is an examination of such writers as Wordsworth, Coleridge, Byron, Shelley, and Keats. *Prerequisite: One course in English with attribute GFWI.*



**ENGL 371 Blake (4)**

A study of the poetry and designs of William Blake in the context of his revolutionary era. Selected readings from Milton and the *Bible* will be assigned as essential background; prior knowledge of these sources is helpful but not required. Digital resources will aid in our study of the visual art, and students will read and report on selected critical works. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 373 Victorian Prose and Poetry (4)**

A study of selected poems of Tennyson, Browning, Arnold, Swinburne, and D.G. Rossetti and selected prose of Carlyle, Newman, Arnold, and Ruskin, which constitute the central texts for classroom discussion. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 374 Origins and Development of the English Novel II (4)**

A study of the fiction of Charlotte and Emily Bronte, Dickens, Trollope, Eliot, and Hardy. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 377 American Literature I (4)**

A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 378 American Literature II (4)**

A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chestnut, James, Jewett, Stephen Crane, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 379 The American Novel (4)**

A study of major nineteenth-century American novels, including works by Hawthorne, Mark Twain, James, and Wharton. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 380 Whitman and Dickinson (4)**

A study of the first two important American poets, Walt Whitman and Emily Dickinson, whose expansive free verse and tight, elliptical lyrics defined the possibilities for American poets for the next hundred years. This course examines in detail the careers and major works of these poets, with brief consideration of their contemporaries and literary heirs. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 381 Modern British Poetry (4)**

A study of the modern period in British poetry that examines representative poems by Hardy, Hopkins, Yeats, Lawrence, Auden, Thomas, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 382 Modern British Fiction (4)**

A study of Conrad's *Lord Jim* and *Heart of Darkness*, Joyce's *A Portrait of the Artist as a Young Man*, Lawrence's *The Rainbow* and *Women in Love*, Forster's *A Passage to India*, and Woolf's *To the Lighthouse*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 383 Contemporary British Fiction (4)**

A consideration of British fiction from the 1930s to the present. The course will begin with the ending of high modernism and will consider the new kinds of fiction that emerge from the radical innovations of Joyce, Woolf and others as well as changing cultural conditions, including Britain's decline as a political and economic power. Authors may include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 384 Survey of British Literature, 1890-present (4)**

This course introduces students to modern British poetry, fiction, and drama, starting with the fin de siècle, continuing through high modernism and its mid-century detractors, and reaching to postmodernism. Using and breaking a variety of familiar forms, tropes, and conventions, the writers of this period work to understand and represent the practice of modern warfare, the disintegration of the British Empire, the rise of the English welfare state, and the slippery concept of "Britishness" itself. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 385 Survey of Irish Literature, 1890-present (4)**

This course introduces students to modern Irish and Northern Irish poetry, fiction, and drama, beginning with Yeats and the last phase of the Celtic Revival and reaching up through the short-lived Celtic Tiger of the Twenty-First Century. These texts are concerned with borders and bequests of all kinds, but class discussions focus primarily on literary responses to high modernism, cultural nationalism and the Irish language, sectarian violence, and the role of the Catholic Church. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 386 Joyce (4)**

A study of *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 390 Modern Drama (4)**

An exploration of the development of Modern Drama from Ibsen's ground-breaking naturalism to contemporary drama's new variations. The course will emphasize the relationship between the theater and society and issues of performance, as well as close study of the plays themselves. Authors covered are both British and American and may include Wilde, Shaw, Beckett, Williams, Stoppard, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 391 Modern American Poetry (4)**

The origin and development of the modern period in American poetry, concentrating on the work of the major modernist poets: Frost, Pound, Stevens, Williams, and Eliot. The course includes a brief examination of their influence in poems by Berryman, Bishop, Brooks, Hughes, Lowell, Moore, Rich, Roethke, Wilbur, and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 392 Modern American Fiction (4)**

A study of novels by James, Wharton, Fitzgerald, Hemingway, Steinbeck, Faulkner, Warren, Ellison and others. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 393 Faulkner (4)**

A study of *As I Lay Dying*, *The Sound and the Fury*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. The main business of each class meeting will be the presentation and peer criticism of one or more student papers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 394 Literature of the American South (4)**

A study of the literature of the Southern Renaissance, including works by Faulkner, Warren, Lytle, Welty, and several contemporary Southern writers. Some attention is given to Southern literature preceding 1920 and to nineteenth- and twentieth-century Southern black writers. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 395 African-American Literature (4)**

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Not open for credit for students who have completed ENGL 212. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 396 American Environmental Literature (4)**

A study of writings from the colonial era to our own day reflecting diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 397 Contemporary American Fiction (4)**

A study of representative American fiction published after World War II, including work by Thomas Pynchon, Josephine Humphreys, Louise Erdrich, Ernest Gaines, Barbara Kingsolver, Robert Stone, and Tim O'Brien. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 398 American Poetry Since World War II (4)**

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott will also be considered. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 399 World Literature in English (4)**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J. M. Coetzee, Salman Rushdie, Arundhati Roy, V. S. Naipaul, and Derek Walcott. *Prerequisite: One course in English with attribute GFWI.*

**ENGL 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. May be taken more than once for credit.

**ENGL 452 English Tutorial (4)**

Graduating seniors only. Permission of the chair of the department is required.

**ENGL 494 Ancient Greek Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama Love Poetry (4)**

This course traces the development of drama in the ancient world and its influence on modern Western culture. Ancient drama was a civic form of literature, so the course contains a subplot about a related form of poetry, Greek lyric, which deals with issues such as love, friendship and domestic arrangements. Plays by Aeschylus, Sophocles, and Euripides are read. The second part of the course explores the development and transformation of tragedy and small-scale personal poetry in the Roman Republic and Early Empire. Students are introduced to the comic and dramatic technique of Aristophanes and Menander, as well as Plautus and Terence. Issues such as plot structure and theme, the use of parody, the presentation of character, types and sources of humor, and the seriousness underlying the humor, as well as the presentation of contemporary society are examined. This course is only available through the European Studies Program.

**ENGL 495 Arthurian Literature, Shakespeare, and the Elizabethan Theatre: From Allegory to Inwardness (4)**

This course begins with the exploration of the history and literary development of the medieval hero, Arthur, king of the Britons, with special concentration on the trials of heroic identity in medieval literature. Students read the first story of Arthur in Geoffrey of Monmouth's *History of the Kings of Britain* and explore the development of the legend in French courtly and spiritual literature before studying Thomas Malory's *Le Morte d'Arthur*. The second part of the course addresses the representation of heroic character in English Renaissance literature, focusing on issues of ambition, temptation and honor. Plays read include Christopher Marlowe's *Dr. Faustus* and *Jew of Malta*, as well as William Shakespeare's *Hamlet* and *Merchant of Venice*. This course is only available through the European Studies Program.

## Environmental Sciences (ESCI)

### ESCI 430 Watershed Science Capstone (4)

Capstone course for students pursuing the watershed science certificate. A multidisciplinary, project-oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watershed, the relation between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems.

### ESCI 444 Independent Study (2 or 4)

A supervised field or laboratory investigation of an interdisciplinary topic in environmental science. May be taken more than once for credit.

## Environmental Studies (ENST)

### ENST 100 Walking the Land (4)

A field-oriented geology and writing course, conducted on the Cumberland Plateau and surrounding provinces. The emphasis will be on observation of geological features, particularly geomorphology, and how these relate to other natural parts of the landscape. Historical aspects of human use of the land will also be emphasized. Extensive walking and hiking. Field journals will be part of the writing-intensive approach.

### ENST 101 Introduction to Environmental Studies (4)

An interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. This course is required for all students who major or minor in environmental studies and should be taken before the junior year.

### ENST 140 Readings in Island Ecology (2)

Supervised readings and discussion in geology, hydrology, invertebrate zoology, marine zoology, maritime plant communities, and wildlife behavior as preparation for participation in the interdisciplinary summer Island Ecology program.

### ENST 201 Foundations of Food and Agriculture (4)

Integrating local, regional, and global perspectives, this course outlines the history of agriculture, introduces the development of food systems and policy, and reviews the environmental impact of food production. Among topics addressed are the history of agricultural expansion in the US, the development of agriculture and food policies, interaction among agricultural markets at home as well as abroad, and sustainable agriculture. Classroom activities emphasize the involvement of multiple constituencies in identifying and articulating agricultural issues. Field opportunities include garden activities and local trips aimed at relating broader issues to how livelihoods are pursued on the Cumberland Plateau.

### ENST 211 Sustainability and Global Environmental Change Seminar (2)

This seminar-style course exposes students to literature on a variety of issues related to climate change and other examples of our dynamic global environment including natural resource use and natural hazards.

### ENST 212 Sustainability and Global Environmental Change Field Studies (2)

This course is an interdisciplinary field immersion into a selected location that provides tangible experience of the concepts introduced in ENST 211. Students travel throughout the field site, exploring real-world examples of sustainability efforts in the context of our changing global environment. Concepts of sustainability, climate change, natural resource use, and natural hazards will be explored in the field context. Field sites may change from year to year. *Prerequisite: ENST 211.*

### ENST 213 Cultural Resource Practicum (2)

This practicum focuses on historical or prehistoric cultural resources, both archaeological and standing structures, on the University Domain. Students learn excavation and documentation techniques appropriate to the specific resource type. In addition, artifact processing and cataloging will be covered. The majority of this course is field based. The course can be repeated once.

### ENST 217 Fundamentals of GIS (4)

An introduction to the basic concepts and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Laboratory exercises and projects focus on applications of GIS in understanding and managing the environment. Laboratory course.

### ENST 220 Reading the Landscape (4)

A study of how patterns in the current biological and physical landscape of the Cumberland Plateau can be explained by historical human land use and natural disturbances. Landscape change is examined through field investigation of specific places on the Domain conducted in combination with the analysis of aerial imagery and other geospatial data resources. The course also addresses how disturbance history can influence one's aesthetic valuation of the landscape and guide landscape-level conservation efforts. This course may count as a non-laboratory science course.

### ENST 240 Island Ecology (Lab) (8)

This interdisciplinary field course combines the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. *Prerequisite: ENST 140.*

**ENST 250 Environmental and Biological Non-Fiction (4)**

An examination of contemporary intersections among literature, journalism, biological science, and the study of the environment, supplemented by readings of nineteenth- and twentieth-century antecedents. Assignments allow students to develop their own writing abilities in these areas. Consideration is also given to the relationships among non-fiction, fiction, and other forms of creative expression.

**ENST 285 The Development of Aldo Leopold's Land Ethic (4)**

This course traces the development of Aldo Leopold's famous essay "The Land Ethic" through his 40-year career at the beginning of the ecology and conservation movements. Early writings by this noted conservationist are analyzed from the perspectives of environmental history and natural resource management and policy. Leopold essays from a broad spectrum of time (1915-1949) are discussed. Topics include ecosystem management, wildlife conservation and utilization; outdoor recreation, public lands, and wilderness; and agriculture as a land use. To contextualize Leopold's historical voice, perspectives on modern issues are contrasted with perspectives contemporary to Leopold. *Not open to new first-year students or freshmen.*

**ENST 300 Seminar in Ecology and Ethics (4)**

Students will analyze and evaluate scientific and ethical arguments from selected environmental issues. Emphasis will be on exploring the relationship between science and ethics. A research project is required.

**ENST 301 Introduction to Spatial Information Systems and Field Mapping (4)**

An introduction to the ArcView Geographic Information System and the concepts and uses of Spatial Information Systems, the analytic side of GIS. The course will focus on the use of GIS in natural systems but will not have modules and exercises in the social science aspects including crime mapping and human demographics. The course will also contain three modules on field mapping. Knowledge of trigonometry is very useful and students should know the basics of Windows and Excel. Not open for credit to students who have completed FORS/GEOL 410.

**ENST 302 Ecology, Evolution, and Agriculture (4)**

An investigation of the reciprocal interaction between human and the organisms that nourish us. The class examines the origins and subsequent evolution of domesticated plants, animals, and agricultural pests, and the ways in which these organisms have shaped our bodies and communities. The class will also focus on the relationship between food production and hunger. Class will involve reading, writing, and discussions, invited speakers, field trips, and the study of ecological processes and natural history in and around an organic garden.

**ENST 305 Ecological Integrity in Agriculture (4)**

This course develops a critique of problems and solutions relating to agricultural technology, policy, and practice with a specific focus on ecology and ecological integrity. The course begins with a brief survey of agricultural history, through the era of modern food systems, with emphasis on the development of industrial agriculture. After evaluating the environmental impact of modern agriculture, the course addresses the foundations of sustainability, with specific reference to the ecology of sustainable agriculture. Field opportunities are provided for students to interact with local producers on their farms and to engage directly the ecological processes involved in food production on the Domain. *Prerequisite: BIOL 130.*

**ENST 310 Comparative Watershed Studies (2)**

The course compares watersheds of the Cumberland Plateau to those of the Kraichgau region of southwestern Germany. Emphasis is on the hydrology, geology, forest cover, and history of human use of select watersheds and how these factors have defined the present natural and cultural landscapes. *Prerequisite: GEOL 121.*

**ENST 311 Comparative Watershed Studies Field Course (2)**

A two-week field course in the Kraichgau region of southwestern Germany. The course is hiking-based and requires students to keep a detailed notebook. *Prerequisite: ENST 310.*

**ENST 317 Advanced Applications of GIS (4)**

This course uses spatial analysis methods for environmental analysis and management. Topics include remote sensing and image analysis, surface analysis, spatial statistics, internet mapping, visualization of geographic data, and other advanced GIS methods. *Prerequisite: ENST 217.*

**ENST 320 Environment and Sustainability Colloquium (4)**

This required course for junior environment and sustainability majors addresses some topical themes from an interdisciplinary perspective and with focus on the connections between science and policy. Colloquium themes vary from year to year, and students present relevant research articles and lead discussions with emphasis on developing skill in public speaking. Students also work with course instructors and faculty mentor(s) to propose a research project to be completed as part of their senior environment and sustainability capstone. *Prerequisite: ENST 101 and completion of the foundational science requirement in major.*

**ENST 332 Archaeological Resource Management and Policy (4)**

This course explores international and national approaches to archaeological heritage management. It includes review of public policy that protect sites (much of it incorporated into environmental legislation) and of regulations that guide the process. The course centers around study of how the determination of such policies affects negotiation between the past and present as archaeologists, various governments, descendant communities, and others try to balance a concern for preservation with growing demand for development and sustainability. Interwoven into the course are topics such as how diverse cultures view the past, the growing commodification of archaeological sites in the tourist trade, the antiquities market, and careers in cultural resource management.

**ENST 334 Environmental Policy and Law (4)**

This course combines the study of public policy with the study of major environmental problems. Students will explore public policy concepts and the instruments used in environmental regulation. Topics will include air and water quality issues hazardous waste and risk management, natural resources and biological diversity. The course will also discuss the impact of environmental groups and citizen activism on this highly complex area of public policy. Not open for credit to students who have completed POLS 334. *Prerequisite: ENST 101 or ENST 200.*

**ENST 336 Environmental Land-Use Policy (4)**

This course examines the complex systems and values influencing land-use decision-making in both rural and urban settings throughout the U.S. and abroad. Students learn how government agencies and local citizens often conflict in their attitudes and values regarding the costs and benefits of growth and development. Particular attention is paid to forest conversion issues on the South Cumberland Plateau. Students attend local planning sessions and meetings with local officials. *Prerequisite: ENST 101 or ENST 200.*

**ENST 340 Tools for Environmental Policy Analysis (4)**

This course introduces students to quantitative tools applicable to the analysis of environmental policy—including forecasting methods, simulation modeling, and mathematical programming. Probability distributions, risk modeling, and decision-making under uncertainty are also addressed. Students apply such tools to a range of policy analyses and also, where relevant, learn to work with large-scale models developed by others.

**ENST 341 Environmental Data Analysis (4)**

A survey of the principles of study design and data analysis in the field of environmental studies. Topics include study design, hypothesis testing, sampling methodology, exploratory data analysis, and the graphical presentation of results. These concepts and techniques are examined through discussion of the primary literature and problem sets.

**ENST 350 "Nature" Writing (4)**

An exploration of the literature of "nature." Students interrogate ideas of nature and investigate literary responses to these ideas. Readings for the class include works from multiple cultural perspectives, including texts by writers for whom the idea of nature is alien or oppressive.

**ENST 351 Field Studies in "Nature" Writing (4)**

Students conduct experiments in writing and critique, informed by contemplative engagement with the community of life on the University's land. *Prerequisite: ENST 350.*

**ENST 400 Seminar in Environmental Studies (4)**

A capstone experience for environmental studies majors. An examination of selected environmental issues from a variety of perspectives in the natural and social sciences and humanities. Special emphasis on student research on the Domain and in the region. *Open only to seniors.*

**ENST 431 Practicum in Religion and Environment (2)**

This course, which calls for involvement in some faith-based or otherwise engaged form of appropriate activity or service, offers students a capstone opportunity to examine their spiritual experiences and religious beliefs in the context of active engagement with environmental issues in a variety of ways. Reflection on the engagement experience, expressed both in written form and through oral presentation, is required. *Open only to juniors or seniors pursuing minors in religion and the environment.*

**ENST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner.

## Film Studies (FILM)

**FILM 105 Introduction to World Cinema (4)**

With the benefit of guest presentations, this course offers an introduction to essential techniques of analyzing film along with an introduction to a number of national cinemas represented in the film studies program, such as Chinese, French, German, Italian, Japanese, Russian, and Spanish film.

**FILM 109 History of Film: Mid-Century to the Present (4)**

This course traces the major developments in world cinema from the mid-twentieth century to the present day. Organized chronologically, it covers the international, aesthetic, and technological benchmarks of film history, with an introduction to the critical vocabulary necessary for film analysis.

## First-Year Program (FYRP)

### FYRP 100 Discovering a Sense of Place: Upon and Beyond the Domain (4)

This interdisciplinary course invites first-year students to reflect upon several dimensions of their new living environment, both within and beyond the University's extensive landbase of the Domain—and thereby to enlarge their intellectual and existential understanding of what a “sense of place” might mean in several diverse and ever-widening contexts. Touching eventually on global issues, the inquiry begins with study of the Domain's natural features in conjunction with its built environment—including its associations with surrounding communities, its stories of settlement past and present, and its agricultural and resource assets. Much though not all of this field and community-linked exploration takes place in concentrated form during a special curricular session, set aside for first-years only, scheduled for two weeks prior to the start of the regular academic term. Further class sessions within the regular term will conclude before Thanksgiving. Some instruction takes place in plenary group sessions, linked to a common core of reading assignments. There is also a variable thematic coloring to each small-group section of the course. Individual instructors define the angle of emphasis relevant to their section, and students have some option to enroll in a section whose subtitle accords with their interests. *Open only to new first-year students.*

## Forestry (FORS)

### FORS 121 Introduction to Forestry (Lab) (4)

An environmental survey course which addresses the important features, processes, and issues of forested landscapes. Topics include major tree species, forest biology and ecology, tree structure and function, silviculture, forest management, forest products, and U.S. forest policy and laws. The focus on North American forests is set within a context of global forest issues. Lab exercises emphasize fieldwork, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours, laboratory and field trips.

### FORS 201 Natural Resources Issues and Policies (4)

An overview of the contemporary use of renewable and nonrenewable natural resources on local, national, and international scales. This discussion-oriented class focuses on the controversial social and environmental issues that have shaped the formation of natural resource policy in the United States and the world.

### FORS 203 Soils and Cultivation (4)

This course focuses on how agricultural practices alter the chemical and physical properties of soil. Students examine the origins of a select group of major crops, how humans have used and altered the plant over time, and the soil and environmental conditions that these crops prefer. Approximately half of the class is conducted in the student-community garden. In the process of starting a winter garden and preparing it for spring planting, students take soil samples and measure variables such as nutrient and organic matter analysis, soil temperatures, and soil moisture contents. They also learn to identify relevant plant species. *Prerequisite: FORS 121 or BIOL 130 or GEOL 121 or CHEM 101.*

### FORS 204 Forest Wildlife Management (4)

A survey and analysis of how vertebrate animals affect forest processes, with particular emphasis on forest regeneration on the Cumberland Plateau. This discussion-oriented class will also address the history and current status of U.S. and international wildlife management, and the effects of forest management on game and non-game species. Students will interact with wildlife management professionals in Tennessee and will design and implement a field study to quantify the effects of vertebrate animals on forest growth and development. *Prerequisite: FORS 121.*

### FORS 211 Dendrology (Lab) (4)

This course explores the identification, biology and morphology of woody plants, with emphasis on the major forest species of North America. Primary focus is on the ecophysiological characteristics of species and their roles in forest succession, species distribution across the landscape, and responses to disturbance and environmental stress. Includes field identification of native trees and shrubs of the eastern U.S., with special emphasis on the Cumberland Plateau and the southeast. Lecture, laboratory, and weekend field trips. *Open only to sophomores, juniors, and seniors.*

### FORS 212 Forestry in the Developing World (4)

An introduction to the use and management of trees in the developing world. Social and technical aspects of forestry will be considered. Topics will include the role of forestry in development, land and tree tenure, the role of women in forestry projects, agroforestry, trees in traditional systems, the forest as habitat, and the role of western technology as applied to forestry in the developing world.

### FORS 215 Fisheries Ecology and Management (Lab) (4)

An introduction to the theory and practice of fisheries science. Particular emphasis is placed on approaches and techniques for assessing and managing fish populations, habitats, and ecosystems under commercial and recreational harvest; on human dimensions in fisheries management and policy; and on case studies of flawed management approaches throughout history. *Prerequisite: FORS 121 or BIOL 130.*

### FORS 230 Urban Forest Management (4)

Study of the environmental stresses associated with urban landscapes and their impact on establishing and maintaining trees in urban environments. Topics include the theory and practice of individual tree care; biology of tree response to stress, disease, and nutrient assessment; impacts of trees on urban climate; and urban forest inventory and planning. *Prerequisite: FORS 121.*

**FORS 240 Special Topics in Forestry (2 or 4)**

A seminar on a topic related to forestry and natural resources. May be repeated indefinitely.

**FORS 250 Forests: Food, Medicine, and More (4)**

An exploration of the wide range of edible, medicinal, and otherwise useful forest products found in forests of western and eastern North America, including the forests of Sewanee. In addition to learning about the biology and distribution of these plants, and about how they are gathered and processed, students discuss the ecological implications of harvesting these interesting plants and fungi. Note: The class involves some eating. *Prerequisite: FORS 121 or BIOL 130.*

**FORS 260 Forest Watershed Measurements (2)**

A field and analysis course in which students learn the techniques of stream and watershed evaluation through active participation in a watershed monitoring project. Activities will focus upon stream and watershed sampling procedures, analytical laboratory techniques, and the synthesis, analysis, and reporting of data. Non-laboratory course. *Prerequisite: FORS 314 or GEOL 314.*

**FORS 262 Forest and Watershed Restoration (Lab) (4)**

A study of the principles and practices employed in forest and watershed restoration across North America. Emphasis placed on the scientific tenets of restoration (ecosystem function and process), field monitoring techniques, the concept of adaptive management, collaboration and conflict resolution, and the development of restoration policy. Laboratory course. *Prerequisite: FORS 121 or GEOL 121 or BIOL 130.*

**FORS 270 Water Resource Policy and Law (4)**

This case-studies based course focuses on the protection and management of water resources and associated biodiversity. Students are introduced to the principal federal and state laws governing the rights and responsibilities of landowners, with emphasis on how such regulation affects management decisions and economic outcomes. The course promotes understanding of the legal/regulatory environment through study of common and statutory law, as well as critical analysis of the outcomes. Case studies involve both international and local problems. Students gain practical experience by applying science-based monitoring guidelines and methods, together with opportunities for community engagement work.

**FORS 303 Soils (Lab) (4)**

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Lecture, three hours; laboratory and field trips. *Prerequisite: FORS 121 or GEOL 121.*

**FORS 305 Forest Ecology (Lab) (4)**

Explores the interrelationships between structure and function of forested ecosystems, approaching the forest community from a physiological perspective. Emphasizes the influence of microclimate, nutrient cycling, and disturbance on community productivity and composition. Lecture, three hours; laboratory and field trips. *Prerequisite: FORS 121 or FORS 211.*

**FORS 307 Biometrics (4)**

Principles and methods employed in the estimation of forest and other natural resource parameters. Introduction to the uses of statistical models in drawing inferences about biological populations with an emphasis on sampling theory and field methods. Topics include: the scientific method, methods to assist students in the interpretation of both experimental and observational data, and elements of experimental design with an emphasis on biological applications. *Prerequisite: FORS 121 and (MATH 101 or STAT 204).*

**FORS 312 Silviculture (Lab) (4)**

Principles and practices of establishing, tending, and harvesting forest stands on a sustainable basis. Emphasis on ecologically sound techniques of managing forests to meet diverse landowner objectives such as watershed management, wildlife habitat enhancement, recreational use, insect and disease control, and/or timber production. *Prerequisite: FORS 121.*

**FORS 314 Hydrology (Lab) (4)**

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Lectures, three hours; laboratory and field trips, three hours. *Prerequisite: GEOL 121.*

**FORS 316 Tropical and Boreal Forest Ecosystems (4)**

A detailed examination of important components and processes in tropical and boreal forest ecosystems, which collectively comprise over 75% of the earth's forests. Topics will include: the climate, soils, and unique plant life that characterize these two biomes; carbon and nutrient dynamics in undisturbed forests; and the effects of land-use change on properties of these forested systems. *Prerequisite: FORS 121 or BIOL 130.*

**FORS 319 Natural Resource Management and Decisions (4)**

A survey of the theory and methods used in natural resource management analysis and decision making with an emphasis on forests and some other renewable resources such as wildlife. Students will use resource modeling and decision-making software to address problems in managing multiple resources. Emphasis will be on (1) evaluation of the effects of land characteristics, tax policy, risk, and interest rates on management; (2) choice among policy alternatives proposed by competing groups; and (3) application of concepts of management, policy, economics, and spatial analysis to land management. Practicums will involve analysis of resource data and presentation of preferred strategies. *Prerequisite: ECON 101 and FORS 121.*

**FORS 332 Oral Presentations (2)**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. *Open only to juniors or seniors pursuing majors in environmental studies--natural resources, forestry, or geology.*

**FORS 432 Senior Field Project (4)**

An interdisciplinary field-based study of a selected portion of the university Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. *Open only to seniors pursuing majors in environmental studies--natural resources, forestry, geology, or natural resources.*

**FORS 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner.

**French (FREN)****FREN 103 Elementary French I (4)**

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: Placement.*

**FREN 104 Elementary French II (4)**

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: FREN 103 or placement.*

**FREN 203 Intermediate French (4)**

An intensive course in more advanced elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. *Prerequisite: FREN 104 or placement.*

**FREN 300 Advanced French (4)**

A continuation of the study of advanced French language, leading to readings from various authors, periods, genres, and Francophone countries. Specific grammatical structures are studied parallel to the readings, and progress in oral and written French is also stressed. The standard course for completing the language requirement and prerequisite normally required for courses counting in the major or minor. *Prerequisite: FREN 203 or placement.*

**FREN 301 Discovering Paris (4)**

An interdisciplinary survey of Paris seen through history, culture, literature, and the arts. This course traces the development of Paris from its foundation by Gaulish boatmen of the Parisii tribe to its current status as a global city. Cinema, art, literature, and computer-mediated virtual tours are used to analyze the evolution of major political and cultural events in Parisian history. Taught in English. Does not count toward a French and French Studies major nor minor. *Prerequisite: FREN 203.*

**FREN 313 Writing and Speaking French (4)**

Advanced language review and emphasis on accuracy of expression with intensive writing on diverse themes. Development of oral expression and vocabulary expansion; materials used include audio, video, and electronic sources, as well as readings. *Prerequisite: FREN 300 or placement.*

**FREN 314 Introduction to Literature, Culture, and History of the French-Speaking World (4)**

Readings in representative authors, themes and periods from France and from other Francophone countries. *Prerequisite: FREN 300 or 301 or placement.*

**FREN 320 Advanced Language Abroad (4)**

A course designed to increase oral and written proficiency by offering students the opportunity to live and study in France, generally during the same time-frame as Sewanee's regular summer session. Normally taken in tandem with FREN 321. *Prerequisite: One course in French numbered 300 or higher or placement.*

**FREN 321 Studies in Culture and Literature Abroad (4)**

Complementary on-site study of French language and civilization within the framework of the Sewanee Summer-in-France program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. *Prerequisite: One course in French numbered 300 or higher or placement.*

**FREN 322 Langue, Littérature, Culture in Paris (4)**

Intensive grammar review and vocabulary expansion - specifically, the acquisition of pivotal expressions which aid in modulating the flow of the French sentence; the overall goal is to improve one's compositional skills for the various writing assignments required while studying in Paris. Literary and cultural reading is also discussed and analyzed in the second part of the course, with excursions to an author's Parisian address or to important places in Paris connected to the author's life. This course is part of the Sewanee Semester in Paris. *Prerequisite: FREN 300 or FREN 313.*



**FREN 401 Early French Literature (4)**

Readings and criticism in French literature from 'La Chanson de Roland' to 'Montaigne,' with an emphasis on the evolution of narratology and poetics, and on the role of women. *Prerequisite: FREN 314 or placement.*

**FREN 403 The Seventeenth Century (4)**

Readings in baroque poets, Descartes, Pascal, LaFontaine, moralistes, Boileau, as well as in the great dramatists of the century: Corneille, Moliere, and Racine. *Prerequisite: FREN 314 or placement.*

**FREN 405 The Eighteenth Century (4)**

A study of the stylistic strains of the century, with particular emphasis on enlightenment writings and on the development of the novel and of comedy: Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, Isabelle de Charriere, Andre Chenier, among others. *Prerequisite: FREN 314 or placement.*

**FREN 407 The Nineteenth Century (4)**

A survey of movements in prose and poetry from the Revolution into the years just following the Second Empire: Romantics, Parnassians, Realists. Emphasis on Chateaubriand, Lamartine, Vigny, Musset, Hugo, Balzac, Stendhal, Flaubert, Baudelaire, and Zola. *Prerequisite: FREN 314 or placement.*

**FREN 409 Contemporary Literature (4)**

A study of twentieth-century poetry, prose, and theater through cultural analysis. *Prerequisite: FREN 314 or placement.*

**FREN 411 Culture through History (4)**

A study of the historical and societal frames within which the weave of French civilization has spun itself forward through the centuries. Close attention is paid to moments of national crisis and to political arrangements, to daily life within the periods examined, and to aesthetic achievement and stylistic trends along the way. *Prerequisite: FREN 314 or placement.*

**FREN 413 Modern France Through Film and Text (4)**

A view of modern France since World War II examined through films selected for their historical-cultural revelations (along with preparatory study of scripts and/or written works tied to the films), through literary and journalistic texts echoing significant events and social trends, and through audio recordings of famous speeches and songs (the texts of which are likewise to be studied within their societal context.). *Prerequisite: FREN 314 or placement.*

**FREN 415 The History of French Cinema (4)**

A survey of French films from the invention of cinema to the contemporary period, with an emphasis on points of connection with American cinema. From the Lumieres brothers to Melies, from Pathe and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carne) and from "New Wave" (Resnais, Godard, Truffaut) to "Modern Cinema" (Lelouch, Malle). *Prerequisite: FREN 314 or placement.*

**FREN 417 Topics of the French-Speaking World (4)**

An examination of the French-speaking world and its language, literature, culture, art, music, and political life. Topics vary from year to year, but the course would typically include cultural themes, novels, short stories, poetry, film, and drama from France, French-speaking Europe, North and West Africa, Quebec, and the Antilles. Repeatable for credit one time with change of course topic. *Prerequisite: FREN 314 or placement.*

**FREN 418 The Art of French-English Translation (4)**

A study of the subtleties of translating the written word, primarily from French to English. Texts varying in topic: journalistic, artistic, scientific, political, technical, business, musical, travel, and literary prose, among others. The course places a considerable emphasis on developing advanced French language skills to impart breadth of expression in both languages. *Prerequisite: FREN 314.*

**FREN 419 Introduction to French Linguistics (4)**

An introduction to French linguistics. A survey of historical and theoretical issues such as syntax, morphology, and phonology. Considerable emphasis on phonetics and pronunciation. Aspects of applied linguistics include language variation, usage, and acquisition, as well as pedagogical concerns. *Prerequisite: FREN 314 or placement.*

**FREN 435 French and French Studies Senior Seminar (4)**

Preparation of an in-depth research paper in French on a topic approved by the seminar professor pertaining to an aspect of French/Francophone literature or culture, and preparation also for the oral defense of the paper at semester's end. Research strategies for obtaining source materials in French are explored and utilized, and writing techniques and style are fine-tuned. Required of all majors in French and French Studies.

**FREN 440 Directed Reading (2 or 4)**

This is a course designed to help majors who, for exceptional reasons, may need to complete reading in a certain area. *Open only to students pursuing majors in French or French studies.*

**FREN 444 Independent Study (2 or 4)**

For majors who wish to pursue, during the Advent semester of their senior year, a readings and research project culminating in a paper of some length on a chosen topic. Applicants for this project must have a 3.50 GPA in French and French studies, and a brief abstract of the proposed study must be submitted to the department for approval prior to enrollment in the course. *Open only to students pursuing majors in French or French studies.*

## Geology (GEOL)

### **GEOL 121 Physical Geology (Lab) (4)**

A study of the geological features and processes that shape the earth's surface and subsurface. Lectures detail major components of the earth and the dynamic processes that generate them (including rocks, minerals, fossils, mountain belts, ocean basins, tectonic activity, magma formation, and climate change). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips (including one weekend trip).

### **GEOL 221 Mineralogy (Lab) (4)**

A study of the occurrence, crystal structure, chemistry, and origin of minerals, with special emphasis on geological environments that form or modify them. Laboratory work includes hand-lens, microscopic, and X-ray diffraction analysis of minerals. Lecture, three hours; laboratory and field work. *Open only to juniors or seniors pursuing majors in environmental studies--natural resources, forestry, or geology. Prerequisite: GEOL 121 and one geology course at the 200 level or higher.*

### **GEOL 222 Historical Geology (Lab) (4)**

A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 121.*

### **GEOL 225 Sedimentology (Lab) (4)**

A study of sedimentary rocks and the processes that form them. Field and class studies stress the link between modern sedimentary environments and their ancient counterparts. Emphasis on rocks of the Cumberland Plateau and other nearby areas. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 121.*

### **GEOL 230 Paleocology (4)**

A study of individuals, populations, and communities of plants and animals of the geologic past: their taphonomic histories, interactions with changing environments, and relationships to the sedimentary rock record. One weekend field trip. *Prerequisite: GEOL 121.*

### **GEOL 235 Earth Systems and Climate Change (4)**

A study of climate change, its causes, and the impact of such change on sea level, glacial regimes, and the development of life through geologic time. Special emphasis on evidence for past and recent climate change. *Prerequisite: GEOL 121.*

### **GEOL 250 Special Topics in Geology (2 or 4)**

A seminar on a topic related to geology. May be taken more than once for credit. *Prerequisite: GEOL 121.*

### **GEOL 303 Soils (Lab) (4)**

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Lecture, three hours; laboratory and field trips, three hours. *Prerequisite: FORS 121 or GEOL 121.*

### **GEOL 305 Economic Geological Resources (Lab) (4)**

A study of economically valuable minerals and rocks (including metals, nonmetals, industrial minerals, and hydrocarbons) in terms of their origin, tectonic settings, extraction, and use. Topics include global distribution and genesis of deposits in relation to plate tectonic theory, prospecting techniques, mining methods, mining laws, economics of the mineral and petroleum industries, and environmental problems associated with exploration and development. Lecture, three hours; laboratory and field trips. *Open only to juniors or seniors pursuing majors in environmental studies--natural resources or geology. Prerequisite: GEOL 121 and one geology course at the 200 level or higher.*

### **GEOL 314 Hydrology (Lab) (4)**

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Lectures, three hours; laboratory and field trips, three hours. *Prerequisite: GEOL 121.*

### **GEOL 315 Watershed Contaminant Hydrology (2)**

This is a field and project-based course that investigates the movement of natural and man-made contaminants through the ground water and surface water systems of watershed. Non-laboratory course. *Prerequisite: GEOL 314.*

### **GEOL 318 Geomorphology (Lab) (4)**

Geomorphology is the study of surficial landforms (erosional and depositional) and the processes that create them. This course investigates major controls on landform development, geologic structures, lithology, and erosional/depositional processes. Significant emphasis is on climatic, pedogenic (soil-related), and fluvial processes, with additional consideration given to glacial, eolian, karst, weathering, and slope-related (mass-wasting) processes. Labs focus on describing and measuring landforms in the field and quantitatively analyzing this data to understand better how local geomorphologic features form and evolve. Further course in introductory physics highly recommended. *Prerequisite: GEOL 121.*

**GEOL 320 Igneous and Metamorphic Petrology (Lab) (4)**

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics to include origin and crystallization of different magma types, metamorphic processes, and tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Lecture, three hours; laboratory and field trips. *Prerequisite: GEOL 221.*

**GEOL 322 Geology of the Western United States (2 or 4)**

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to the western United States. *Prerequisite: GEOL 121.*

**GEOL 323 Geology of the Western United States Field Trip (2)**

A detailed field notebook is kept by students on this three-week trip. *Prerequisite: GEOL 121.*

**GEOL 325 Field and Structural Geology (Lab) (4)**

A study of deformed rocks and an introduction to tectonics. Preparation and interpretation of geologic maps; solution of basic structural problems. Field work emphasizes geologic mapping on the Cumberland Plateau and in more structurally deformed areas in eastern Tennessee. Lecture, three hours. *Prerequisite: GEOL 121.*

**GEOL 332 Oral Presentations (2)**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. *Open only to juniors or seniors pursuing majors in environmental studies--natural resources, forestry, or geology.*

**GEOL 411 Geochemistry of Natural Waters (4)**

A quantitative examination of the chemical processes that occur in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis is on equilibrium and steady-state calculations as a tool for understanding the distribution and fate of inorganic chemical species in natural waters. Examples and case studies are used to address a variety of water types (e.g., lakes, oceans, rivers, estuaries, groundwaters, and wastewaters), pollutant fate, and geochemistry. CHEM 311 and CHEM 352 recommended. *Prerequisite: CHEM 102 or CHEM 111.*

**GEOL 432 Senior Field Project (4)**

An interdisciplinary field-based study of a selected portion of the university Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. *Open only to seniors pursuing majors in environmental studies--natural resources, forestry, geology, or natural resources.*

**GEOL 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner.

## German (GRMN)

**GRMN 103 Elementary German I (4)**

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language.

**GRMN 104 Elementary German II (4)**

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language. *Prerequisite: GRMN 103 or placement.*

**GRMN 203 Intermediate German (4)**

Grammar review and reading of cultural and short literary works, together with increased emphasis on conversation. *Prerequisite: GRMN 104 or placement.*

**GRMN 223 Immersive Intermediate German (2)**

This course offers a review of German grammatical structures along with cultural readings to help students with their immersion experience in Berlin later in the summer. *Prerequisite: GRMN 104.*

**GRMN 280 Summer in Berlin (4)**

This course offers a three-week program of language study at the DiD German language institute in Berlin where students take classes along with other international students. After appropriate placement according to their language skills, enrolled students receive language instruction through DiD while the accompanying Sewanee faculty member provides culture instruction and area excursions. *Prerequisite: GRMN 103 and GRMN 104.*

**GRMN 300 Introduction to German Literature (4)**

A general introduction to German literature from the beginning to the contemporary period. The course places the periods and genres of German literature into their historical context and serves as a course for completing the language requirement. The course is taught in German and is strongly recommended for all majors. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 301 Advanced Readings I (4)**

Reading and discussion in German of selected works of modern German drama and prose. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 302 Survey of German Culture and Literature II (4)**

Reading and discussion in German of selected works from modern German drama and prose within their cultural contexts. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 303 Kafka and Werfel (4)**

Selected readings of works of Franz Kafka such as *Die Verwandlung* and Franz Werfel such as *Jacobowsky und der Oberst*. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 304 Hesse and Mann (4)**

Readings from the works of Hermann Hesse (*Demian* and *Siddhartha*) and Thomas Mann (*Tonio Kroger* and *Tristan*). *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 305 Brecht and the Modern Theatre (4)**

A reading of one major Brecht play such as *Der kaukasische Kreidekreis* or *Mutter Courage* and an analysis of its influence on modern post WWII German theatre. Selected readings of Weiss, Muller, and others. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 306 Modern Swiss Authors (4)**

A reading of one major work by both Friedrich Durrenmatt (*Der Besuch der alten Dame*) and Max Frisch (*Biedermann und die Brandstifter* or *Homo Faber*), together with some short works of the lesser known authors like Peter Bichsel. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 307 Modern Austrian Authors (4)**

An introduction to twentieth century Austrian literature beginning with short texts by authors such as Roth, Musil, Aichinger, and Bernhard and eventually focusing on novels such as Peter Handke's *Die Angst des Tormanns beim Elfmeter* and *Der kurze Brief zum langen Abschied*. Background information on Austrian culture and civilization. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 308 Heinrich Boll (4)**

A reading of one major work by Heinrich Boll such as *Und sagte kein einziges Wort* or *Die verlorne Ehre der Katharina Blum* together with selected short stories and essays by Boll. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 309 Erich Kästner: A Weimar Author (4)**

Readings and screenings of one of the best known authors of the Weimar Republic, Erich Kästner whose novels *Emil und die Detektive* and *Das fliegende Klassenzimmer* have been recognized as important works of children's literature. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 310 The Fairy Tale in German Literature and Culture: From the Brothers Grimm to Kafka and Hesse (4)**

An examination of the fairy tales of the Brothers Grimm (e.g., *Snow White*, *Hansel and Gretel*, *Rumpelstilzchen*, *Cinderella*, *Little Red Riding Hood*) and their role in German literature and culture along with a study of the literary fables and fairy tales of such writers as Lessing, Goethe, Tieck, Hesse and Kafka. This interdisciplinary approach to fairy tales from the 18th century to the present will also cover their operatic and cinematic versions. Class will consist of reading, discussion and viewing of videos of film and operas spawned by the fairy tales. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 311 German Culture and Composition I (4)**

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while GRMN 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), GRMN 312 emphasizes social and political issues (advanced). *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 312 German Culture and Composition II (4)**

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while GRMN 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), GRMN 312 emphasizes social and political issues (advanced). *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 313 Contemporary Language and Usage (4)**

A one-semester advanced language and culture course designed to increase oral and written language skills to help the student deal with contemporary societies. Analysis and interpretation of current texts, composition, formal letter writing, and practical use of political, scientific, economic, journalistic, and social vocabularies. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 314 Contemporary German Culture (4)**

An examination of current topics, such as unemployment, immigration, and European integration. Students develop speaking and writing skills while analyzing issues facing contemporary Germany. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 315 Contemporary German Films (4)**

Screening and discussion of contemporary German films. The course focuses on developing language skills through discussing recent German movies, reading screen play excerpts, working with vocabulary exercises and on writing essays about movie topics. The course is taught in German and is based on Reimer/Zachau *Arbeitsbuch zu German Culture through Film*. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 321 Survey of German Literature I (4)**

The history of German literature from the beginning down to the present day. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 322 Survey of German Literature II (4)**

The history of German literature from the beginning down to the present day. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 324 Literature of Berlin (4)**

A survey of Berlin's literature, including excerpts of novels by Theodor Fontane, Wilhelm Raabe, Alfred Döblin, Erich Kästner, and Christa Wolf. Taught in German. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 332 Advanced Grammar and Composition (4)**

Concentration on advanced grammatical structures, vocabulary enhancement, and various writing styles via analysis of German short stories. Stress as well on improvement of writing. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 333 Studies in German Grammar and Syntax (4)**

Through an examination of syntax and essay writing, this course provides an explanation and discussion of grammatical structures such as complex clauses, subjunctive mode, passive voice, and relative clauses. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 344 Junior Tutorial (4)**

Intensive practice in analyzing and comparing the style of outstanding German writers and in writing German. Introduction to the use of research materials. *Prerequisite: GRMN 203 or higher or placement.*

**GRMN 350 Berlin: Impressions of a City (4)**

A survey of Berlin through its history and architecture, its literature and film with emphasis on the twentieth century. The course is divided into five parts: Berlin's early history before WWI, the Weimar Republic, the Nazi period, Cold War Berlin (East and West), and modern Berlin after 1989. In addition to the history and architecture, major novels and films of the city are examined throughout the semester. This course is taught in English and may not be used in fulfillment of the foreign language requirement; however it can count toward the German major if a term paper is presented in German.

**GRMN 351 Masterpieces of German Literature in Translation (4)**

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. Does not satisfy the foreign language requirement.

**GRMN 352 Kafka/Grass in Translation (4)**

Reading and discussion of the main works of Franz Kafka and Gunter Grass in English translation, including *The Trial*, *The Castle*, *The Country Doctor*, *The Judgment*, *The Tin Drum*, and *Cat and Mouse*. Does not satisfy the language requirement.

**GRMN 353 German Film (4)**

A survey of German film from the 1920s through the present times from a historical perspective. The course focuses on German cultural history through film making with representative examples from the Weimar Republic silent film period (*Nosferatu*), the Nazi period (*Jud Sub* and *Kolberg*), the rebirth of the German cinema in the 1960s (Fassbinder's films), and adaptations of literature from the 1970s and 1980s in East and West Germany (*The Tin Drum*, *Das Boot*). The course is taught in English but is also open to German students who will write a term paper in German. Does not satisfy the foreign language requirement.

**GRMN 354 Modern German Civilization (4)**

This course examines German society in the 20th century through cultural artifacts, including literature, film, cityscapes, mass media, and industrial products. Discussion focuses on major changes in German society and how these changes are reflected in its cultural products.

**GRMN 355 Once Upon a Time: The Literature and Culture of Fairy Tales (4)**

An examination of major fairy tales by the Brothers Grimm and their international variants. The class will include some lecture but mostly discussion of such works as *Snow White*, *Sleeping Beauty*, *Little Red Riding Hood*, *Cinderella*, *The Frog King*, *Hansel and Gretel*. Comparison will be made with cinematic (Walt Disney, Ingmar Bergman) and musical (Mozart, Humperdinck, Tchaikovsky) versions of the tales. This course is taught in English with no knowledge of German required. This course is also open to any student wishing to write a paper in German but not open for credit to those who have completed NOND 101. Does not satisfy the foreign language requirement.

**GRMN 356 The Nazi Period (4)**

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. The course gives an overview of the historical facts and events that shaped the Nazi period and analyzes holocaust representations in art and literature.

**GRMN 360 Sewanee in Berlin: Advanced German (4)**

This summer course combines an advanced-level German class with a culture class. The language class is taught at the Berlin Deutsch in Deutschland language institute, and the culture class is taught as a combination of class work and student-led excursions. The course is offered in Berlin every other year. *Prerequisite: GRMN 203 or GRMN 280.*

**GRMN 380 Sommer in Sewanee (4)**

Intensive language and culture seminar for teachers and students of German. The two-week course which emphasizes the reading, writing, listening and speaking of German is offered every June through the Consortium for German in the Southeast. Credit is available for the Intermediate I, Intermediate II, and Advanced level.

**GRMN 401 Seminar in German and German Studies (4)**

This course centers on key topics and concepts in the field of German Studies. Through readings of primary and secondary materials, the course develops students' critical and research skills. Each student completes a senior research project, which results in a substantial essay written in German. Topics may include an exploration of literary concepts, periods, and authors, or focus on cultural issues.

*Prerequisite: GRMN 301 and GRMN 302.*

**GRMN 403 German Literature from the Age of Enlightenment through the Storm and Stress (4)**

An intensive study of rational and irrational tendencies in German literature from about 1750 to 1784, with major focus on Klopstock, Lessing, Lenz, Goethe, Schiller, and Klinger. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 405 German Romanticism (4)**

Readings in the principal writers of the Romantic Movement, including Novalis, Tieck, Eichendorff, Brentano, and Hoffmann.

*Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 407 Nineteenth-Century Literature (4)**

Readings from the age of Poetic Realism. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 408 Twentieth Century German Literature I (4)**

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 409 Twentieth Century German Literature II (4)**

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 410 Goethe Seminar (4)**

*Gotz, Werther, Faust, Iphigenie*, and other selected works are read and analyzed, along with Goethe's poetry. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 411 Schiller, Holderlein, Kleist (4)**

Schiller's dramas and poetry, Holderlin's *Hyperion* and poetry, and Kleist's *Der zerbrochene Krug*, along with his prose works, are read and analyzed. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 413 Kafka and His Times (4)**

Examination and discussion in German of major works from the first quarter of the twentieth century by Kafka, Hesse, Mann, and Werfel. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 421 Lyric Poetry (4)**

Representative works of various German poets from the 17th century to the present. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 422 German Drama (4)**

A survey of major German playwrights, including Schiller, Kleist, Goethe, Buchner, Hauptmann, Brecht, Frisch, and Weiss. The students will have the opportunity to perform selected scenes of the plays discussed in class. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 427 East German Literature (4)**

An investigation of the connection between literature and society in East Germany. The course will show the historical development of East Germany through its literature. Readings will include works by Wolf, Plenzdorf, Strittmatter, Kant, Heym, and Kunze. *Prerequisite: One course numbered GRMN 301-349 or placement.*

**GRMN 444 Independent Study (2 or 4)**

For selected students. *Prerequisite: GRMN 321 and GRMN 322.*

**Greek (GREK)****GREK 103 Elementary Greek I (4)**

An intensive, introductory course in classical and *koine* Greek emphasizing forms and syntax and with extensive readings. Four class hours per week.

**GREK 104 Elementary Greek II (4)**

An intensive, introductory course in classical and *koine* Greek emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: GREK 103 or placement.*

**GREK 203 Intermediate Greek (4)**

A continuation of the study of grammar with readings from a variety of classical authors. Four class hours per week. *Prerequisite: GREK 104 or placement.*

**GREK 301 Homer I (4)**

Selected books of the *Iliad* with supplementary reading. *Prerequisite: GREK 203 or higher or placement.*

**GREK 302 Homer II (4)**

Selected books of the *Odyssey* with supplementary reading. *Prerequisite: GREK 203 or higher or placement.*

**GREK 303 Greek Historians I (4)**

Portions of Herodotus are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 304 Greek Historians II (4)**

Portions of Thucydides are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 305 Greek Lyric Poets (4)**

Selections from the elegiac, iambic, and melic poets are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 307 Greek Orators I (4)**

Reading of selections from the Attic orators. *Prerequisite: GREK 203 or higher or placement.*

**GREK 308 Greek Orators II (4)**

Reading of selections from the Attic orators. *Prerequisite: GREK 203 or higher or placement.*

**GREK 310 New Testament (4)**

One gospel and one epistle are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 401 Greek Tragedy I (4)**

Selected plays of Aeschylus, Sophocles, and Euripides are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 402 Greek Tragedy II (4)**

Selected plays of Aeschylus, Sophocles, and Euripides are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 403 Greek Comedy (4)**

Selected plays of Aristophanes and Menander are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 404 Greek Philosophers (4)**

Selected works of the pre-Socratics, Plato, and Aristotle are read. *Prerequisite: GREK 203 or higher or placement.*

**GREK 440 Directed Reading (2 or 4)**

Specific readings for advanced students. May be taken more than once for credit. *Prerequisite: GREK 301.*

**GREK 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. May be taken more than once for credit. *Prerequisite: GREK 301.*

## History (HIST)

**HIST 100 Topics in Western Civilization (4)**

Topics and themes related to the development and impact of Western civilization upon the human community. This subject will be analyzed through an intensive examination of a specific historical theme, issue or period.

**HIST 111 Religion and Power in the Pre-Modern West (4)**

Two principles central to modern American culture are “separation of church and state” and individual freedom of religious choice. For most of Western history, however, these principles would have been largely incomprehensible. This course examines the close relationship between religion and “the state” in ancient Greece, ancient Rome, and medieval Europe, analyzing the ways in which they reinforced each other as well as instances in which they came into conflict. More broadly, the course examines ways in which religion reinforced or challenged social norms relating to gender, hierarchy, and the identification of “insiders” and marginalized groups.

**HIST 112 Women Changing the World: Gender and Social Movements (4)**

This course examines women’s participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women’s involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men’s involvement in social movements.

**HIST 113 Civil Disobedience from Ancient Greece to Modern Africa (4)**

This course examines how acts of civil disobedience have affected the course of world history from ancient through modern times. It explores how the emergence of democratic government and Christianity formed the foundation of civil disobedience. Sophocles, Perpetua, Thomas Paine, Henry David Thoreau, Gandhi, Rosa Parks, Martin Luther King, Jr. and Nelson Mandela are women and men who affected the course of history by challenging laws, customs and conventions that they believed to be immoral. The course investigates both common and distinctive methods employed by these historical actors in challenging various systems of oppression that emerged as communities and societies organized into nation states.

**HIST 116 Revolution and Evolution: Europe since the Eighteenth Century (4)**

This course analyzes the origins and development of the political and industrial revolutions that began to affect Europe in the late eighteenth century and addresses how Europeans responded to their impact. The course, which examines the processes connected with these adjustments from the eighteenth century through the post-World War II era, emphasizes the interplay of social, cultural and political history.

**HIST 117 Discovering America, 1400-2000 (4)**

This course examines the history of North America through the lens of "discovering America," a prevalent expression in discussions of the region's landscape and people from 1400 to 2000. Using art, fiction, popular entertainments, travel writing as well as works by historians, the course focuses on early encounters between indigenous and European peoples, the importance of stories of discovery in politics and culture, and Americans' efforts to describe and assign value to the natural environment as the United States emerged as a nation and world power in the nineteenth and twentieth centuries.

**HIST 118 Roots of Hate: Introduction to Modernity and the Final Solution (4)**

This course introduces students to the "Final Solution"—the Holocaust—and the murder of millions of Jews and others during the Second World War. More than an exploration of death and destruction associated with the Shoah, the course examines important antecedents and paradigms that helped to foment such hatred against such groups and focuses on the words of individuals who espoused and resisted such ideologies.

**HIST 119 Intertwined Paths: Jews, Africans, and the West's Journey into Modern Times (4)**

This course examines the lives of those affected by two of the world's largest historical displacements—Jews and Africans. Students learn the historical and intellectual contexts within which these "Diasporas" occurred and read the accounts of those who enacted them and those who were displaced. The course considers the strategies that Africans and Jews used to counteract their oppressors, their fight for constitutional rights, and the ways their struggles affected the West's vision of itself.

**HIST 120 Children and Childhood in History (4)**

This course focuses on the lived experiences of children and traces the emergence of a new "ideology of childhood" in the early modern world (c. 1300 to 1800). The course examines the major social, political and economic changes that unfolded throughout this period, including related programs of religious, scientific, and educational reform, and studies how these changes affected children's roles or status within families and communities—in-transition. It also asks whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial, and industrial world order.

**HIST 121 Consumer Culture and Its Discontents, 17th - 20th Centuries (4)**

This course examines the development of a consumer culture from the seventeenth to the late twentieth centuries in Europe and around the globe. "Consumerism" is used to encompass a constellation of historical changes, including the shift from a mercantilistic to free market system of capitalistic exchange, the advent of mass production, and innovations in retailing and marketing. The course analyzes how the increasing organization of life around seemingly infinite flows and accumulations of commodities affected political, social and cultural life as well as individual behavior and value systems.

**HIST 124 World in the Twentieth Century (4)**

This course focuses on major events in the twentieth and twenty-first centuries in Europe, the United States, Asia, Africa, the Middle East, and Latin America. Taking a global perspective, the course argues that events in one part of the world cannot be understood in isolation—that events in Europe, for example, affected and were influenced by incidents in Asia, Africa, or the U.S. Topics include the two world wars, the fall of empires, the Cold War, the roles of important personalities, and recent events in China, central and southern Asia, and the Middle East.

**HIST 125 The Age of Discovery: Encounter of Two Worlds (4)**

The course delves into the intellectual, social and cultural aspects of the Native American/European encounter in what came to be called Latin America in the first century after the arrival of Columbus. It examines such facets as the underlying religious and political legitimization of the Iberian conquests, indigenous responses, and the issue of "othering" and mutual perceptions. It also scrutinizes material and institutional factors such as Spanish imperial and Indian policy, forms of surplus extraction established by the Spanish, and political arrangements embracing native peoples and Europeans.

**HIST 126 Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries (4)**

This class investigates the controversial history of European empires since 1800 to understand how imperialism has shaped the modern world. It explores the motivations behind the creation of European empires, the technologies and tactics that made the acquisition of colonies possible, and the economic, cultural, and social effects of imperialism on the colonized and the colonizer. The course also considers how and why European hegemony collapsed during the age of decolonization and the impact of the rise of the United States on imperialism.



**HIST 127 Atlantic Britons, 1500-1850 (4)**

This course examines the period after 1500 when the people of the British Isles began to explore the world beyond their shores, to encounter unfamiliar cultures and peoples, and to exploit resources and peoples in Africa and the Americas. It considers the understandings and agendas the British brought to these encounters and how interactions with distant lands and peoples altered the way the British saw themselves and their own culture before and after the political crisis of 1776 that ruptured the empire they created.

**HIST 128 Adventures at Sea: The Indian Ocean in World History (4)**

This course examines the history of the interconnected region that scholars today call the Indian Ocean World. One of the oldest and most significant maritime highways in the world, it joined the east coast of Africa with the Chinese empires. The course focuses on the adventures of people who traversed long distances and shaped this world – merchants, soldiers, religious pilgrims, sailors, pirates, coolie laborers and sex workers. It considers the varieties of sources that can aid in constructing the history of the region, how forces of globalization and colonization affected its development, and how this region influenced the patterns of world history.

**HIST 129 Jerusalem: Histories of the Real and Imagined Holy City (4)**

Sacred to three religions, the contested future capital of two nations, a place of longing for millions, Jerusalem is one of the world's great cities. This course looks at the history, geography, and religious significance of the Holy City, while also considering its place as a city of the imagination. In investigating the city's place in Judaism, Christianity, and Islam, its historic importance for Muslim and European imperialists, its long status as a tourist and pilgrimage destination, and its significance in Israeli and Palestinian nationalism, the course asks whether the myriad understandings of the city can co-exist or is Jerusalem destined to always be "a golden bowl filled with scorpions."

**HIST 201 History of the United States I (4)**

A general survey of the political, constitutional, economic, and social history of the United States.

**HIST 202 History of the United States II (4)**

A general survey of the political, constitutional, economic, and social history of the United States.

**HIST 204 Rich and Poor in America from the Colonial Period to the Present (4)**

A history of being poor in America focusing on the conjoined categories of "wealth" and "poverty" in the lives of impoverished people, and of private and public actions and policies affecting them from the colonial period through the early twenty-first century. Students consider how poor and non-poor Americans have understood what it means to be poor and wealthy, what causes poverty and affluence, and what remedies the former and enables the latter. For the period after 1870, the course incorporates the enlargement of Americans' vision to encompass global conditions of wealth and poverty.

**HIST 205 History of England I (4)**

A general survey of the political, constitutional, economic, and social history of England and the British Empire since the Anglo-Saxon conquest.

**HIST 206 History of England II (4)**

A general survey of the political, constitutional, economic, and social history of England and the British Empire since the Anglo-Saxon conquest.

**HIST 207 Russia: Autocracy, Orthodoxy, Serfdom, Revolution (4)**

First semester: the formation of the Russian state; significant personalities such as Ivan the Terrible, Peter the Great, Catherine the Great; and the rise of the revolutionary movement. Second semester: a study of the collapse of the monarchy; the causes of the Revolution; and the consolidation and growth of Soviet power under Lenin, Stalin, Khrushchev, and Brezhnev. The Gorbachev era and reasons for the collapse of the Soviet system will be explored.

**HIST 208 Russia: Revolution and Repression, War and Cold War, Collapse and Renewal (4)**

First semester: the formation of the Russian state; significant personalities such as Ivan the Terrible, Peter the Great, Catherine the Great; and the rise of the revolutionary movement. Second semester: a study of the collapse of the monarchy; the causes of the Revolution; and the consolidation and growth of Soviet power under Lenin, Stalin, Khrushchev, and Brezhnev. The Gorbachev era and reasons for the collapse of the Soviet system will be explored.

**HIST 209 Early Modern Europe (4)**

A survey of European history from 1400 to 1750. Topics include rural and urban communities, the Renaissance, humanism, education and literacy, women and gender, the Protestant and Counter Reformations, confessional violence, absolutism, witch-hunts, poverty and deviance, colonialism, science and empire, nationalism, religious pluralism and Enlightenment.

**HIST 210 Early Modern Cities (4)**

A survey of urban life in the early modern world between 1400 and 1750. This course examines the dynamic contours of early modern cities in a variety of cultural contexts, considering how the period's emerging networks of exchange, as well as colonial ambitions, generated new links between decidedly urban spaces across the globe. How did residents experience and use the space of the city to regulate relationships among members of disparate social and cultural groups? Students also assess the status of early modern cities as key sites for the transfer and production of knowledge. The course ends with an introduction to cosmopolitanism in the eighteenth century.

**HIST 211 China: Inside the Great Wall (4)**

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism.

**HIST 212 China: Manchus to Massacre, Dynasty to Dictatorship (4)**

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism.

**HIST 213 Early Modern Courts (4)**

A survey of courtly life in Europe between 1450 and 1750. The course considers the role of the courtier, the ways in which art, drama, and ritual promoted the power of the monarch, the mechanics and implications of patronage, changing notions of monarchical authority, and the relation between courtly culture and civility. Special attention is paid to Spanish and English courtly culture in the sixteenth century and French courtly culture in the seventeenth century.

**HIST 215 Southern African History (4)**

This course encompasses both the established history of the southern African region c. 1500-2004 and recent historiographical developments. As a result of this dual focus, the course highlights the production of southern African history, considering how, for whom, and why that history has been written. Topics include: the environment in history; the creation and interactions of racial groups; the mineral revolution and capitalist development; white domination, segregation, and apartheid; and political and popular resistance to these oppressive racial regimes. The course ends with the transition to majority rule, the role of the Truth and Reconciliation Commission, and the democratic future of South Africa.

**HIST 216 History of Japan (4)**

A survey of the history of Japan from earliest times to the present. Topics include early Chinese influence, Buddhism, the rise of feudalism, unification in the 15th Century, the era of isolation, the intrusion of the west, the Meiji Restoration, the rise of Japan as a military power and World War II, and postwar recovery.

**HIST 217 Renaissance and Reformation (4)**

The history of Europe during the fourteenth, fifteenth, and sixteenth centuries with an emphasis on the Renaissance in Italy and in northern Europe, Christian humanism, the Protestant and Catholic Reformations and the beginning of the era of the religious wars. Not open for credit to a student who has successfully completed either HIST 305 or HIST 306.

**HIST 218 The Age of Enlightenment (4)**

An examination of the political, social and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. The course includes the extension of European power and influence in the other parts of the world. Attention is also given to the ideas and events of the period in relation to the Revolutionary Era that followed. Not open for credit to a student who has successfully completed HIST 345.

**HIST 219 History of Africa to 1880 (4)**

A historical introduction to the African continent from human origins until the imposition of European colonial control. Topics addressed include environmental constraints, relations between elites and peasants, the rise of states and empires, the emergence of diverse religious systems, artistic production, slavery and the slave trades, and the interchange between Africa and other parts of the world.

**HIST 220 History of Africa Since 1880 (4)**

Analysis of the forces such as colonialism and economic development that have shaped the history of modern Africa. The focus of the course is on the diversity of African economic, political, cultural, and religious systems; the critical role of the African landscape in shaping social change; the high degree of interaction between Africa and the rest of the world; the creation of enduring stereotypes of Africans; the ambivalent legacy of independence movements; and recent developments including popular culture, epidemics, and mass migration.

**HIST 221 History of India and South Asia I (4)**

An examination of India and South Asia, exploring the cultural, religious, political, and social life of India before the arrival of Europeans. Topics include the cultural roots of India, the Aryan religion, the growth of Hinduism, the epics Mahabharata and Ramayana, the status of women, the advent of Buddhism, and the development of Islam.

**HIST 223 Latin American History to 1825 (4)**

A study of the mixture of Indian and Spanish civilizations. Concentration on sixteenth-century culture of Aztecs and Incas, the evolution of Spanish colonial empire, the historical background to strongman government, the art and architecture of the colonies, and the Independence Period 1810-25.

**HIST 224 Latin American History Since 1826 (4)**

A study of nation building and strongman government in the nineteenth century, the Mexican Revolution 1910-20, Argentina under Peron, and twentieth-century Brazil. Special emphasis on the roles of women and blacks.

**HIST 225 Empire in the New World: Incas and Aztecs (4)**

This course offers a comparative perspective on the processes that led to the emergence of the Incas and the Aztecs. The course focuses on primary sources and texts from a variety of experts and scholars concerned with issues of state-building, self-sustained economy, warfare, aesthetics, rituals, religion, and culture.

**HIST 226 Politics and Society in Contemporary America (4)**

This course will survey the history of the United States since World War II. It will focus on the nation's emergence as an international superpower and the domestic political and social upheavals that accompanied this development.

**HIST 227 Intellectual and Cultural History of the United States I (4)**

Explores selected problems in the development of American ideas and social structures, 1789-1980. The first semester (1789 to 1877) examines the conflicts and tensions associated with the emergence of a democratic, capitalist society. The second semester (1877 to present) extends the questions posed during the first semester by focusing on development of industrial and consumer capitalism in the twentieth century. The course as a whole emphasizes the analysis and discussion of primary texts and pays close attention to issues of race, gender, and class.

**HIST 228 Intellectual and Cultural History of the United States II (4)**

Explores selected problems in the development of American ideas and social structures, 1789-1980. The first semester (1789 to 1877) examines the conflicts and tensions associated with the emergence of a democratic, capitalist society. The second semester (1877 to present) extends the questions posed during the first semester by focusing on development of industrial and consumer capitalism in the twentieth century. The course as a whole emphasizes the analysis and discussion of primary texts and pays close attention to issues of race, gender, and class.

**HIST 229 The Many Faces of Sewanee (4)**

This seminar is designed to introduce sophomores to the facts and conceptual processes of history by using Sewanee and its immediate surroundings as a case study. Students employ historical methods within a variety of interdisciplinary contexts drawing on insights from archaeology, geology, literary analysis, and sociology, as well as social, political, military, and intellectual history to comprehend both what has happened here and how it is variously understood.

**HIST 231 African-American History to 1865 (4)**

A survey of the history of African-Americans from their arrival in the English colonies to the end of the Civil War. African-Americans' struggle with slavery and oppression provides the central theme, but the course will address the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention will be given to the development of such institutions within this community as family, religion, and education.

**HIST 232 African-American History since 1865 (4)**

A survey of the major topics and issues in African-American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course will also explore some of the historiographical themes that have catalyzed current scholarship and will analyze diverse theories about the black experience in America.

**HIST 234 British Reformations (4)**

This course examines why and how Protestantisms of differing type replaced Roman Catholicism as the official church in England, Scotland, and Ireland; how people throughout each society sought to encourage or oppose these changes; and how religious developments in these three nations from 1500 to 1750 diverged so sharply, yet remained so closely intertwined.

**HIST 237 Women in U.S. History, 1600-1870 (4)**

A survey of the history of American women which will consider how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience.

**HIST 238 Women in U.S. History, 1870 to the Present (4)**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration will be given to the movements for women's rights.

**HIST 241 Global Women's Movements since 1840 (4)**

An exploration of 19th and 20th century women's movements around the world. This global history provides the foundation of women's widespread involvement today in such transnational movements as environmentalism and the defense of human rights.

**HIST 267 German History Since 1500 (4)**

The development of Germany in the light of major themes in western civilization from the Reformation to the present. The second semester begins in the mid-nineteenth century and focuses on the German nation's political problems.

**HIST 268 German History Since 1850 (4)**

The development of Germany in the light of major themes in western civilization from the Reformation to the present. The second semester begins in the mid-nineteenth century and focuses on the German nation's political problems.

**HIST 270 European Women in War, Revolution, and Terrorism (4)**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework, it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil.

**HIST 272 France Since 1815 (4)**

Although modern France is a product of the same tumultuous nineteenth- and twentieth-century developments experienced by the rest of Europe, the French reacted to the processes of industrialization, urbanization, and the democratization of politics, and the two world wars in their own fashion. This course considers in detail how France became "modern" and what the effects of this process were on different groups of individuals in French society. Readings center on primary documents.

**HIST 283 Environmental History (4)**

An introduction to the field of environmental history, which asks how the natural world has shaped the course of human civilization, and how humans, in turn, have shaped the natural world, over time.

**HIST 293 Greeks, Romans, and Barbarians (4)**

A political and cultural history of ancient Greece and Rome. Topics include the formation and culture of the Greek polis (city state), the Persian and Peloponnesian Wars in Greek history, Alexander the Great and the Hellenistic world, the Roman Republic, Augustus and later Roman emperors, the development and decline of Rome as a "world power," and the place of religion in defining political and cultural identities. Special attention is given to the ways in which the histories of the Greek and Roman worlds were shaped by their interactions with one another and with the "barbarians" beyond their frontiers.

**HIST 296 History of the Middle East I (4)**

This first offering in a two-course sequence introduces students to the history of the Middle East. Surveying the region's history prior to the eighteenth century, it considers the emergence of the world's earliest civilizations; the rise of Judaism, Christianity, and Islam, and the spread of Arab, Turkish, and Persian Empires. Emphasis is placed on the Middle East's place in global trade networks and imperial conflicts.

**HIST 297 History of the Middle East II (4)**

This second offering in a two-course sequence addresses the modern Middle East, and emphasizes the region's place in global politics and the world economy. Among the topics considered are European imperialism and local responses, nineteenth-century reform movements, the rise of the nation-state, the impact of Arab nationalism, the Arab-Israeli conflict, Islamic political movements, gender relations in the region, the importance of oil, the Iraq conflict, terrorism and the peace process.

**HIST 298 History of Islam (4)**

Should we speak of Islam as a single tradition? What is Islam's relation to other religious faiths? How has Islam shaped and been shaped by local traditions? What is the relation between Islam and politics? This class looks at Islam and Muslim societies from the emergence of the prophetic faith until the present day. Students are introduced to the diversity of interpretations of the Prophet Muhammad's message and to Islamic practice in a variety of geographical and historical contexts, to understand how Islam has influenced and continues to influence world history.

**HIST 301 Ancient Greece (4)**

Selected topics in the history of Ancient Greece from the early Bronze Age to the death of Alexander. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 302 Ancient Rome (4)**

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 303 Medieval Europe I (4)**

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 304 Medieval Europe II (4)**

Selected topics in the history of western Europe during the Middle Ages. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 305 Medieval Women -- In Their Own Words (4)**

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 307 Revolutions and Revolutionaries in the Middle East (4)**

The “Arab Spring,” the Green Movement in Iran, and the Gezi revolt in Turkey have focused attention on revolution and “people power” in contemporary analyses of the Middle East. But revolution is not a new phenomenon in the region. Analyzing anti-colonial, constitutional, nationalist, socialist, and Islamic revolutions from the late nineteenth century until today, this class investigates how revolutionary uprisings have shaped the Middle East. Pushing beyond the notion that revolutions are primarily ideological conflicts, the class considers how people take to the streets for economic and social justice, greater political representation, and in defense of nationalist, sectarian, and local interests. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 308 The Revolutionary Era (4)**

The transformation of state and society from the Old Regime to the time of Napoleon. Emphasizes the causes and phases of Europe's first revolution, in France, 1750-1815. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 309 Politics and Society in Europe: 1815-1914 (4)**

A study of the foreign and domestic policies of the principal states, problems arising from the Industrial Revolution, liberal democracy, nationalism, and socialism, and the origins of World War I. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 310 Modern Iraq and the US-Iraq Conflict (4)**

This seminar offers students an in-depth look at the modern history of Iraq and the current US-Iraq conflict. Using a blend of primary and secondary sources, the class looks at the impact of Western influence and regional trends such as Arab nationalism, Bağathism, and Islamism on the modern development of Iraq. Reasons for the current conflict are also explored from a number of political and nationalist perspectives to foster understanding of the U.S. invasion of 2003 and of Western foreign policy in the post-9/11 world. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 311 Politics and Society in Europe after 1914 (4)**

The external and internal development of the principal states, revolution, fascism, the search for a system of collective security, World War II, the Cold War, the democratic welfare state, and the European unity movement. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 312 Eighteenth-Century England (4)**

A seminar in eighteenth-century English studies with emphasis on social and cultural development. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 313 Youth and Families in Early Modern Europe (4)**

This research seminar explores the social and cultural history of early modern European communities (c. 1400 to 1750) by using gender, age and emotion as tools of historical analysis. Key topics include: Renaissance debates about the education of girls and boys, families, fathers and feeling in the Protestant and Catholic Reformations, popular and learned stereotypes of the female witch, youth gangs and child-circulation. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 315 Saints, Witches, and Heretics in Early Modern Europe (4)**

A seminar on how the concepts of sainthood, witchcraft, and heresy changed and developed in the period of the Protestant and Catholic Reformations. The course explores the Catholic definition of heresy, responses to individual heretics (including Martin Luther), and the spirituality of Counter Reformation saints. It considers the Protestant attack on the cult of the saints, the reasons why the witch hunt was particularly extreme in countries that embraced Protestantism, and how examples of “true” and “false” religion helped to shape Protestant and Catholic identities. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 316 The African-American Church in Slavery and Freedom (4)**

This seminar course examines the presence of the African-American church in the lives of African Americans and in the history of the United States. From its creation as an “invisible institution” during slavery to its dynamic existence during the era of black emancipation to its crucial presence during the Civil Rights Movement and beyond, the black church has been a vital force in framing the contours of African-American culture and shaping religious life in America. This course explores how the church has functioned as a formative social and political institution within a racially fractured but continually changing civic landscape. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 317 African-American Intellectual History (4)**

This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnutt, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcom X, Martin Luther King, Jr., Toni Morrison, and Cornel West. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 318 African American Women and Religion (4)**

This class will examine African American Women's participation and critical role in religious life in America. It will explore black women's place in the formation of revival culture, the creation of religious ritual, and the institutional establishment of the black churches. Further, it will investigate black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course shall address the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it will explore the myriad ways African American women contested and critiqued their place in the church and the community, while simultaneously supporting and furthering black churches and promoting the health of religious life. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 319 The Arab-Israeli Conflict (4)**

The Arab-Israeli conflict has long dominated the politics of the Middle East and been seen as central to U.S. foreign policy in the region. This seminar considers the history of this conflict and the politicized historiographical debates that accompany it. Topics addressed include Zionism, Palestinian and Arab nationalism, the birth of the Arab refugee crisis, the effects of the 1967 and 1973 wars on the region, the use of terrorism, the two *intifadas*, and the Oslo peace process. Primary texts, secondary sources, and scholarly articles from a variety of perspectives will be used to investigate how people within and outside the region debate and fight over these issues.

*Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 320 Victorian and Edwardian Britain (4)**

This seminar will study British history from the passing of the Great Reform Bill to World War I, with special attention to cultural and political developments. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 321 English Identities (4)**

Addressing questions arising from contemporary debates over issues such as national character and historical memory, this seminar examines the lives of some English men and women; how individuals, identities have been shaped by wider social, cultural, religious, and political circumstance; and also how these same identities have been partly self-constructed. Course readings include biographies, autobiographies, and diaries from the medieval period to the late 20th century. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 322 Southern Lives (4)**

An exploration of Southern history through the lenses of biography, autobiography, and fiction. This seminar examines the careers of significant figures in the history and literature of the South from the antebellum era to the present. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 324 Colonial and Imperial Warfare in North America and Southern Africa (4)**

This seminar compares the warfare that accompanied colonial encounters in North America and southern Africa, from the first European contact through the early twentieth century. It focuses on wars fought in response to resistance by native peoples and on the use of native allies in warfare between imperial foes as windows into the processes of acculturation, resistance, dispossession, and representation that characterized the colonial encounter as a whole. Texts range from traditional military history to religious, cultural, environmental, and comparative approaches to the topic. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 325 Revolutionary America (4)**

A study of the development and challenges of early American nationalism. Students will consider the growth of republican institutions and ideas during the colonial era, the causes and conduct of the American Revolution, and the initial tests of the young republic.

*Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 327 The Old South (4)**

An exploration of the Southern past from the earliest English settlements to the establishment of the Confederate States of America. This course charts the development of distinctive Southern political, economic, and social structures, examines the role of chattel slavery in shaping the region, and analyzes the causes of the war for Southern independence. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 329 The New South (4)**

An examination of Southern history from the end of Reconstruction to the early victories of the Civil Rights Movement. Students explore the transformation of the plantation system; map the influence of the section's new industries and cities; trace the roles of race, class, and gender in Southern society; examine the political issues and structures that governed the region; and probe the culture that has defined the South. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 330 History of Southern Appalachia (4)**

An examination of the events, people, movements, and themes of the region's past, from earliest known human habitation to the present. The course explores contrasting ways of life expressed by native and European peoples; implications of incorporating the area into the United States; the agricultural, industrial, and transportation revolutions of the nineteenth century; popular culture within and about Appalachia; contemporary issues of regional development and preservation; and ways the unique environment of these mountains has shaped and frustrated notions of regional identity. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 331 Modern Cities (4)**

An exploration of the modern urban experience in Europe, Asia, Africa and the Americas and a consideration of the social, cultural, and political transformations of world cities, including London and Paris, Cape Town and Algiers, Hong Kong and Shanghai, New York and Los Angeles, in the 19th and 20th centuries. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 332 Twentieth Century American Culture (4)**

An examination of major issues and topics in the cultural history of the U.S. from the 1893 Columbian International Exposition to the implosion of the internet dot.com bonanza in 2000. To dissect and analyze the discourses of race, gender, class, and sexuality in American life, the class will concentrate on texts and images from the periods under examination, with special attention to the production and consumption of popular culture. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 333 Topics in American History (4)**

A seminar dealing with important political, social, and intellectual movements in American history. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 334 Mass Culture and Popular Amusements in the United States, 1870-1945 (4)**

A seminar on the development of mass culture and popular amusements in the United States in the late nineteenth and early twentieth centuries. Particular attention will be paid to the important roles of women in the invention of these new cultural forms and to social and economic tensions generated by the rise of a mass commercial culture. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 335 Monsters, Marvels, and Museums (4)**

This course introduces students to the history of a particular kind of early modern museum: the curiosity cabinet or Wunderkammer. These striking collections of curious objects, marvels, and "monsters" had become key research and educational venues in many European cities by 1500. They generated discussion about the relation between local and global knowledge, between the natural and artificial, the extent and causes of biodiversity, and much more. The course explores the history and politics of these collections while recognizing their role as nodes in global circuits of information transfer and exchange. Also considered is the Wunderkammer's impact on the development of museums of art, science and technology, natural history, and anthropology. *Prerequisite: One course in humanities or one course in history with attribute G4 including AP or IB credit.*

**HIST 337 Nature, Magic, and Machines in Early Modern Europe (4)**

Currently scholars from across the globe are rewriting the history of what is often called the "Scientific Revolution," with some questioning whether such a revolution ever occurred. Did it? If so, why and how did it take place? This course explores watershed changes in the tools and strategies used to produce and circulate new knowledge in the early modern world. It thereby pursues a global, interdisciplinary approach to study of the scientific revolution. While focusing on the contributions of famous figures such as Galileo and Descartes, the course also takes account of lesser-known personalities and of diverse instruments, practices and social networks that contributed to the rise of modern science. Topics addressed include natural history, botany, taxonomy, medicine, alchemy, experimental philosophy, colonial science, indigenous knowledge, and the transfer of knowledge. Not open for credit to students who have earned credit for HIST 392. *Prerequisite: One course in humanities or one course in history with attribute G4 including AP or IB credit.*

**HIST 339 The Making of Modern America, 1877-1920 (4)**

A seminar on the cultural history of the United States from the end of Reconstruction to the end of World War I, with emphasis on the problems of analyzing changes in politics, religion, labor and industrial production, retailing, amusement, and consumption. Underlying the class will be special attention to transformations of gender relations and identities at the turn of the century. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 342 Topics in British History (4)**

Studies of important political, social, and intellectual movements in British History. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 344 Twentieth-Century Britain (4)**

A study of British history in a time of world war and social and political adjustment. Among the topics considered are the impact of two world wars, the evolution of the welfare state, the implications of post-colonial status, and recent debates over economic and constitutional issues, including the country's relationship with Europe. Where possible the course will draw on first-person accounts and responses to these developments. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 346 History of Socialism (4)**

A study of the development of socialism as an ideology in the nineteenth and twentieth centuries. Among the major topics discussed will be: utopian socialism, Marxism, anarchism, German social democracy, Russian Marxism, and Chinese Marxism. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 347 The American Civil Rights Movement (4)**

This seminar will survey the major topics and issues of the twentieth-century Civil Rights Movement in America. In addition to exploring the lives and roles of popular figures like Martin Luther King, Jr., Rosa Parks, Malcolm X, and Jesse Jackson, we shall also examine the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis shall be placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 348 The Mexican Revolution (4)**

This course examines the Mexican Revolution (1910-1940), describing the ideologies and political programs of its rival leaders and forces. Emphasis is placed on analysis of the revolutionary movement as a mosaic of local uprisings, each with its own roots and objectives. The social origins of the participants, both followers and leaders, the causes of the insurrection, the objectives proclaimed by each faction, and the changes actually accomplished, will be the main topics of discussion. The heterogeneity and ambiguity of the Mexican Revolution will be explored by examining different approaches to the insurrection through biographies, novels, political theory and historical account. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 349 American Women's Cultural and Intellectual History (4)**

The seminar examines women's involvement in American literary and artistic movements and in the development of distinct American ideas and social structures from the mid-eighteenth century to the present. The course will focus on notable individuals as well as broad themes such as consumerism and leisure, representations of women, and sexuality and reproduction. Emphasis will be on reading, papers and discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 350 Berlin: Impressions of a City (4)**

A survey of Berlin through its history and architecture, its literature and film with emphasis on the twentieth century. The course is divided into five parts: Berlin's early history before WWI, the Weimar Republic, the Nazi Period, Cold War Berlin (East and West), and modern Berlin after 1989. In addition to the history and architecture, major novels and films of the city are examined throughout the semester. This course is taught in English and may not be used in fulfillment of the foreign language requirement; however it can count toward the German major if a term paper is presented in German. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 352 Junior Tutorial (4)**

A consideration of some of the ways historians have dealt with historiographical issues. The books to be examined are all significant in the way they treat evidence, construct an interpretation of the past, and reflect ideas and values of the historians' own time. The emphasis in the course is on current historical methods and interpretations. *Open only to students pursuing majors in history. Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 353 The Nazi Period (4)**

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. The course gives an overview of the historical facts and events that shaped the Nazi period with PowerPoint presentations, film, and a number of significant books about the period, including Sebastian Haffner's *The Meaning of Hitler*. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 354 Renaissance Humanism (4)**

An examination of the intellectual movement that first emerged in Italy in the 14th century and that played a central role in the European Renaissance. Topics include the rediscovery of the antique, civic humanism, Christian humanism, neoplatonism, and the impact of humanism on art, politics, science, and gender relations. Readings consist of original source material and include writings of Petrarch, Valla, Ficino, Machiavelli, Erasmus, More and Montaigne. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 357 Latin American Biographies (4)**

Through the reading of biographies, this course will examine major topics in Latin American history. Important issues to be explored will include: the Spanish conquest, the colonial experience, wars of independence, national projects, imperialism, and social revolutions. Among the historical actors whose lives will be discussed and analyzed are: Hernan Cortez, Montezuma, Jose Baquijano y Carrillo, Simon Bolivar, Domingo Faustino Sarmiento, William Grace, Emiliano Zapata, Eva Peron, and Fidel Castro. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 358 Women in Latin America (4)**

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students will examine several theoretical approaches to gender studies together with specific case studies. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 359 United States and Latin America since 1898 (4)**

This seminar deals with the historical interaction of Latin America with the United States from 1898 to the present. Specific topics to be examined include U.S. views of Latin America, imperialism, economic nationalism, the Cuban Revolution, guerrilla warfare, the Chilean and Nicaraguan cases, and the drug problem. The course will discuss the goals, perceptions, and actions of the United States and various Latin American governments during this period. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 360 Latin American Topics (4)**

A seminar designed to analyze a theme, period or topic of significance in the development of Latin America from colonial times to the present. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 363 Peasant Resistance and Rebellion in Latin America, 1500-1990 (4)**

A seminar focusing on forms of resistance and accommodation of rural peoples in Latin American history-peasants, slaves, rural laborers, indigenous people and others-to the forces of cultural change and the impact of modernization over several centuries. Readings will examine theories of the peasantry as a social group as well as forms and cases of rural collective action in Latin American history. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 364 Topics in Russian History (4)**

An examination of significant developments in nineteenth- and twentieth-century Russia. Topics may include: the peasant problem, the revolutionary movement, major personalities, 1917 Stalinization/de-Stalinization, and foreign policy. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*



**HIST 365 Medieval England I (4)**

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 366 Medieval England II (4)**

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 367 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 368 Saints and Society in Late Antiquity and the Middle Ages (4)**

This course will explore the place of Christian saints in the society and culture of the late Roman and medieval worlds. It will analyze changing ideals of sanctity and their relationship to broader social, religious and cultural developments. It will also focus on the varied functions of saints' cults as perceived by both the promoters and the followers. Emphasis throughout will be on the close relationship of religious ideals, ecclesiastical and secular politics, and social and cultural change. The course will be a seminar with emphasis on reading, class participation, and papers. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 369 Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain (4)**

A study of the rise of al-Adalus and the caliphate of Cordoba. The succeeding Taifa kingdoms, Almohad and Almoravid dynasties, and the Nasrid rule in Granada will be studied as well as the Reconquest by the Christian kingdoms of the north. Special attention to the concepts of *convivencia* and *mudejarismo*. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 370 Ritual and Worship in the Long English Reformation (4)**

This course examines the role of ritual and worship in the religious history of England, ca. 1530 to ca. 1700. It will look at the history of religious practices, seeing them as both cause and effect of the religious and political upheavals in the period. While there is no formal prerequisite, the course does presume a basic familiarity with the broad outlines of English and/or European history in the early modern period. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 371 Tudor England 1485-1603 (4)**

A study of the reigns of the Tudor monarchs with special attention to innovations in government; the humanist tradition; the English Reformation; and the influence of these factors on the political, religious, social, and cultural developments of the time. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 372 Stuart England 1603-1714 (4)**

A study of the reigns of the Stuart monarchs and the mid-seventeenth century interregnum with special attention to the origins of the English Civil War and its impact on English ideas and institutions through the reign of Queen Anne. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 373 English Puritanism 1558-1700 (4)**

This seminar examines English puritanism as a religious, cultural, and sometimes political movement from the Elizabethan settlement until the end of the seventeenth century. Topics covered include puritan piety, puritan social life, conflict over church rituals, and puritans' use of the media in their day, and the role of the puritans in the coming of the English civil wars. Students also look briefly at New England and Scotland as attempts to create a puritan paradise. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 374 Anglicanism 1350-1662 (4)**

A study of significant thinkers and events in the formation of the Anglican tradition from the English Reformation to the English Civil War and Restoration. Attention also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines will be considered in the contexts both of English and European history and of the intellectual currents of the period. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 375 The Outlaw in American Culture (4)**

This survey approaches the outlaw both as imagined in fiction, film, and music and as a real historical subject. Special attention is paid to how changing understandings of the "outlaw" correspond to specific moments in American history such as the settling of the West, gangsterism in the Great Depression, the rise of Black Power, and the development of new technology involving internet hacktivists. Legal and other-than-legal responses to the outlaw are also considered. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 378 Sexuality and the Self in Modern Europe (4)**

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 379 Honor, Shame, and Violence in Modern Europe (4)**

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 380 Crimes and Scandals in the Historical Imagination, 18th–20th Centuries (4)**

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analysis of criminality, memoirs of notorious criminals and detective novels. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 381 Travel Cultures, Global Encounters, 1800-1950 (4)**

In recent centuries overseas explorations and investigations, journeys and migrations, and “exotic” advertising and tourism have defined the very nature of modernity. This course investigates the cultural frameworks of travel -- the purposes, the interpretation of encounters, the interaction with peoples and landscapes -- from 1800 to 1950. Through reading recent works of scholarship on imperial cultures and research in primary sources for European and American global exploration and travel, students will learn how to analyze the discourses and practices that give meaning to experience. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 382 Science, Segregation, and Popular Culture in 20th-Century South Africa (4)**

This seminar explores the rise and significance of three crucial and interrelated phenomena in 20th-century South Africa. It examines the relationship between developments in science and the institutionalization of segregation, culminating in the ideology and practices of apartheid. The course further explores how popular culture both mirrored and shaped these changes in scientific understandings and political realities. By bringing together the histories of science, segregation, and popular culture, the seminar analyses the formation of the uniquely South African cultural racism that sustained apartheid state and society. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 385 Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam (4)**

This seminar examines the introduction and dramatic expansion of Christianity and Islam throughout Africa from the precolonial era to the current day. Looking at both sides of the cultural interchange, the course pays attention to themes of indigenous religion, translation, resistance, syncretism, and the colonial invention of religion. While seminar focuses on secondary sources and historiography, primary sources will also be considered. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 386 African Environmental History (4)**

A survey of African environmental and agrarian history, focusing on the historical interrelationship between Africans and their environment. Topics include colonial misconceptions of Africans and their environment; key environmental factors in the development of African societies and the slave trade; agrarian history with its focus on agricultural production; colonial-era developments leading to food insecurity; the failure of large-scale “development” and modernization projects and ideologies; the creation of nature reserves; the denial of African hunting traditions, and the promotion of the “great white hunter” and safari culture. This seminar class emphasizes historiography, primary sources, and discussion. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 387 Slavery and the Slave Trade in Africa (4)**

This seminar investigates intertwined phenomena of great importance to African history, from the pre-colonial era to the early twentieth century. The course examines the various forms of unfree labor in Africa through the lens of comparative slavery studies and then explores Africa’s key slave trades: the Saharan, East Indian, and Trans-Atlantic. The course focuses on the internal African dynamics that shaped labor recruitment and participation in the slave trade, stressing African agency in the face of dynamic historical circumstances.

*Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 388 The United States and Vietnam since 1945 (4)**

The focus of this course is the history of Vietnam since World War II, French colonialism, the development of the independence movement, the origins of U.S. involvement, and the escalation of the conflict in the 1960s. Vietnamese goals, American foreign policy, the anti-war movement, and the presidencies of Kennedy, Johnson, and Nixon will be topics of special interest. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 389 European Cultural and Intellectual History, 1750-1890 (4)**

From 1750 to 1890, European men and women experienced a startling new world of political, socioeconomic, and technological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopic visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of modernization.

*Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 390 Topics in European History (4)**

An examination of the significant social, political, and intellectual movements in the history of Europe. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 393 America's Civil War (4)**

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America. We will consider the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students will employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 394 Reconstructing the South (4)**

This seminar investigates a variety of postbellum transitions in the United States South, as the defeated slaveholding society reluctantly conceded to less restrictive forms of labor and limited civil equality. Unlike traditional treatments of the era—which focus on politics and end with conservative overthrow of Republican rule—this course also considers changing modes of economic and social life, and concludes with the establishment of the Solid South in 1902. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 396 The Origins and Conduct of the First World War, 1900-1919 (4)**

This course examines the problem of how and why Europe went to war in 1914, then comments on the conduct of the war itself and the peacemaking that followed. Attention is on the following topics: operation of the alliance and entente systems, impact of intelligence operations on foreign policy, domestic organization of the European powers, relationship between strategic planning and decision making, and the role of ideas in modeling approaches to international politics. The fortunes and misfortunes of eastern Europe and especially Austria-Hungary will receive special emphasis. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 397 The Origins and Conduct of World War II (4)**

A study of the causes, events, and results of World War II. Topics discussed include: the legacy of World War I, rise of totalitarianism, diplomacy of the 1930s, battles and strategies of the war, the Holocaust, and origins of the Cold War. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 400 Vietnam, Cambodia, and Thailand (4)**

This course focuses on Southeast Asia. Students investigate each country's unique history and traditions. For Vietnam and Cambodia, they examine the legacy of foreign intervention, including the impact of Chinese control, French colonialism, and American involvement. For Thailand they look at the traditions of monarchy and the attempts to maintain independence while surrounded by colonialism. In all cases the course connects history and culture in order to provide a context for understanding the development of traditional theatre. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 401 Contemporary Chile, 1970-2011 (2)**

This course examines the trajectory of Chilean history, politics, and culture over the past half-century. Starting with the presidency of Salvador Allende (1970-1973) and its historical foundations, students analyze the legacies of the Pinochet dictatorship (1973-1990) and the problems of Chile's transition to democracy (1990-present). Includes in-depth consideration of the political, social, economic, and cultural issues involved in Chile's present debates, among them the access to free education. Cultural activities and guest lectures by prominent Chilean scholars and activists are combined with field trips to historical sites in and around Santiago. Conducted as a three-week summer course. No Spanish language experience required. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 402 China (4)**

This course focuses on ancient and traditional China. Students discuss the rise of the dynastic system, unification under the First Emperor (including building of the Great Wall and the tomb of the Emperor), the development of the philosophies and religions of China (Confucianism, Taoism, Buddhism), and historical events under the Han, T'ang, Sung, Mongol, Ming and Manchu dynasties. This historical survey provides the basis for our understanding of the development of Chinese culture. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 403 Capitalism in Britain and the United States (4)**

The impulse to combine land, labor, and capital in profitable ways has always existed; this course focuses on how British and American entrepreneurs have attempted this challenge over the past 500 years of history. The differing cultural, institutional, and technological developments faced by entrepreneurs in each country are considered. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 405 Directed Films and Readings for World War II Sites in England, France, Germany (2)**

This half course is designed to prepare students for the summer course program called "From D-Day to Berlin: World War II Sites in England, France and Germany." Films may include *The Battle of Britain*, *The Longest Day*, *Conspiracy*, and *Downfall*, among others. Assignments also include short readings on the war. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 406 From D-Day to Berlin: World War II Sites in England, France, Germany (4)**

This course focuses on World War II in England, France, and Germany. Lectures and discussions on specific topics are enhanced by visiting sites related to the progression of the war and its impact on soldiers and civilians. Starting in London with the Imperial War Museum and War Cabinet Rooms, the program moves to Portsmouth and then crosses the Channel into Normandy. In northern France the emphasis is on D-Day, followed by a visit to Paris and discussions of the occupation and liberation. The program travels east and finishes in Germany with visits to Nazi party locations in Munich, Dachau Concentration Camp, Nuremberg, and the capital city of Berlin. Conducted as a three-week summer course. *Prerequisite:* One course in history with attribute G4 including AP or IB credit.

**HIST 410 Five Centuries of Atlantic Slavery, 1400-1900 (4)**

An examination of the history of the practices of human slavery in the Atlantic World. Topics include the conduct of the transatlantic trade, the Middle Passage experience, plantation systems in North America, the West Indies, and Brazil, the role of Atlantic slavery in the transition to industrialism, slave resistance and revolt, and the abolitionist movements. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 420 The History of International Development (4)**

This seminar examines the history of economic development and efforts to address poverty and disease in the “underdeveloped” world, or global south, with a particular focus on Africa, from the early nineteenth century to the present day. Topics include humanitarianism, the civilizing mission, modernization, dependency theory, foreign aid, globalization, and social investing. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 430 Political Islam (4)**

Offering a broad view of Islam in contemporary politics, this course investigates the politicization of Islam and the “Islamization” of politics by Islamist groups (such as al-Qaeda and Hamas), governments (such as Saudi Arabia and Pakistan), and non-state actors in the Muslim world. The class aims to demystify the so-called “Islamic turn” by considering how Islamic politics are shaped by wider debates about modern Islam, by Western actions in the regions, and by the emergence of powerful new technologies of propaganda and recruitment. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 440 Honors Seminar (4)**

The seminar has two functions: first, it serves as the classroom setting in which senior history majors are guided as they conduct the independent research for and complete the writing of their senior honors thesis; second, it operates as a workshop that assists honors candidates in the preparation of the thesis by engaging them in the larger scholarly enterprise of reading and reviewing each other's work. Toward these ends, members of the history department and scholars from other colleges and universities may share their work with and seek the critical engagement of the honors students. The class concludes with an oral presentation of each student's research to the history faculty. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 444 Independent Study (2 or 4)**

An opportunity for students to explore a topic of interest in an independent or directed manner.

**HIST 452 Senior Research and Writing Seminar (4)**

History majors engage in primary and secondary research on a topic of interest, culminating in a significant analytical paper. The semester concludes with an oral presentation of each student's research. *Open only to students pursuing majors in history. Prerequisite: HIST 352.*

**HIST 456 Partition and Its Meanings: India, Ireland, and Palestine (4)**

This seminar explores the theory and practice of partition in the twentieth century by focusing on the political divisions that colonial or occupying powers imposed in Ireland, Palestine and India. It examines how the idea of partition arose, the nature of support and opposition it attracted within and beyond these regions, and how such systems came to prevail against extremely determined opposition. The course further considers how partition affected the development of nationalist movements, the course of world events, and the everyday lives of the peoples inhabiting these regions. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 470 Ways of Seeing and Knowing in the Early Modern World (4)**

This course explores new ways of studying knowledge production and circulation in Europe and the Atlantic world, circa 1400 to 1800. A key strategy involves attending to the period's material culture and “reading” objects—models, microscopes, maps—as primary sources. Other topics include the uses of paper tools such as note-taking, bio-prospecting, cultures of collecting, and the curiosity cabinet. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 472 Marriage and Imagined Families in the Modern World (4)**

Applying Benedict Anderson's concept of “imagined communities” to historical understandings of family life and marriage, this seminar investigates the multiple ways in which modern Europeans have imagined family relationships, spaces, and rituals of marriage. The course examines the cultural creation and reworking of the nuclear family by a diverse range of historical actors within an increasingly global context. How did individuals invent shared pasts that legitimized non-traditional concepts of marriage and the family? Topics include Victorian, socialist and fascist families, the modification of marriage, and challenges to family structures posed by person of alternate sexual, immigrant, and gendered identities. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 480 Reformation to Revolution: Religion and Politics in Early Modern England (4)**

This seminar examines political and religious change in England in the tumultuous sixteenth and seventeenth centuries, a period marked by religious schism, two revolutions, and a failed experiment in republican government. Topics include reformations of church and government, patterns of rebellion and political instability, puritan culture, and the shaping of domestic life. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 481 The Oxford Movement (4)**

This course charts the history of the Oxford Movement and its impact on British religion and society, as well as the colonies and former colonies of the British Empire. The Oxford Movement did not arise in a vacuum, so the course begins by exploring the 18th century High Church and Evangelical background. Nor did the Movement exist in a vacuum, so its interaction with the U.S. and the late 19th century “crisis of faith” is seen. Finally, the Movement's successors are examined: slum priests in rapidly growing cities, the Liberal Catholics, and the Gothic revival in architecture and worship. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 491 European Life in the Late Middle Ages and Renaissance (2)**

This course begins with an examination of the organization and character of the Western Catholic Church before the Reformation. It considers the distinctive systems of belief that were fostered and seeks to understand how particular beliefs prompted distinctive behavior in the later fifteenth and early sixteenth centuries. Visits to medieval churches in Oxford and environs facilitate an exploration of what was being commissioned and built by different classes of lay men and women before the Reformation, the better to understand the tenor of faith and pious activity at that time. The course continues through the reign of the Tudors, and the evolution of the Reformation in Britain, Italy and the Mediterranean, and Northern Europe. This course is only available through the European Studies Program.

**HIST 493 The Civil War and American Historical Memory (4)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest way in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. *Prerequisite: One course in history with attribute G4 including AP or IB credit.*

**HIST 495 War and Society in Ancient Greece and Rome (4)**

This course explores war and society from the Greek Archaic Age in the eighth century B.C. to the crisis of the Roman Empire in the third century A.D. It looks at changes in the groups who fought wars, and the ways in which these related to larger social, economic, and political movements. It also considers how participants and non-combatants thought about war, and how these attitudes shifted over time. Archaeology is of prime relevance, but literary texts provide the most important evidence. These are examined to provide new angles on well-known writers, such as Thucydides and Plato, as well as to introduce fascinating, but lesser known, authors including Aeneas Tacticus and Frontinus. Artistic evidence, both public and private, is also central to this course. This course is only available through the European Studies Program.

**HIST 496 History and Religion in Medieval Europe (4)**

This course covers the history of Europe during the Middle Ages, roughly 500-1500 A.D. It also introduces students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. The study of primary sources, including, among others, the writings of Sidonius Apollinaris, Rabia of Basra, Bede, Einhard, Hildegard of Bingen, Thomas Aquinas, Christine de Pisan and Petrarch, underpin the structure of the course. This course is only available through the European Studies Program.

## Humanities (HUMN)

**HUMN 103 Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World (4)**

This interdisciplinary course explores significant issues in Greco-Roman culture as well as the religious traditions of the Near East. It provides a critical introduction to cultural contexts and ideological tensions that have contributed to the construction of Western identities and civilizations. Through examination of selected textual and intellectual echoes over time, the course considers the changing reception and impact of controversies and debates that have not only shaped ideas of "the West" but continue to challenge and perplex human beings.

**HUMN 104 Experience, Expression, and Exchange: Texts and Contexts of the Medieval to Early Modern Worlds (4)**

This interdisciplinary study emphasizes critical engagement with the idea of "the West" through an examination of the cultural practices, institutions, influences, and legacies of the medieval and early modern worlds. Pilgrimage, the Crusades, encounters with the "New World," the Reformation, the Renaissance, the development of vernacular literatures, and changes in visual culture, artifacts, and the built environment are among the significant focal points of the course. Prior study in HUMN 103 strongly recommended.

**HUMN 203 Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism (4)**

What prompts the composition of manifestos--and what consequences have ensued? What are the underlying purposes of terrorism, and how have acts of terror been defined and even justified? This interdisciplinary course explores intellectual and social movements in cultural context from the early modern period to the present day with attention to the writings (especially manifestos) and outcomes (including terror) they have produced. Using the French Revolution, humanism and technologism, imperialism, and the artistic movements of the early twentieth century as some central focal points, the course examines competing visions of progress and resistance to it.

**HUMN 204 Experience, Expression, and Exchange: Utopias and Dystopias (4)**

This course explores how utopian, dystopian, and post-apocalyptic discourse imaginatively engages--and has engaged--cultural and historical challenges. Using approaches related to history, philosophy, literature, political theory, and the visual arts--especially film--this class seeks to ground utopian and dystopian speculation in the historical and cultural circumstances engendering it. Possible texts include works by Rousseau, More, Plato, Schopenhauer, Nietzsche, Marx, Leibniz, Voltaire, Huxley, Orwell, Zamyatin, McCarthy, Burgess, Atwood, Ishiguro, Lovecraft, Fritz Lang, and Ridley Scott.

**HUMN 207 Experience, Expression, and Exchange: The Great War and the Emergence of Modern Memory (4)**

This course explores how movements in art, music, politics, history, and literature reflect, negotiate, and contribute to a modernist conception of the human experience preceding, during, and immediately after World War I--the "war to end all wars." Using critical approaches related to music, history, philosophy, literature, political theory, and the visual and plastic arts, this course seeks to make sense of the cultural circumstances associated with the expansion of imperialism and its implosion.

**HUMN 214 Experience, Expression, and Exchange: Histories of Science, Vision, and Art: 1500-Present (4)**

This course focuses on the histories of relations between visual art and contemporary scientific method(s). It looks at why and how major socio-economic, cultural, and political changes associated with the history of “the West” (c. 1500 to the present), involved a preoccupation with vision and its effects. The course hones in on artists and “scientific observers”, many of whom were directly involved in colonial and commercial projects. Topics of focus include: the uses of instruments (such as the microscope) for mediating sight and producing new knowledge about nature: the ordering, politics, and display of visual objects in collections, and more.

**HUMN 220 Rhetoric in the Age of Protest: 1948-1973 (4)**

This course studies the discursive and non-discursive aspects of U.S. protest in the period 1948-1973. The focus is on the forms and functions of rhetoric and counter-rhetorics in controversies over communism, civil rights, free speech, war, student rights, women’s rights, farm workers’ rights, Native American rights, gay rights, the environment, and poverty. Students cultivate an awareness of protest discourse as a social and political force. Close textual analysis of select rhetorical texts yields an appreciation for some of the traditions and characteristics of that most American of oratorical modes, protest, as well as a sense of some of the nuances and subtleties of the art.

**HUMN 380 Junior Seminar (4)**

Students use methodologies gleaned from previous humanities courses--and acquire new ones--to approach topics relevant to contemporary study of the humanities. The course focuses on a set of interrelated themes, such as justice and power, faith and reason, or journey and exploration. *Prerequisite: HUMN 103, HUMN 104, and two 200-level humanities courses.*

**International and Global Studies (INGS)****INGS 100 Media and Globalization (4)**

This course introduces students to some of the most significant sources contributing to shared cultural patterns in our globalizing world. It uses a variety of contemporary media, including documentary and narrative film, digital media, hip hop music, and other cultural expressions to examine and explore local/global dynamics, cross-border flows, and changing identities and values. Students learn to analyze the relationship between media forms and cultural contexts in many different parts of the world. The preparation of multi-media projects enables students to understand the construction of such cultural expressions.

**INGS 200 Introduction to International and Global Studies (4)**

A course concerned with analyzing how international and global integration shape local development. After reflecting on this integration during the nineteenth and early twentieth centuries and its impact on nation-state formation and economic development, students analyze the construction of the post-World War II international system around the Bretton-Woods institutions. Attention is also given to how international norms pertaining to human rights and democracy apply to diverse countries during the current period of globalization, and to how transnational linkages shape economic and cultural transformations. The course concludes with discussion of living abroad, including topics such as language acquisition and personal transformation. Required core course for IGS majors. *Open only to sophomores.*

**INGS 201 African Youth Cultures in Post-Colonial Urban Africa (4)**

This course focuses on how African urban youth confront the challenges of postcolonial life and the forces of globalization, through examination of local and global cultural and linguistic patterns in major African cities. It interrogates the social practices that characterize African urban youth culture, questioning how these practices and youth identities contrast with those socially-ascribed within local cultural frameworks. The course draws reading material from contemporary literature on youth culture, globalization, and social change in Africa. It also uses African films to showcase the opportunities and challenges brought about by the globalization of youth culture in Africa.

**INGS 203 Sociolinguistics of Africa (4)**

This course introduces learners to key concepts and topics in sociolinguistics with a regional focus of Africa. The concept of globalization is at the core of this course, specifically looking at how African languages and cultures have been impacted by socio-political and economic forces of globalization such as colonialism, urbanization, mass and social media, formal education and market-economy. The course also focuses on the role of language in the formation of nation-states in Africa, the structural effects that African languages have on “foreign” languages like English and French, and what speakers of African languages think of their utility in the context of globalization. Reading materials focus on language communities living in Africa, in the diaspora and in the technology-mediated “virtual” world. No prior knowledge of sociolinguistics is required in order to enroll in this course, but some knowledge about African languages and cultures is an added advantage.

**INGS 301 The Global Financial Crisis: Causes and Effects (4)**

This course introduces students to some prominent ways of theorizing the contemporary global financial architecture. It foregrounds global financial crisis in order to chart the historical role of finance, or investment capital, in shaping the economic forces of globalization. Exploring the theoretical and practical role that financial investment plays in capitalism and economic growth, the course investigates whether this role has changed with the greater economic integration and capital mobility associated with “neoliberal globalization.” This course has a strong theoretical and political economy orientation, while remaining in conversation with approaches represented in cultural studies, human geography, gender and postcolonial studies. Students can thus understand “capital investment” not merely as a financial bet on the future, but as an emotional and psychological one as well.

**INGS 302 Global Cities (4)**

This course reviews recent literature regarding the emergence of “global cities” as central nodes in the global network economy. Whether conceptualized as hubs for information technology circuits or as points of financial and cultural exchange and mediation, cities are being increasingly understood and analyzed in their own right, in a framework that foregrounds “the urban” as the primary unit of analysis (as opposed to the “national” or “international.”). The city, as a central site of socio-spatial transformation, is thus envisioned to be a central feature of globalization. This course considers the literature on “global cities” as well as writings that use “the urban” as a lens for analyzing global processes.

**INGS 303 Transition to Democracy: The Case of East Germany, 1989 (4)**

This course provides a complex picture of the stability and instability of political regimes, using the case of Germany in 1989 to illustrate larger issues raised by the Eastern European transition. Students are introduced to theories regarding the emergence of political protest and social movements, as well as the structural framework behind the rapid change. This course also examines the perspectives of actors such as the refugee movement, churches, the civil rights movement, the political elite, and reformers. Finally, students learn about contemporary views of the transition, especially levels of satisfaction with the achievements of Western society (in comparison to the past Eastern one) and future expectations.

**INGS 304 Politics and Society in Modern India (4)**

This course introduces and contextualizes some major issues pertinent to understanding how politics and society function in contemporary India. Beginning with the historical encounter between the British and various groups on the Indian subcontinent, the course explores the development of anti-colonial nationalism and subsequent independence. Most attention, however, is focused on the postcolonial period, and particularly on problems of economic development, caste and religious identities, democratic politics in a pluralist society, secularism, rural and urban society, the advent of economic liberalization over the past quarter century, and the impact on India of globalization.

**INGS 305 Narrating Place/Space in Contemporary World Film (4)**

This course examines some of the most acclaimed international feature films of the past decade, with focus on how geographical places and spaces are constructed, narrated, and visualized in cinema. Class films represent many cultures and languages from around the world, thus inviting students to ponder broader issues of multiculturalism, globalization, and otherness. Among topics discussed are the possibilities and limits of cinematic representation of places/spaces, cultures, nations, historical events, memory, gender, ethnicity, race, and private/public realms. Students also learn about basic film theory terms, chief critical approaches to film criticism, and ways of writing about film.

**INGS 306 Spain in the European Union (4)**

A study of contemporary Spain and its participation in the European Community. Topics include sovereignty, national identity, and supranational governance; international organization theory; EU political organization, the role of the Parliament, Council, and commission; parties and elections; political economy, regional economic blocs, and the EU currency union with special attention given to the ongoing debt crisis; and immigration, and immigration policy. Attention is also given to Spain’s role as bridge between the European Union and Latin America.

**INGS 307 Polish Film (4)**

An introduction to the history of Polish cinema, in historical and cultural context, from the 1950s to present day. In addition to discussing major schools such as the Cinema of Moral Anxiety, as well as influential directors such as Wajda, Polanski, and Kieslowski, the course focuses on important issues of Polish culture: its location at the crossroads of East and West; its complex narratives of history, memory, and trauma; and its transformations in the aftermath of Communism’s fall in 1989. Polish cinema also serves as starting point for a broader discussion of the possibilities and limits of artistic representation of nations, cultures, historical events, and gender/class/ethnic relation. Finally, the course reviews basic film theory terms, main critical approaches to film criticism, and ways of writing about film.

**INGS 308 Body Film: Representing the Body in Contemporary World Cinema (4)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course’s theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway.

**INGS 309 Society and Culture in Zambia (4)**

The course examines the major cultural traditions and historical trajectory of Zambia, a southern African country. Through lectures by Zambian professors and joint class sessions with Zambian students, the course covers Zambian history, cultural norms and gender relations. It also explores how ethnicity, class, and religion shape society and development. Students interact directly with social and cultural institutions through homestays with Zambian families, community engagement in rural and urban settings, and attendance at religious services. Visits to historical sites, cultural events, museums, and festivals in Zambia’s Central, Copperbelt, and Southern regions are included.

**INGS 310 Brazilian Tropicália: The Myth and Reality of an Emerging Power (4)**

A comprehensive study of perhaps the most democratic and developed of the so-called BRIC nations. Readings and topics include Brazilian history; political institutions and parties; the economy; social movements; ethnic diversity (including indigenous, Portuguese and African influences on Brazilian culture and society); sustainability and the environment; the planned city of Brasilia; literature; music; art; salient political and cultural figures. Conducted as an on-site, study abroad summer offering.

**INGS 312 Africa and the West Since 1800 (4)**

This course surveys the historical relationship between Africa and the West from the age of Abolition in the early 19th century through the colonial and post-colonial periods. Several broad questions are addressed including: What were the political, economic, social, cultural, and intellectual implications of this relationship? To what extent and in what ways is this historical relationship implicated in Africa's postcolonial, but some would argue, neocolonial present? Has Africa played any role in the evolution of the cultural and geo-political phenomenon called the West? This course emphasizes the agency of Africans in their interactions with the West even as it delves into how Africans have been shaped by this relationship.

**INGS 313 "Foreigners" of the Middle East (4)**

With a focus on the Arab Middle East, Turkey, and Iran during the late Ottoman and colonial eras, this course asks questions about belonging. In particular, it looks at the relationships between national, ethnic, religious, racial, gender and/or socio-economic affiliations in creating and concretizing "foreignness" and minorities. This course considers what categorized a community or persons as "foreign", when and how these categories changed, and how "foreign" communities and individuals influenced the changing political, economic, and cultural landscape of the Middle East.

**INGS 400 International and Global Studies Senior Seminar (4)**

An interdisciplinary seminar required of all seniors in international and global studies. Shared readings on key topics and concepts in globalization are discussed in relation to students' geographic concentration and abroad experiences. Additionally, each student produces and presents a major research paper related to the student's course work as well as abroad experience and language study. This seminar is normally offered in the fall, in part to reintegrate majors who were abroad in the spring or summer as well as to draw best on the abroad experience while still fresh. This course also serves as the writing intensive credit within the major. *Open only to seniors pursuing majors in international and global studies.*

**INGS 405 Honors Thesis (4)**

An independently-configured course that students undertake for the purpose of writing an Honors Thesis with direction from an honors advisor and further advice from a second reader. Requires also a public presentation of the thesis.

**INGS 444 Independent Study (2 or 4)**

An independent study offered in the international and global studies program may not be counted toward the major. May be repeated for credit. *Open only to students pursuing majors in international and global studies.*

**Italian (ITAL)****ITAL 103 Elementary Italian I (4)**

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week.

**ITAL 104 Elementary Italian II (4)**

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: ITAL 103 or placement.*

**ITAL 203 Intermediate Italian (4)**

An intensive grammar review. Emphasis is on correct expression, vocabulary, and reading facility. Students completing this class may register for ITAL 301. *Prerequisite: ITAL 104 or placement.*

**ITAL 301 Introduction to Italian Literature (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read Italian poetry from the thirteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

**ITAL 302 Introduction to Drama (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read Italian plays from the sixteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. *Prerequisite: ITAL 203 or placement.*

**ITAL 303 Introduction to Prose (4)**

This course serves as a bridge from language and culture courses to literary studies. Students read texts in a variety of major genres (letters, short stories, travelogues, treatises, novels) from the fourteenth century to the present. Students also continue to develop language skills by observing complex grammatical structures while acquiring the tools needed to conduct literary analysis and criticism. Taught in Italian. *Prerequisite: ITAL 203 or placement.*



**ITAL 304 Petrarch's Many Tongues (4)**

Petrarch has many claims to fame: master of the love sonnet, obsessive curator of the lyric self, father of humanism, stylistic exemplar to the Renaissance. Students will delve deeply into Petrarch's *Canzoniere* - his major collection of poetry - and his pithy works in prose, gaining a nuanced understanding of the 14th-century Italian author's contribution to the Western literary canon. All texts will be read and discussed in English; students with knowledge of Italian or Latin are encouraged to read in the original language.

**ITAL 310 Being Good in Medieval and Renaissance Italy (4)**

This course involves the examination of medieval and Early Modern Italian texts that aim to define morals, ethics, or manners. What does it mean to be a good person? What makes for a good community? How should one order one's responsibilities to the self, community, and God? What is justice, and where might it be found? If people desire good things, why do they often find vice more interesting than virtue? Such questions are addressed through analysis of selected writings by Dante, Boccaccio, Petrarch, Machiavelli, Baldassare Castiglione, and Giovanni Della Casa. Taught in English, but students with the equivalent of four semesters of Italian language may elect to do some reading or other coursework in Italian.

**ITAL 325 Women Writers in Early Modern Italy (4)**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth-seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation.

**ITAL 440 Directed Reading (4)**

A study of Italian literature from the twelfth century to the present. Texts selected will vary each spring. Taught in Italian. May be taken more than once for credit. *Prerequisite: ITAL 301.*

## Japanese (JAPN)

**JAPN 103 Elementary Japanese I (4)**

This course is designed for students with no Japanese language background. By course's end, students should be able to read and write hiragana and katakana (Japanese scripts), to talk about themselves, and to conduct basic conversations about daily life. This course enables students to begin acquiring mature competence in communication and to develop accurate and culturally appropriate use of the language.

**JAPN 104 Elementary Japanese II (4)**

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on longer expressions, especially related to direction. Acquisition of one of the three types of Japanese scripts: Hiragana. Reading and writing of short texts which contain both Katakana and Hiragana. *Prerequisite: JAPN 103 or placement.*

**JAPN 203 Intermediate Japanese (4)**

Development of conversational skills. Works on longer expressions, especially related to time. Acquisition of the third type of Japanese scripts: Kanji. Reading and writing of short texts which contain Katakana, Hiragana, and a limited number of Kanji. *Prerequisite: JAPN 104 or placement.*

**JAPN 301 Composition and Conversation (4)**

Emphasis on accuracy of expression in written and oral Japanese. Class is conducted in Japanese. Course will satisfy the foreign language requirement. *Prerequisite: JAPN 203 or placement.*

**JAPN 303 Readings in Japanese: Modern Short Stories and Poetry (4)**

Designed primarily for students who have completed intensive language training in Japan through a study abroad program, this course aims to help students gain independence from "textbook Japanese" and develop a more natural and nuanced sensibility for the language. Drawing reading materials from literary pieces that frequently appear in language arts textbooks in Japan, the course also introduces in the original the canon of literature that comprises Japanese general education in the language arts. In addition to reading skills, this course aims to develop listening, writing, and speaking skills through oral presentations, recitations, creative writing, and discussions. *Prerequisite: JAPN 301.*

**JAPN 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest.

## Latin (LATN)

**LATN 103 Elementary Latin I (4)**

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: Placement.*

**LATN 104 Elementary Latin II (4)**

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. *Prerequisite: LATN 103 or placement.*

**LATN 113 Accelerated Beginning Latin (4)**

An accelerated introductory course in Latin emphasizing forms and syntax and with extensive reading, intended as a refresher for those who have studied Latin previously. *Prerequisite: Placement.*

**LATN 203 Intermediate Latin (4)**

A continuation of the study of grammar with readings from a variety of authors. Four class hours per week. *Prerequisite: LATN 104 or placement.*

**LATN 300 Caesar (4)**

This course examines Caesar's presentation of the Civil Wars, including famous events such as the crossing of the Rubicon, the Battles of Dyrrhacium and Pharsalus, and the death of Pompey. Attention is also given to how these events are depicted in passages from Suetonius' Life of Julius Caesar and Lucan's epic poem, Pharsalia. The course aims not only to improve reading comprehension of Latin literature, but also to evaluate major sources for this critical period of Roman—indeed, all Western—history. It concludes with study of how Caesar's assassination is variously depicted. Not open for credit to students who have completed LATN 409. *Prerequisite: LATN 203 or higher or placement.*

**LATN 301 Introduction to Latin Epic (4)**

A study of selected passages from Latin epic poetry. *Prerequisite: LATN 203 or higher or placement.*

**LATN 302 Cicero (4)**

A study of Cicero as seen in selections from his various types of writing. Not open for credit to students who have completed LATN 404. *Prerequisite: LATN 203 or higher or placement.*

**LATN 303 Lyric Poetry I (4)**

Study of Latin lyric poetry from the reading of the poems of Catullus. *Prerequisite: LATN 203 or higher or placement.*

**LATN 304 Lyric Poetry II (4)**

Study of Latin lyric poetry from the reading of selected odes of Horace. *Prerequisite: LATN 203 or higher or placement.*

**LATN 305 Elegiac Poets (4)**

A study of Roman elegy through readings of selections from the works of Tibullus, Propertius, and Ovid. *Prerequisite: LATN 203 or higher or placement.*

**LATN 306 Roman Satire (4)**

Reading of selected satires of Horace and Juvenal. *Prerequisite: LATN 203 or higher or placement.*

**LATN 307 Ovid (4)**

Readings from the *Ars Amatoria* and *Metamorphoses*. *Prerequisite: LATN 203 or higher or placement.*

**LATN 308 Sallust (4)**

This course focuses on the work of the Roman historian Sallust. *Prerequisite: LATN 203 or higher or placement.*

**LATN 309 Livy (4)**

This course focuses on the work of the Roman historian Livy. *Prerequisite: LATN 203 or higher or placement.*

**LATN 310 The Roman Novel (4)**

This course examines the genre of prose fiction in Latin, with particular attention to the *Satyricon* of Petronius and the *Metamorphoses* (or "Golden Ass") of Apuleius. *Prerequisite: LATN 203 or higher or placement.*

**LATN 320 Horace's Lyric Poetry (4)**

This course focuses on the lyric works of Horace, especially the Odes. *Prerequisite: LATN 203 or higher or placement.*

**LATN 321 Horace's Hexameter Poetry (4)**

This course focuses on Horace's hexameter works, the Satires and/or Epistles. *Prerequisite: LATN 203 or higher or placement.*

**LATN 401 Roman Drama I (4)**

At least one comedy by Plautus or Terence or a tragedy by Seneca is read in class each semester. *Prerequisite: LATN 203 or higher or placement.*

**LATN 402 Roman Drama II (4)**

At least one comedy by Plautus or Terence or a tragedy by Seneca is read in class each semester. *Prerequisite: LATN 203 or higher or placement.*

**LATN 403 Prose of the Roman Empire (4)**

This course focuses on the historical works of Tacitus, the letter of Pliny the Younger, and the biographies of the Caesars by Suetonius. *Prerequisite: LATN 203 or higher or placement.*

**LATN 404 Poetry of the Roman Empire (4)**

Selections from the poetry of the post-Augustan imperial period, with readings from one or more of the following authors: Seneca, Lucan, Statius, and Martial. *Prerequisite: LATN 203 or higher or placement.*

**LATN 405 Medieval Latin (4)**

Selections from the Latin prose and poetry of the fourth through fourteenth centuries, A.D. *Prerequisite: LATN 203 or higher or placement.*

**LATN 407 Vergil (4)**

Readings in the *Eclogues*, *Georgics*, and *Aeneid*. *Prerequisite: LATN 203 or higher or placement.*

**LATN 440 Directed Reading (2 or 4)**

Specific readings for advanced students. May be taken more than once for credit. *Prerequisite: LATN 301.*

**LATN 444 Independent Study (2 or 4)**

For students who offer an acceptable proposed course of study. May be taken more than once for credit. *Prerequisite: LATN 301.*

**Library Resources (LIBR)****LIBR 101 Library Resources (2)**

This course introduces students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the humanities. The Internet, CD-ROMs, and various electronic databases are included.

**Linguistics (LING)****LING 340 Linguistics (4)**

A survey of various models of linguistic description with emphasis on the generative-transformational approach to syntax. Special attention is given to linguistics and literary style, and to the relationship of linguistics to psychology and philosophy.

**LING 401 Grammatical Diversity in U.S. English (4)**

Study of differences among varieties of English spoken in North America, focusing in particular on morphosyntactic variation: double modals ("I might could go to the store"), negative inversion ("Don't nobody want to ride the bus"), aspect marking ("Bruce be running," "I done pushed it"), "drama SO" ("I am SO not going to study tonight"), personal datives ("I need me a new printer"), positive "anymore" ("Gas is expensive anymore"). Emphasis on the grammatical richness and complexity of each variety. Debunking of the prejudice against examples of a natural grammatical diversity. Through a collaborative arrangement with Yale University, this course is available to Sewanee students who attend and participate in Yale class sessions in real-time via videoconferencing technology. *Prerequisite: NOND 340 or LING 340.*

**Literary Theory and Criticism (LITC)****LITC 401 Literary Criticism (4)**

A study of literary criticism from Plato and Aristotle to the New Historicism, beginning with an examination of current critical theory and proceeding by study of the major critical documents in our literary tradition. Emphasis is placed on practical application of critical theory as well as on its history and development. *Prerequisite: ENGL 101 or HUMN 101.*

**LITC 454 The American Literary Quarterly (4)**

The student meets regularly with the staff of the *Sewanee Review* to discuss matters of publishing history, the literary marketplace, and all levels of the editorial process. Through these discussions and analysis of primary sources, the student learns the history of the American quarterly in its various modes--from specialized academic journal, to ephemeral "little magazine," to cultural review with strong political content, to literary review with a critical program. The student writes two to three book reviews as well as a final paper graded by the editor. Open only to the Aiken Taylor Fellow.

**Liturgics and Church Music (LTCM)****LTCM 331 Hymnody of Christian Church (3)**

An exploration of the church's song from textual, musical, liturgical, and historical perspectives. This course assists students seeking to gain a practical working knowledge of the resources found in The Hymnal 1982, its appendix, supplements, and other related collections published since The Hymnal 1982. This course does not serve in fulfillment of any general distribution requirement in the College and does not count toward a major or minor in Religion.

**Mathematics (MATH)****MATH 100 Topics in Mathematics (4)**

Intended for prospective majors outside of mathematics, computer science, and the physical sciences, this course focuses on one or more important areas of mathematics with emphasis on the creativity and power of abstract representation, mathematical inquiry, and logical reasoning. Specific past topics have included calculus, probability, number theory, group theory, and encryption. Current topics vary by instructor.

**MATH 101 Calculus I (4)**

An elementary course introducing the student to the basic concepts of calculus: functions, transcendental functions, limits, derivatives, and integrals. Emphasis on problem solving. *Prerequisite: Placement.*

**MATH 102 Calculus II (4)**

A continuation of Calculus I. Topics include further theory and applications of integration, techniques of integration, and introduction to series. Some work with a computer is included. *Prerequisite: MATH 101 or placement.*

**MATH 207 Multidimensional Calculus (4)**

Calculus of several variables. Vectors, partial and directional derivatives, space curves, gradients, maxima and minima, linear and differentiable transformations, vector fields, line integrals, multidimensional Riemann integrals, and applications in physics and geometry are considered. *Prerequisite: MATH 102 or placement.*

**MATH 210 Linear Algebra (4)**

A course designed to provide some important mathematical tools useful in a variety of fields. Systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, inner and cross products, and eigen values and canonical forms are considered. *Prerequisite: MATH 102 or placement.*

**MATH 212 Differential Equations (4)**

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. *Prerequisite: MATH 102 or placement.*

**MATH 215 Discrete Mathematical Structures (4)**

This course is required for most courses in mathematics or computer science numbered 300 or above. Topics normally include the following: logic, sets, functions, relations, graphs and trees, mathematical induction, combinatorics, recursion, and algebraic structures. The subject matter is to be of current interest to both mathematics and computer science students. *Prerequisite: MATH 101 or higher or placement.*

**MATH 301 Introduction to Numerical Analysis (4)**

Includes interpolation and curve-fitting, quadrature, iterative methods in linear and non-linear algebra, difference equations, and applications of the above to the approximate solution of ordinary and partial differential equations. *Prerequisite: MATH 207 and MATH 215.*

**MATH 303 Analysis I (4)**

A rigorous treatment of continuity, differentiation, and integration for functions of a real variable. The course also includes convergence of series and sequences of functions as well as topology of the real line. *Prerequisite: MATH 207 and MATH 215.*

**MATH 305 Abstract Algebra I (4)**

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. *Prerequisite: MATH 215.*

**MATH 306 Abstract Algebra II (4)**

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. *Prerequisite: MATH 305.*

**MATH 311 Functions of a Complex Variable (4)**

An introduction to analytic functions. Rational, exponential, logarithmic, and trigonometric functions in the complex plane, Cauchy's integral formula, Taylor series, Laurent series, residues, poles, and conformal mapping are considered along with applications to physical problems and other areas of mathematics. *Prerequisite: MATH 207 and MATH 215.*

**MATH 313 Algebraic Number Theory (4)**

Largely an algebraic study of the standard number-theoretic functions, congruences, primes, quadratic residues, and other topics selected according to the interests of the students and instructor. *Prerequisite: MATH 215.*

**MATH 314 Topology (4)**

An introduction to point-set topology with emphasis on Euclidean spaces and applications to analysis. Topics include connectedness, compactness, countability conditions, separation properties, metric spaces, continuity, homeomorphisms, and product spaces. *Prerequisite: MATH 215.*

**MATH 321 Probability and Statistics I (4)**

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. *Prerequisite: MATH 207 and MATH 215.*

**MATH 322 Probability and Statistics II (4)**

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. *Prerequisite: MATH 321.*

**MATH 330 History of Mathematics (4)**

A survey of classical mathematics from ancient times to the development of calculus, together with selected topics from the history of modern mathematics. *Prerequisite: MATH 102.*

**MATH 332 Mathematical Modeling (4)**

An introduction to the creation of mathematical models, both deterministic and probabilistic, for the description of problems drawn from physical, biological, social, and environmental sources. *Prerequisite: MATH 215 and CSCI 157.*

**MATH 334 Partial Differential Equations and Modeling (4)**

This course addresses the techniques and theory of partial differential equations. Many physical and biological applications and models are explored, including the heat equation, the wave equation, and Laplace's equation. Significant attention is given to both theory and applications. *Prerequisite: MATH 207 and MATH 212.*

**MATH 401 Analysis II (4)**

A concentrated study of the theory of functions of a real variable. Abstract methods are emphasized. Students are active participants in the presentation. *Prerequisite: MATH 303.*

**MATH 402 Special Topics in Mathematics (4)**

Study of a variable topic in mathematics. Repeatable for credit with change of topic. *Prerequisite: MATH 215.*

**MATH 403 Honors Seminar (4)**

Study of a selected topic. Participants in the seminar include the mathematics faculty and invited students.

**MATH 410 Mathematical Methods in Physics (4)**

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. *Prerequisite: MATH 212.*

**MATH 416 Algebraic Topology (4)**

An introduction to algebraic and combinational topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. *Prerequisite: MATH 314.*

**MATH 420 Geometry (4)**

Topics in Euclidean and non-Euclidean geometry are discussed. Particular emphasis is on the axiomatic approach in the study of geometry. *Prerequisite: MATH 215.*

**MATH 430 Calculus on Manifolds (4)**

Multivariable calculus including the inverse and implicit function theorems, manifolds (spaces that locally resemble Euclidean space), differential forms, and Stokes' Theorem for compact, oriented  $k$ -manifolds. *Prerequisite: MATH 210 and MATH 215.*

**MATH 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest.

## Medical Humanities (MHUM)

**MHUM 108 Introduction to Medical Humanities: The Human Condition (4)**

This course examines disease and healing through readings and discussion concerning the pragmatic and moral challenges faced by individuals and societies. Material is drawn from the *Journal of Medical Humanities* and books authored by those in the medical and public health fields. Focus extends to how we think about suffering, chronic disease, mental illness, and their impact on medical practice and policy.

**MHUM 110 Introduction to Sociology and Human Health (4)**

A survey of major theoretical and empirical approaches to the impact of social structures, culture, and group identities on individual and group attitudes and behavior. Emphasis is placed on physical and mental health issues, medical science and health care provisions, and patient/care provider dynamics. Topics include the social construction and behavioral implications of sex and gender, race and ethnicity, and social class, as well as behavioral, social, and ethical implications of differential access to legal, educational, and health care systems. *Prerequisite: BIOL 133 and CHEM 120.*

## Medieval Studies (MDST)

**MDST 444 Independent Study (2 or 4)**

May be taken more than once for credit.

## Music (MUSC)

**MUSC 101 Music of Western Civilization (4)**

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Musical masterworks from all style periods are studied. May not be taken for credit by students who have taken MUSC 151.

**MUSC 102 Music Fundamentals I: Chords and Keys (2)**

A general introduction to the language of music intended to help the student gain fluency in reading conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, major and minor key signatures, major and natural minor scales, and simple and compound meters) are studied and rudimentary piano skills (scales and chords) are cultivated in a weekly laboratory (one half hour per week). Students with some proficiency in these areas are urged to seek placement in MUSC 103.

**MUSC 103 Music Fundamentals II: Composing for the Keyboard (2)**

This course assumes knowledge of basic musical notation, intervals, key signatures, major and natural minor scales, and compound meters. Topics studied include harmonic progressions in major and minor keys, harmonic and melodic minor scales, basic Roman numeral analysis and the harmonization of melodies using I, IV, and V chords. The course culminates in a simple composition assignment for piano. Keyboard skills are developed in a weekly laboratory (one half hour per week) and includes simple chord progression and a short piece. Students with some proficiency in these areas are urged to seek placement in MUSC 260. Note: This course cannot be taken for credit by students who have already earned a full course credit for MUSC 102. *Prerequisite: MUSC 102 or placement.*

**MUSC 104 Music Fundamentals: Keyboard Skills (4)**

A general introduction to the language of music, using the keyboard as tool kit. Students with little or no experience in keyboard practice and acquire the ability to play basic piano compositions. They also learn the essentials of accompanying melodies with harmonies. Along with keyboard skills, the student learns fundamental theoretical concepts (melodic and rhythmic notation, intervals, major and minor key signatures, major and natural minor scales, and simple and compound meters) while gaining fluency in reading conventional musical notation. Includes an additional studio practicum session. Not open for credit to students who have previously taken MUSC 102 or MUSC 103.

**MUSC 105 Introduction to World Music (4)**

An introduction to selected non-Western musics that broadly considers the function and aesthetics of music in non-Western cultures. Analytical terminology related to different musical genres and styles is also emphasized. To situate the music of the Southeastern U.S. in this same kind of cultural analysis, one unit looks at various folk music traditions from this region. A major assignment of the course involves preparing a cultural and stylistic assessment of a music group, genre, or repertory familiar to the student.

**MUSC 111 Knowing the Score: Music and Electronic Media (4)**

This course allows students to develop musical literacy and, concurrently, to explore the ways electronic keyboards and computers communicate. Participants use a new technique for learning musical notation that combines the aural experience of music with its visual representation on the computer monitor. Hands-on experience with computers and piano keyboards is important, as students learn the rudiments of music making and notation, composing their own melodies and rhythms. Basics of MIDI-Musical Instrument Digital Interface, the communication protocol between musical instruments and computers will be covered. The course follows a historical progression, examining a few representative masterpieces of Western classical music. Initially, early music and its relatively simple melodic organization provide students with an entree to notation, but as literacy skills increase, more recent compositions come under analysis, culminating in nineteenth- and twentieth-century works. The music theory skills acquired here allow the student to advance into MUSC 260.

**MUSC 141 "Ramblin' Blues:" The Back Roads of Southern Music (4)**

The "roots" music of the Southeast has been one of the region's and the country's chief exports. Musicians wander back roads, crowd front porches and church pews, and sometimes make their way to music centers like Nashville, New Orleans, and Memphis. This course focuses on musicians in the Southern tradition and addresses diverse idioms including folk, blues, country, bluegrass, rockabilly, zydeco, and shape-note singing. Intended mainly for freshmen in the Living Learning Communities, the course assumes experience with a range of musics and introduces terminology required for knowledgeable analysis of roots music including mode, meter, and form (e.g., 12-bar blues.) This course may not be taken for credit by students who have taken MUSC 213 or MUSC 223.

**MUSC 143 Move on up a Little Higher: The History of Gospel Music (4)**

African American Gospel music represents a unique and powerful tradition of American music and culture. This course begins with the foundations of Gospel music as represented in African American spirituals and blues along with its religious roots in the Great Awakenings and the later Pentecostal movement. Subsequent topics include the post-Civil War Jubilee choral style, Gospel's "golden age" of 1945-55, the advent of black-run radio programs, record companies, and a performance circuit for Gospel singers. Gospel music from 1960 to the present is examined bio-chronologically, discussing important songwriters, singers, and the music's significant stylistic changes. As a useful overture to study students may pursue in upper-level music courses, this course also introduces terminology required for musical analysis, including mode, meter, and form.

**MUSC 151 Song, Symphony, Stage: Music in Western Civilization (4)**

An accelerated version of MUSC 101 intended for performing musicians or other students with fair experience as listeners. After a quick review of the history of Western music, the course proceeds to consider topics such as the many manifestations of songs through the centuries, music and dance, music and politics, and musical exoticism/globalization. In addition to songs, other genres under consideration include symphonies, concertos, sonatas, operas, and musicals. Students take an active role in selecting music for discussion. May not be taken for credit by students who have taken MUSC 101.

**MUSC 201 Bach, Beethoven, and the Beatles: History of Music in the Modern Era (4)**

A detailed survey of music in the 18th, 19th, and 20th centuries. The course first looks at early modern traits in music of the 18th century, like Bach's polyphony and castrato singers, and then considers the influence of the Enlightenment on music and Beethoven's championing of individual expression. The enhanced status of popular musics-including jazz, rock, and rap-in the 20th century is linked with the broader cultural development of the "mechanically reproducible artwork," specifically music recording. *Prerequisite: MUSC 101.*

**MUSC 205 Music of the Baroque Era (4)**

A survey of the history and literature of music from 1600 to 1750 culminating in the study of selected works by Bach and Handel.

*Prerequisite: MUSC 101 or HUMN 201 or HUMN 202.*

**MUSC 206 Music of the Classic Period (4)**

A study of the formulation of the classical style and its evolution in the hands of the Viennese classicists: Haydn, Mozart, and Beethoven.

*Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 207 Music of the Romantic Period (4)**

A study of the history, literature, and ethos of musical romanticism as it is expressed in the works of the great composers from Schubert to Mahler. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 208 Music of the Twentieth Century (4)**

A study of the history and literature of music from the Impressionist period to the present day, encompassing neoclassicism, expressionism, serialism, and electronic music. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 210 Music in Multicultural America (4)**

An exploration of historical experiences of various ethnic communities in the United States as they are expressed through music. The course includes an examination of how music has shaped and reinforced individual and collective identity. Issues concerning identity such as ethnicity, gender, generation, nationalism, and multiculturalism are discussed using case studies that represent African-American, Asian-American, Chicano/Latino-American, European-American, and Native American communities. Students also learn basic musical concepts and terminologies as well as basic analytical tools of ethnomusicology. *Prerequisite: MUSC 101 or MUSC 105.*

**MUSC 211 "Songs of the Caged, Songs of the Free": Music, Place, and Identity in Asian Diasporas (4)**

Forcibly or voluntarily, people have migrated from their native places in Asia to alien lands since ancient times. While maintaining active and imaginary links with their homelands, these communities have created unique diasporic cultures of their own. This course explores such historical experiences of migrants, exiles, and sojourners from Asia and the impact of their dislocation--relocation experiences on the reconstruction of their identities. Although the primary focus is on music as an identity marker, students also consider literature and films. The course refers to different diasporic communities worldwide that represent the diversity of Asian diasporas. *Prerequisite: ASIA 100 or MUSC 101 or MUSC 105.*

**MUSC 212 From Court Dances to Sacrificial Dances: Cultural Transformations in Music (4)**

An examination of representative canonic works composed between the mid-eighteenth century and the beginning of World War I. During this period music traces the socio-political changes seen more broadly in the West, from aristocracy to democracy, with musicians pursuing ever greater freedom of individual expression. Large-scale and chamber works by composers such as Mozart, Beethoven, Brahms, and Stravinsky are addressed from an analytical, historical, and critical perspective. *Prerequisite: MUSC 101 or MUSC 151.*

**MUSC 213 From Ragtime to Radiohead: Music in the Era of Recordings (4)**

Recording technologies, which date back to the late nineteenth century, have affected music more profoundly than any other musical change since the adoption of music notation. This course traces the development of those technologies, with particular attention to the performers, composers, and repertoires that have exploited them. Many important figures and movements in twentieth and twenty-first century music are addressed: ragtime, blues, jazz, and rock; Copland, Varèse, Reich; the Beatles, Pink Floyd, Radiohead. Different recording formats - from piano rolls to mp3s - receive particular attention. *Prerequisite: MUSC 101 or MUSC 105 or MUSC 141 or MUSC 151.*

**MUSC 214 Electronic Music: Synthesis Digital Recording (4)**

This course covers the fundamentals of electronic music and studio recording. Using Reason software, students learn about MIDI, sound synthesis, sampling, drum machines, loop players and sound processing. The second half of the semester focuses on Pro Tools, a digital recording program. Students learn recording techniques, sound editing, use of plug-in MIDI instruments, and how to produce recordings of their own music. *Prerequisite: MUSC 102.*

**MUSC 219 The Symphony (4)**

A study of the principal genre of orchestral composition from its birth in the eighteenth century to the present day. Selected works by Haydn, Beethoven, Brahms, Mahler, and others will be closely examined. The evolution of the symphony orchestra will be considered.

*Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 223 American Music (4)**

A chronological survey of music in the United States from the colonial period to the present day with emphasis on the music of the twentieth century. The course examines both European-derived and vernacular styles (e.g., ragtime, jazz, and rock). *Prerequisite: MUSC 101 or MUSC 105 or MUSC 141 or MUSC 151.*

**MUSC 224 Musics of Latin America (4)**

This class explores different musical traditions of Latin America such as *salsa*, *merengue*, *cumbia*, *porro*, *bolero*, *danzon*, and *samba* as manifestations of cross-cultural interaction and/or religious syncretism. Through a theoretical and practical approach, students also consider elements related to construction of Latino cultural identities (e.g., music, language, social dancing) vis-à-vis migration and diaspora. The course also interrogates stereotypes and other misrepresentations of Latino culture in the U.S. *Prerequisite: MUSC 101.*

**MUSC 225 Music and Drama (4)**

A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works will be read in conjunction with the study of scores. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 227 Survey of Keyboard Literature (4)**

A study of music composed for keyboard instruments from the time a distinct keyboard idiom appeared in the late Renaissance to the present day. Selected works by composers such as Bach, Chopin, Liszt, Debussy, and Messiaen will be closely examined. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 229 The Mass in Music (4)**

An historical survey of musical settings of the mass from Gregorian chant to the twentieth century. Settings by Palestrina, Machaut, Bach, Haydn, Beethoven, Verdi, and twentieth-century composers will be analyzed in detail. *Prerequisite: MUSC 101 or MUSC 103.*

**MUSC 231 Music in the Anglican Church (4)**

A survey of music in the English church from the Reformation to the present day. The evolving role of music in the Anglican liturgy will be considered against the backdrop of the history of the English church and the evolution of European musical style. Works by Byrd, Gibbons, Purcell, Handel, Vaughan Williams and others will be closely examined. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 233 Toward the Great War: Impressionism and Modernism (4)**

The turn of the twentieth century was a turbulent time for music, literature, and the visual arts, with challenges to the artistic status quo emanating especially from Paris and Vienna. Impressionism and Modernism both reflect attempts to come to terms with a changing world, and the Great War forever altered the cultural and artistic landscape. Works by Debussy, Mahler, Strauss, Schoenberg, and Stravinsky are examined from analytical, cultural, and historical perspectives, with parallel developments in the literary and visual arts also taken into consideration.

**MUSC 237 The Life and Work of Ludwig van Beethoven (4)**

The course will focus most centrally on a limited number of Beethoven's works that have remained as the staple masterpieces of Western music. Selected compositions from the piano sonatas, the symphonies, and the string quartets will be stressed; students will be expected to learn these in considerable detail. Beethoven's relationship to his heritage from Mozart and Haydn will be studied, as well as the personal quality of his style and the changes his individuality brought to music. Finally, the class will attempt to account for the continuing power and attraction of Beethoven's works throughout two centuries and into the present day. *Prerequisite: MUSC 101 or HUMN 202.*

**MUSC 241 Jazz Language I: Beginning Improvisation (2)**

In this course students learn to identify common elements of the jazz vocabulary, demonstrate how this vocabulary is used characteristically in jazz solos, and develop an approach to mastering the vocabulary through practice, transcription, and performance on any instrument. Students apply this approach each week on the designated tune, culminating with a final playing evaluation on any two of the tunes learned that semester. The list of selected tunes for the semester is provided at the first class meeting along with suggested recordings. Selected tunes include works from jazz masters such as Miles Davis, Herbie Hancock, and Joe Henderson. *Prerequisite: MUSC 260. Prerequisite or Corequisite: MUSC 257.*

**MUSC 243 If It Ain't Got That Swing: The History of Jazz (4)**

Jazz has been called "America's Classical Music" and the United States' greatest musical export. Jazz is at once an improvisatory yet timeless art. This course presents a chronological survey of its major styles and artists, from African acculturation in the New World to the present. Topics include the roots of jazz, the New Orleans masters, jazz in the 20's, Big Band, Bebop, Post-Bop styles, Avant-garde, Fusion, recent developments, and jazz vocalists. Through listening assignments and attendance at live performances, students learn to identify jazz styles and instrumentation. *Prerequisite: MUSC 101 or MUSC 141 or MUSC 143 or MUSC 257.*

**MUSC 245 Arranging Music for Ensembles (2)**

This course introduces the principles of music arranging for students who have mastered the fundamentals of music theory. In an interactive environment, students learn to prepare music for choirs, children's ensembles, bands, and other instrumental groups. The course addresses instrumentation, scoring, and part-making, and culminates in projects undertaken in collaboration with ensembles and musicians on campus and within the greater Sewanee community. *Prerequisite: MUSC 102.*

**MUSC 251 University Choir (1)**

The University Choir plays an important role in the musical life of the University and All Saints' Chapel. At All Saints', the choir's activities include singing at all Sunday Eucharist services during the semester as well a monthly Choral Evensong. In addition to its liturgical duties, the choir offers several concert performances throughout the year, often with orchestral accompaniment. Membership in the choir is open to any undergraduate student.

**MUSC 253 University Orchestra (1)**

The University Orchestra presents the full range of the symphonic repertory and collaborates frequently with other organizations to present choral-orchestral and musico-theatrical works. Participation in the University Orchestra is open to all qualified undergraduate students as well as students from the School of Theology, faculty, and members of the Sewanee community.



**MUSC 255 Workshop for the Singing Actor (4)**

Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course will cover a variety of musical styles with emphasis on Broadway and opera scenes.

**MUSC 257 University Jazz Ensemble (1)**

Jazz Ensemble provides experiences in performance of all types of jazz literature from early swing (Duke Ellington, Count Basie) and Latin forms (Antonio Carlos Jobim) to contemporary fusion (Pat Metheny, Brecker Brothers, Yellow jackets). The group focuses on the developing jazz student, providing an opportunity for a challenging ensemble experience while encouraging the performer to explore improvisation. In addition, members have the opportunity to compose and arrange music for the ensemble. Membership is open to all students regardless of major. The group consists of saxophones, trumpets, trombones, guitar, bass, drum set and keyboard. In addition, the group involves male and female vocalists as well as string players with an interest in learning to sing or play jazz. The jazz ensemble offers one or more performances each semester.

**MUSC 258 University Gospel Choir (1)**

The University gospel choir, which performs under the name "Sewanee Praise," offers a campus performance medium for gospel music. The group's repertoire includes spirituals, traditional and contemporary gospel, praise and worship, and contemporary Christian. May be repeated for credit.

**MUSC 259 Chamber Ensemble (1)**

Chamber ensemble is designed to provide students with a performance opportunity in small ensemble repertoire. Ensembles will be formed using the available personnel of woodwind, brass, string, and piano students. These ensembles may include: woodwind quintet, clarinet quartet, flute quartet, brass quintets, string quartets, and other various ensembles based on the repertoire and available players. Pianists may participate based upon the availability of other instrumentalists to form piano-based ensembles.

**MUSC 260 Introduction to Part Writing (4)**

The sequence of MUSC 260, 261, and 360 comprise a systematic view of the theoretical concepts and applied skills requisite to good musicianship. Required of music majors, the sequence is also appropriate for non-majors who are serious students of music performance or composition. An introduction to the harmonic theory of the common practice period, the course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear-training and keyboard harmony are simultaneously cultivated.

*Prerequisite: MUSC 103 or placement.*

**MUSC 261 Seventh Chords and Chromatic Harmony (4)**

A continuation of the study of the harmony of the common practice period, including an introduction to chromatic harmony (secondary function chords and diatonic modulation). The vocabulary of harmonic analysis is extended; aural skills on an increasingly sophisticated level are cultivated. Composition in traditional music idioms is undertaken. *Prerequisite: MUSC 260.*

**MUSC 267 Applied Guitar (Group) (1)**

Applied instruction in guitar in a group setting.

**MUSC 268 Applied Guitar (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 102 or MUSC 103.*

**MUSC 269 Music of the Birds and Bees: Music and Nature (4)**

A survey of three related topics within the general area of music and nature: a) various theories on the origin of music, many of which recognize the sounds of nature as important mimetic sources for music, b) the connections with love and sex that nature imagery in music often suggests, and c) the study of specific pieces inspired by nature. Composers and pieces to be considered include the Western classical tradition (e.g., Vivaldi's *Four Seasons*, Beethoven's *Pastoral Symphony*) and other traditions, such as Anglo-American folk and popular songs and non-Western musics (e.g., native American songs, Chinese koto music). Discussion of these works helps to develop a vocabulary of music style terms and focuses attention on how the music-nature conjunction has changed through history.

**MUSC 271 Piano (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite: MUSC 104.*

**MUSC 273 Organ (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 275 Voice (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 276 Broadway Singing (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 277 Strings (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 278 Fiddle (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 279 Winds (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 285 Applied Percussion (1)**

This course is designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected.

**MUSC 301 Topics in Early Music (4)**

An introduction to musicology that considers music of the medieval, Renaissance, and baroque periods. While the course surveys the music of these periods and its historical contexts, the primary focus is on the theoretical and critical approaches of recent scholarship. The course assumes substantial previous contact with music history on the part of the student. *Prerequisite: (MUSC 101 or MUSC 151) and MUSC 260.*

**MUSC 345 Arranging Music for Ensembles (Advanced) (4)**

This course in music arranging is geared for students with more advanced understanding of music theory. In an interactive environment, students learn how to arrange music for a wide variety of musical groups, including orchestras, bands, choirs, and children's ensembles. The course includes units on instrumentation, scoring, part-making, and developmental and formal musical techniques. It culminates in projects undertaken in collaboration with ensembles and musicians on campus and within the greater Sewanee community. *Prerequisite: MUSC 260.*

**MUSC 360 Advanced Chromatic Harmony (4)**

Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of twentieth-century and pre-Baroque music theory and analytic vocabulary are introduced. Exercises in free composition are undertaken. *Prerequisite: MUSC 260.*

**MUSC 368 Applied Guitar (2)**

This course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 371 Piano (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 373 Organ (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 375 Voice (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 377 Strings (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 378 Fiddle - Performance (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 379 Winds (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. *Prerequisite or Corequisite: MUSC 260.*

**MUSC 381 Carillon – Performance (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given.

**MUSC 383 Conducting (2)**

This performance course may only be taken by students who are enrolled in--or have already completed--MUSC 260, MUSC 261, and MUSC 360. Consent of the instructor is required; the course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given.

**MUSC 385 Applied Percussion (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given.

**MUSC 387 Applied Harp (2)**

The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given.

**MUSC 405 Counterpoint and Fugue (4)**

Analysis and writing in all eighteenth-century contrapuntal and fugal forms. *Prerequisite: MUSC 360.*

**MUSC 444 Independent Study (2 or 4)**

To meet the needs and particular interests of selected students. May be repeated.

**MUSC 470 Recital (2)**

*Open only to students pursuing majors in music.*

**Non-departmental (NOND)****NOND 150 Intercultural Explorations: Living Abroad (2)**

An introduction to topics that can enrich students' understanding of foreign cultures and capacity to benefit from the experience of living abroad. Such topics may include exposure to relevant political, economic, cultural, religious, behavioral, and educational issues as well as to the growing literature on intercultural competency.

**NOND 380 Portuguese for Spanish Speakers (4)**

An intense exposition of Portuguese grammar with particular attention given to those aspects of the Portuguese language that distinguish it from Castilian. Special emphasis is placed on grammar, vocabulary, and pronunciation. While Brazilian pronunciation is favored, some time is given to peninsular pronunciation. In addition to intense grammatical study, consideration is given to the history and culture of Portugal, Brazil, and the Portuguese Empire, as well as to select topics of romance linguistics, especially those that help explain the divergence between the two principal languages of the Iberian Peninsula. This course does not fulfill the foreign language requirement.

**Philosophy (PHIL)****PHIL 101 Topics in Philosophy (4)**

Topics and themes in philosophy related to central questions of philosophy: Is there a meaning to human life? What can we know? What is the nature of reality? And how should we live? These questions are addressed through a rigorous examination of philosophical texts, works of literature, films, and contemporary issues.

**PHIL 190 Informal Logic and Critical Thinking (4)**

An introductory study of classical logic, symbolic logic, and informal reasoning. Not open for credit to students who have received credit for PHIL 201.

**PHIL 203 Ancient Philosophy from Homer to Augustine (4)**

An examination of ancient thought from Homer to Augustine, involving the study of major works of ancient philosophy in the context of their historical, cultural and religious setting. Special attention is given to how ancient thinkers understood human happiness, the place of human life in the order of the universe, the nature of reality, and the limits of human knowledge and reason. Primary emphasis is on the evaluation of these thinkers' views.

**PHIL 204 Modern Philosophy (4)**

An examination of the philosophical revolution that accompanied the rise of modern science and its distinctive set of philosophical problems. The following problems will be emphasized: the nature of knowledge and perception, the existence and nature of God, the existence of material world, the nature of linguistic meaning, the mind-body relationship, and the nature of personal identity.

**PHIL 210 Philosophical Issues in Christianity (4)**

An examination of recent philosophical work on a number of doctrines that are central to traditional Christian theology. Topics include, among others, the Trinity, the Incarnation, the Atonement, and the Resurrection, as well as the nature of God's goodness and its compatibility with the traditional doctrine of Hell, and the ethics of love. Not open for credit to students who have completed PHIL 213 or PHIL 313.

**PHIL 215 Chinese Philosophy (4)**

An examination of philosophical texts of classical Confucianism and Taoism. Emphasis will be given to the cultural context of these texts and to the evaluation of the worldview they articulate.

**PHIL 220 The Self (4)**

An analysis of the major turning points in the development of the concept of the self in Western philosophical thought. The point of the analysis is to elucidate our contemporary conception and the problems with it in order to point to a solution to these problems. In so doing, possible answers to the questions of the nature of rationality, knowledge, faith, and the meaning of life will be proposed.

**PHIL 222 Contemporary Moral Issues (4)**

A philosophical examination of moral issues in contemporary life, such as abortion, euthanasia, sexual morality, capital punishment, environmental pollution, world hunger, and nuclear disarmament. Class lectures and discussions will help clarify the nature of each issue and examine the various arguments that have been advanced.

**PHIL 223 Philosophy of Art (4)**

An investigation of artistic judgment, creation, and the work of art itself. Based on readings of works by such authors as Kant, Nietzsche, Heidegger, and Derrida, students consider art in its various manifestations, including painting, sculpture, architecture, music, dance, literature, and film.

**PHIL 224 Philosophy of Film (4)**

An examination of film as a philosophical mode of expression. While sometimes treated as merely a popular medium, film requires the same attentive “close reading” as that devoted to written texts. This course examines how film “works” - that is, how its technological specificity affects how we understand and interpret its meaning philosophically. To address this issue, the course examines a combination of films, theoretical texts, and critical articles concerned with technique, genre, or individual films. Thematically, the course explores questions that bear on ethics, identity, and community.

**PHIL 226 Philosophical Issues in Daoism (4)**

An introduction to the classical texts of philosophical Daoism, *Zhuangzi*, and *Daodejing*, and to the classical and contemporary philosophical debates and controversies these texts have generated.

**PHIL 230 Environmental Ethics (4)**

Examines a wide range of controversial issues concerning the moral responsibilities of human beings toward the natural environment with special attention to competing philosophical theories on the moral status of non-human species and natural ecosystems.

**PHIL 232 Business Ethics (4)**

An examination of the moral dimensions of business activity, especially within the context of a democratic society. Topics may include social and economic justice, the nature of corporations, corporate accountability, social responsibility, the morality of hiring and firing, employee rights and duties, advertising, product safety, obligations to the environment, and international business.

**PHIL 235 Medical Ethics (4)**

A survey of moral issues surrounding the practice of medicine. Special emphasis will be placed on the role of both implicit and explicit ethical assumptions in determining what is to count as an ethical issue. Topics will include human genome research, abortion, the practitioner/patient relationship, the distribution of care, institutional effects on practice, decision to terminate life, and the use of animals and fetal tissue in experimental research.

**PHIL 240 Controversies in Feminist Ethics (4)**

An examination of the debates and issues that are central to feminist ethics. Topics covered include some of the following feminist challenges to traditional Western ethical theories: that traditional ethical theories have overlooked the significance of the emotions for moral reasoning and justification, that traditional theories have incorrectly emphasized justice, universality, and impartiality rather than care and attachments to particular individuals, and that Western ethics includes problematic assumptions about the atomistic nature of human beings. The course also explores the contemporary debates surrounding applied issues of particular interest to feminist authors, such as filial obligations, marriage, sexuality, abortion, prostitution, and pornography.

**PHIL 252 Existentialism (4)**

A survey of existentialism as a philosophic movement conducted through a study of its origins in Kierkegaard and Nietzsche and its contemporary expression in the writings of such thinkers as Heidegger and Sartre.

**PHIL 255 Existentialism in Film (4)**

This course examines the distinctive ways in which films by figures such as Ingmar Bergman, Akira Kurasawa, Terence Malick, and Woody Allen illustrate, examine, and attempt to resolve a variety of philosophical problems. Special attention is given to themes and problems arising in the thought of existentialist philosophers such as Friedrich Nietzsche, Sren Kierkegaard, and Jean Paul Sartre. Emphasis is on interpreting films in their relation to philosophical texts, on understanding the particular strengths and limits with which films represent such problems, and on the critical insights that films can offer about how to resolve philosophical issues.

**PHIL 302 Medieval Philosophy (4)**

An examination of some of the major philosophical texts of the medieval period from Augustine to Aquinas, including representative works from the medieval Christian, Jewish, and Islamic traditions. This course ends with a reading of Alasdair MacIntyre's work, *Three Rival Versions of Moral Inquiry*, to raise the question of the validity of these medieval philosophical traditions in the pluralistic, post-modern world. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 306 Epistemology (4)**

An analysis of the philosophical problem of the nature of knowledge with specific emphasis on the problem of skepticism and solutions to that problem. *Open only to students pursuing majors in philosophy. Prerequisite: One 200-level philosophy course.*

**PHIL 307 Political Philosophy (4)**

A consideration of the nature and justification of political institutions through an examination of historically classic as well as contemporary sources. Special attention is given to debates concerning the proper expression of distributive justice, and to the nature and scope of political rights and liberties. *Prerequisite: One 200-level philosophy course.*

**PHIL 308 Metaphysics (4)**

This historically oriented program of reading and discussion focuses on the basic issues and fundamental problems of metaphysics. Particular attention is paid to the place of metaphysics in traditional philosophical thought and to its contemporary status and significance. *Open only to students pursuing majors in philosophy. Prerequisite: One 200-level philosophy course.*

**PHIL 309 Ethics (4)**

This course focuses on such approaches as Virtue Theory, Deontology, and Consequentialism, their source in classical texts, their treatment of such issues as the nature of value, the justification of action, and the psychology of moral choice, as well as on critiques of these approaches. Not open for credit to students who have previously taken PHIL 202. *Prerequisite: PHIL 230 or PHIL 232 or PHIL 235.*

**PHIL 310 Faith in Philosophy and Literature (4)**

A critical reading of selected philosophical and literary works which explore the nature and significance of religious faith. This course will consider how literary narrative and philosophical analysis function distinctively in the dialogue of faith and reason. Major figures will include Pascal, Hume, Kierkegaard, Walker Percy, Flannery O'Connor, and C.S. Lewis. The class will be conducted as a seminar with in-class presentations and a semester-long project.

**PHIL 311 American Philosophy (4)**

A study of the transcendentalism of Emerson and Thoreau and the pragmatism of Pierce, James, and Dewey with focus on the relationship between theories of reality and theories of value. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 312 Modern Logic (4)**

The aim of this course is to provide students with a working knowledge of modern logic through an examination of three increasingly powerful methods of representing the logical structure of ordinary language arguments. Emphasis on developing strategies for proving validity and invalidity.

**PHIL 315 Reason, Desire, and the Good (4)**

This course investigates the nature of moral reasoning through work of some of the central figures in contemporary moral philosophy. Special attention is given to the relation between reason and moral obligation, the problem of moral skepticism, and the ethical significance of love. Readings are focused on debates between contemporary philosophers including Bernard Williams, Philippa Foot, Christina Korsgaard, and Iris Murdoch, with attention to the historical origins of these debates in the works of Plato, Aristotle, Hume, and Kant. *Prerequisite: One course in philosophy.*

**PHIL 319 Nineteenth-Century Philosophy (4)**

A survey of the major philosophers and movements from Kant to the beginning of the twentieth century. Some of the philosophies to be covered include Absolute Idealism, Marxism, existentialism, British liberalism, and pragmatism. Special attention will be given to Hegel, Mill, Nietzsche, and William James.

**PHIL 320 Twentieth-Century Philosophy (4)**

This course will examine the development of Analytic Philosophy, which dominated academic philosophy in England and the United States for most of the twentieth century. Special attention focuses on Russell's and Moore's rejection of nineteenth-century idealism, American pragmatism, logical positivism, and ordinary language philosophy. Some of the recent post-modern critiques of analytic philosophy will also be considered. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 321 Philosophy of Law (4)**

An examination of philosophical issues surrounding the nature of law and legal reasoning. Topics to include the following: the conditions of legal validity and the viability of natural law theory; the nature of legal normativity and its relation to other public manifestations of normativity (such as morality, religion, and etiquette); the limits and conditions of human liberty; the Constitutional status of rights to privacy; and the moral and legal justification of punishment. Not open for credit to students who have completed PHIL 221.

**PHIL 322 20th Century Continental Philosophy (4)**

A survey of some of the main figures and texts in twentieth-century European thought. The class is based on questions concerning the relationship between self and other, and includes readings by such figures as Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Primo Levi, Emmanuel Levinas, Simone Weil, and Jacques Derrida. Novels and plays are read alongside philosophical texts, with attention given to the way in which similar themes are articulated in these different styles of writing. *Prerequisite: One course in philosophy.*

**PHIL 323 Contemporary Problems in Philosophical Theology (4)**

A critical examination of selected writings of contemporary philosophers on key issues in philosophical theology. Special emphasis will be given to current philosophical discussion of doctrines and problems of traditional Christian thought. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 325 Plato (4)**

A study of selected Platonic dialogue—especially the early and middle dialogues—together with the ethics of Socrates and the theories of knowledge, reality, and value developed by Plato. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 337 Philosophy of Science (4)**

A philosophical examination of the goals and methods of the natural sciences. Special attention is given to contemporary debates surrounding the following questions: How do we distinguish between science and non-science? What is the nature of scientific inference? How are scientific theories related to observational data? Are all natural sciences reducible to physics? What is the ontological status of unobservable, theoretical entities? How should we understand the relation between science and religion?

**PHIL 340 Kierkegaard (4)**

An examination of the philosophy of Soren Kierkegaard through a close reading of such primary texts as *Either/Or*, *The Sickness Unto Death*, *Philosophical Fragments*, *Concluding Unscientific PostScript*, and *The Concept of Anxiety*. Prominent themes may include, among other things, Kierkegaard's conception of the self and the various types of despair that constitute a misrelation of the self; his conception of the differing aesthetic, ethical and religious spheres of existence; his critiques of modern philosophy and the modern church; and his understanding of the significance of various philosophical and religious beliefs and activities for living well. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 350 Aristotle (4)**

A study of the components and the coherence of Aristotle's general understanding of being, philosophy of nature, conception of truth, and theory of man and the state. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 403 Whitehead (4)**

The metaphysics of Alfred North Whitehead, studied both in its historical development and in its systematic expression in *Process and Reality*. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 411 Wittgenstein (4)**

An examination and evaluation of Wittgenstein's philosophical views through a close reading of various writings from *Tractatus Logico-Philosophicus* to *Philosophical Investigations*. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 415 Nietzsche (4)**

Examines selected writings from *The Birth of Tragedy* to *The Will to Power*. Emphasis is given to close reading of texts and critical evaluation of their main ideas. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 426 Topics in Contemporary Philosophy (4)**

An examination of contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. *Prerequisite: One course in philosophy at the 100- or 200-level (excluding PHIL 201).*

**PHIL 444 Independent Study (2 or 4)**

An opportunity for advanced students to pursue topics of special interest.

**PHIL 492 Plato, Aristotle, and the Legacy of Ancient Philosophy (2)**

Plato and Aristotle, as well as Hellenistic thinkers of the Epicurean, Stoic, and Neoplatonist schools, searchingly examined questions about human knowledge, existence, reason, and the nature of the mind and soul. This course provides a critical overview of the evolution of their debate. Selected extracts from the writings of the philosophers concerned, including Plato, Aristotle, Seneca, Cicero, and Lucretius, constitute the backbone of this course. This course is only available through the European Studies Program.

## Physical Education (PHED)

- PHED 102 Racquetball (o)  
 PHED 103 Weight Exercise (o)  
 PHED 104 Beginning Ballet (o)  
 PHED 105 Beginning Tennis (o)  
 PHED 106 Beginning Fencing (o)  
 PHED 108 Beginning Handball (o)  
 PHED 110 Aerobics (o)  
 PHED 111 Zumba (o)  
 PHED 113 Beginning Jazz (o)  
 PHED 115 Beginning Riding (o)  
 PHED 119 Weight Training (o)  
 PHED 123 Beginning Tap Dance (o)  
 PHED 124 Basketball (o)  
 PHED 125 Lifetime of Fitness: Running (o)  
 PHED 126 Lifetime of Fitness: Swimming (o)  
 PHED 127 Lifetime of Fitness: Biking (o)  
 PHED 128 Lifetime of Fitness: Mountain Biking (o)  
 PHED 129 Lifetime of Fitness: Beginning Golf (o)  
 PHED 130 Lifetime of Fitness: Beginning Soccer (o)  
 PHED 131 Lifetime of Fitness: Squash (o)  
 PHED 132 Lifetime of Fitness: Badminton (o)  
 PHED 133 Lifetime of Fitness: European Handball (o)  
 PHED 134 Lifetime of Fitness: Bocce (o)  
 PHED 135 Lifetime of Fitness: Frisbee Golf (o)  
 PHED 136 Lifetime of Fitness: Speed and Agility (o)  
 PHED 137 Lifetime of Fitness: Ultimate Frisbee (o)  
 PHED 138 Lifetime of Fitness: Change-Bell Ringing (o)  
 Open to beginners who learn essential bell strokes as well as to more advanced students for training appropriate to their level. One field trip is required.  
 PHED 152 Fly Fishing (o)  
 PHED 154 Beginning Modern Dance (o)  
 PHED 155 Advanced Beginning Riding (o)  
 PHED 165 Beginning Jumping (o)  
 PHED 166 Introduction to Hunter Seat Equitation (o)  
 PHED 167 Schooling the Hunter (o)  
 PHED 170 Stretch and Relax (o)  
 PHED 171 Introduction to Hatha Yoga (o)  
 PHED 172 Pilates (o)

The pilates exercise program creates length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement while encouraging the control of muscles.

### PHED 173 Intermediate Pilates (o)

The intermediate Pilates exercise program encourages length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement and muscle control. *Prerequisite: PHED 172.*

**PHED 175 Novice Riding (o)****PHED 180 Sport Aviation (o)**

This course teaches the ground school requirements for the private pilot's license and provides instruction of basic flying skills.

**PHED 190 Beginning Bouldering (o)**

Bouldering is a type of low-to-the-ground rock climbing that does not utilize ropes or most other technical climbing equipment. Sewanee, with its sandstone crags is ideally suited to this popular sport. The course covers the basics of the sport, with special emphasis on safety.

**PHED 200 Martial Arts (o)****PHED 204 Intermediate Ballet (o)****PHED 205 Intermediate Tennis (o)****PHED 213 Intermediate Jazz (o)****PHED 214 Pilgrimage to Santiago (o)****PHED 215 Intermediate Riding (o)****PHED 223 Intermediate Tap Dance (o)**

*Prerequisite: PHED 123 or THTR 123.*

**PHED 225 Lifetime of Wellness: Golf (o)****PHED 226 Lifetime of Wellness: Tennis (o)****PHED 227 Lifetime of Wellness: Weight Training (o)****PHED 228 Lifetime of Wellness: Beginner to Intermediate Road Biking (o)****PHED 229 Lifetime of Wellness: Recreational Sports (o)****PHED 230 Lifetime of Wellness: Table Tennis (o)****PHED 231 Lifetime of Wellness: Reducing Stress through Meditation and Movement (o)**

Through methods of systematic cultivation of awareness of body and mind such as stretching, yoga, body-scan, attention to breathing, sitting and walking meditation, and loving-kindness meditation, this course encourages greater health and well-being. The promotion of greater awareness reduces anxiety, anger, and depression while enhancing psychological hardiness, the ability to act effectively under increased short and long-term stress, and energy and enthusiasm for life.

**PHED 240 Hiking on the Western Geology Trip (o)****PHED 251 Scuba (o)****PHED 252 Advanced Scuba (o)**

*Prerequisite: PHED 251.*

**PHED 253 Rescue Scuba (o)**

*Prerequisite: PHED 252.*

**PHED 261 Road Cycling (o)**

A two-day, 150-mile event in middle Tennessee conducted in fall with the Sewanee Outdoor Program. Twenty-five mile training rides, taken three times per week, are led by the SOP and are required to condition for this event.

**PHED 262 Alpine Mountaineering Traverse in Colorado (o)**

A ten-day Sewanee Outdoor Program winter alpine expedition in Colorado, for which three days are devoted to acclimating hikes in the San Juan mountains; seven days are spent snowshoeing, backpacking, and camping on a thirty-five mile traverse on the continental divide. Requires pre-trip preparation, special instruction, weekly training runs and hikes, and additional fee.

**PHED 263 Marathon and Half-Marathon Runs (o)**

In preparation for the Music City Marathon (26.2 miles) or half marathon in Nashville, led by the Sewanee Outdoor Program, twelve weeks of weekly training runs are required.

**PHED 264 Canoeing the Rio Grande (o)**

This seven-day Sewanee Outdoor Program expedition, in preparation for which weekly training and paddling sessions are required, involves canoeing and camping through eighty-three miles of Lower Canyons in a true wilderness setting along the Mexico-Texas border.

**PHED 270 T'ai Chi (o)****PHED 303 Water Polo (o)**

This course emphasizes fundamental water polo skills (egg-beater, passing, catching, and shooting), as well as the development of game awareness through an exploration of offensive and defensive strategies for set play, counterattack, and man-up/man-down situations.



**PHED 304 Advanced Ballet Technique (o)**

**PHED 306 Advanced Fencing (o)**

**PHED 308 Advanced Handball (o)**

**PHED 315 Advanced Riding (o)**

**PHED 325 Canoe Team (o)**

**PHED 326 Lacrosse (o)**

**PHED 328 Rugby (o)**

**PHED 330 Crew Team (o)**

**PHED 331 Squash Team (o)**

**PHED 332 Club Tennis (o)**

Involves twice-weekly practice sessions and some participation in outside events with other club tennis teams.

**PHED 333 CrossFit Sewanee (o)**

Mirroring CrossFit affiliated “boxes,” CrossFit Sewanee presents a Workout of the Day (WOD) each meeting and completes it as a team. Workouts consist of a warm-up, workout, stretching, and ab workouts.

**PHED 350 Skill Training for Emergency Medical Technicians (o)**

Emphasis of this course, geared toward the training of Sewanee EMT students, is on practical skills such as bandaging and splinting, proper lifting and moving of patients, and extricating people from car accidents. The course trains students to perform rescue techniques including chest compressions, rescue breathing, and the manual stabilization of fractured limbs. By the end, students are expected to demonstrate competency on all skills required for EMT qualification.

**PHED 351 American Red Cross Lifeguard (o)**

**PHED 352 American Red Cross Lifeguard Instructor (o)**

**PHED 366 Hunter Seat Equitation (o)**

This course is for riders at the advanced level who are interested in furthering their equitation knowledge and skills. *Prerequisite: PHED 215 or PHED 315.*

**PHED 368 Schooling the Jumper (o)**

This course is for riders at the intermediate or advanced level who are interested in furthering their knowledge about jumpers. *Prerequisite: PHED 215 or PHED 315.*

**PHED 401 Water Safety Instruction (o)**

**PHED 403 Advanced Weight Training (o)**

**PHED 444 Independent Study (o)**

To be taken only with explicit permission from the liaison between physical education and the academic program.

**PHED 449 Cheerleading (o)**

**PHED 450 Varsity Swimming/Diving (o)**

**PHED 451 Varsity Tennis (o)**

**PHED 452 Varsity Baseball (o)**

**PHED 453 Varsity Basketball (o)**

**PHED 454 Varsity Golf (o)**

**PHED 455 Varsity Soccer (o)**

**PHED 456 Varsity Track and Field (o)**

**PHED 457 Varsity Lacrosse (o)**

**PHED 458 Varsity Football (o)**

**PHED 459 Varsity Field Hockey (o)**

**PHED 460 Varsity Cross Country (o)**

**PHED 461 Varsity Volleyball (o)**

**PHED 462 Varsity Softball (o)**

**PHED 463 Varsity Equestrian (o)**

## Physics (PHYS)

### PHYS 101 General Physics I (Lab) (4)

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra and calculus. Lectures: three hours; laboratory, three hours.

### PHYS 102 General Physics II (Lab) (4)

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra and calculus. Lectures: three hours; laboratory, three hours. *Prerequisite: PHYS 101.*

### PHYS 103 Modern Mechanics (Lab) (4)

This course begins with the conservation of momentum and energy. It deals with energy and gravitational interactions, and emphasizes the atomic structure of matter, and the modeling of materials as particles connected by springs. The course is designed for engineering and science students. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science—the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for PHYS 101. *Open only to new first-year students and freshmen.*

### PHYS 104 Electric and Magnetic Interactions (Lab) (4)

This course deals with electric and magnetic fields. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science—the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course is designed for engineering and science students. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for PHYS 102. *Prerequisite: PHYS 103.*

### PHYS 105 Energy and the Environment (4)

This course examines the various energy sources currently being used in our society and those proposed for future use. The fundamental physical principles underlying the production, transmission and use of these sources are studied. Particular application is made to the analysis of local energy production and usage.

### PHYS 106 Foundations of Global Warming (4)

A study of the physical principles and mechanisms underlying global warming. Influences of the sun, earth surface, atmosphere, and oceans are considered. Observational records that describe surface temperatures and changes in the gaseous atmosphere are examined. Also discussed are effects of global warming and possible future scenarios.

### PHYS 110 Our Place in the Universe: An Introduction to the Science of Astronomy (4)

A consideration of how planet Earth fits into its solar system, its galaxy, and the larger cosmos. Evening sessions will allow observations of asteroids, comets, galaxies, novae, supernovae and gamma ray bursts. The course includes image analysis for scientific data. A student may not receive credit for PHYS 149 or PHYS 250 after completing this course or for this course if either of those has been taken. Four meetings per week. *Open only to new first-year students and freshmen.*

### PHYS 111 How Things Work (4)

The course offers a non-conventional view of science that starts with objects of everyday experience and looks inside them to explore what makes them work. It is designed to help liberal arts students establish a connection between science and their world, bringing science to students rather than the reverse. Students work in cooperative learning groups and present a final project focused on a device or process of their interest. *Open only to new first-year students and freshmen.*

### PHYS 120 The Science of Music (4)

An introductory course on musical acoustics which includes the principles of sound production, propagation, and perception through inquiry-based methods. The ways in which different sounds are produced are explored through experimentation with both existing and student-constructed instruments (e.g., string, woodwind, brass, percussion). Modern digital music technologies and concepts are also introduced as well as issues related to room and concert hall acoustics. *Open only to new first-year students and freshmen.*

### PHYS 123 Introduction to Fractals and Chaos (4)

A study of the beauty and generality of nonlinear processes, from the point of view of fractals and chaos. Examples from art, economics, medicine, history, and traditional sciences will be explored through demonstrations and models. This is a one semester, non-laboratory course.

### PHYS 149 Survey of Astronomy (4)

A one-semester, non-laboratory course intended for non-science majors. The topics covered include history of astronomy, physics of astronomy, and current developments in this dynamic field. There is an out-of-class assignment to visit the Cordell-Lorenz Observatory for a two-hour observing session three times during the semester during clear nights more than five days away from the Full Moon.

### PHYS 201 Optics (4)

A study of the fundamental principles of geometrical and physical optics with lasers and holography used extensively in the laboratory. Lecture, three hours.

### PHYS 202 Thermodynamics (4)

Classical thermodynamics theory with applications and an introduction to statistical mechanics. Lecture, three hours.

**PHYS 203 Intermediate Electricity and Magnetism I (4)**

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating and direct-current circuits with passive and active components are tested.

**PHYS 204 Intermediate Electricity and Magnetism II (4)**

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating and direct-current circuits with passive and active components are tested. *Prerequisite: PHYS 203.*

**PHYS 250 Solar System Astronomy (Lab) (4)**

A study of the development of astronomy from ancient to modern times with special emphasis on the solar system—in particular to mathematical and physical models used in describing it. No prerequisites. Open to all students but designed to meet the needs and abilities of a science major. Satisfies the physical science requirement. Cannot be taken for credit if PHYS 149 has been completed. Lecture, three hours; laboratory in the Observatory.

**PHYS 251 Stellar and Galactic Astronomy (Lab) (4)**

Stellar and galactic astronomy. Comparisons and tests of physical models applied to astronomy using photographically obtained data, and the limitations of this tool as a method of analysis will be stressed in the accompanying laboratory. Lecture, three hours; laboratory, three hours.

**PHYS 303 Mechanics (4)**

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Lecture, three hours.

**PHYS 304 Theoretical Mechanics (4)**

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. *Prerequisite: PHYS 303.*

**PHYS 305 Advanced Laboratory I (2)**

This course offers an introduction to the theory and practice of experimental physics, with an emphasis on modern experiments and techniques. Experimental topics can include spectroscopy from gamma energies into the infrared, NMR, visible and infrared optics, holography and diffractive optics, observational astronomy, microscopy with SPM and SEM instruments, and advanced electronics with computer interfacing. Some experiments are performed offsite to use instruments not available on campus. Programming languages such as LabVIEW, MatLab, and Mathematica are used. Attendance at departmental seminars is required. Laboratory with lecture, three hours twice weekly. *Prerequisite or Corequisite: PHYS 203.*

**PHYS 306 Advanced Laboratory II (2)**

This course is a continuation of Physics 305. The results of one extended laboratory/research project will be presented by the student in a public forum. Attendance at departmental seminars is required. Laboratory with lecture, three hours twice weekly. *Prerequisite: PHYS 305.*

**PHYS 307 Introduction to Modern Physics I (4)**

Surveys important developments in physics during the twentieth century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Lecture, three hours.

**PHYS 308 Introduction to Modern Physics II (4)**

Surveys important developments in physics during the twentieth century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Lecture, three hours. *Prerequisite: PHYS 307.*

**PHYS 312 Junior Seminar (2)**

A series of lectures by faculty, students, and invited speakers. Every student is expected to present at least one talk on a topic of his or her choice in physics. The public is invited.

**PHYS 349 Readings in Cosmology (4)**

A course for those with some background in physics or astronomy who are interested in the origin and structure of our universe. Readings include Stephen Hawking's *A Brief History of Time* and other modern texts, in addition to historical cosmology texts such as Aristotle's *On the Heavens* or Galileo's *Dialogue Concerning the Two Chief World Systems*. Writing assignments include two papers—one of these on non-western cosmology—and a class project involving observation of a supernova or gamma ray burst. *Prerequisite: PHYS 102 or PHYS 104 or PHYS 149 or PHYS 250 or PHYS 251.*

**PHYS 401 Quantum Mechanics (4)**

The mathematical formalism of quantum mechanics is developed and applied to potential wells, the harmonic oscillator, and the hydrogen atom. Dirac notation is introduced and used in the description of angular momentum and electron spin.

**PHYS 407 Physics Research I and Modern Physics (2 or 4)**

An introduction to research in physics through theoretical and experimental investigation of an original problem. Reporting research work at seminars and professional meetings is encouraged.

**PHYS 408 Physics Research II (2 or 4)**

An introduction to research in physics through theoretical and experimental investigation of an original problem. Reporting research work at seminars and professional meetings is encouraged.

**PHYS 410 Mathematical Methods in Physics (4)**

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions.

**PHYS 412 Senior Seminar (2)**

A series of lectures by faculty, students and invited speakers. Every student is expected to present at least one talk on a topic of his or her choice in physics. The public is invited. *Prerequisite: PHYS 312.*

**PHYS 421 Advanced Electromagnetic Theory (4)**

Boundary-value problems in rectangular, spherical, and cylindrical coordinates are discussed. The solutions of the wave equation for conducting and non-conducting media are applied to selected topics in optics and plasma physics. *Prerequisite: MATH 212 and PHYS 204.*

**PHYS 444 Independent Study (2 or 4)**

For selected students.

**Politics (POLS)****POLS 101 American Government and Politics (4)**

A study of the United States federal government. *Open only to new first-year students, freshmen, and sophomores.*

**POLS 103 Comparative Politics (4)**

An introduction to the comparative study of politics, employing a conceptual or thematic approach. Selected countries' political systems will be examined with a focus on major features, including their governmental institutions, political parties, and political culture. *Open only to new first-year students, freshmen, and sophomores.*

**POLS 105 Introduction to Political Theory (4)**

This course will examine the ways in which the political theories that have shaped the modern world have addressed perennial questions of politics—such as the reconciliation of individual and society; the meaning of justice, equality, and power. Theories to be considered include liberalism, socialism, conservatism, fascism, communitarianism. *Open only to new first-year students, freshmen, and sophomores.*

**POLS 107 Critical Issues in American Politics (4)**

A course devoted to examining a variety of politically-related contemporary issues, such as those related to education, health, or the environment. Presupposes students have at least some prior knowledge of governmental institutions and processes. Students join written and oral discourse to consider the background of problems, their political development, and possible resolution. Students may not receive credit for both POLS 101 and POLS 107.

**POLS 150 World Politics (4)**

An introduction to the study of international relations concentrating on perspectives and policies of major countries, principal institutions, international law and international organization, and selected topics—for example, arms races and arms control, economic and political integration, disparities of income, problems of food and population, and human rights. Course requirements may include simulation. *Open only to new first-year students, freshmen, and sophomores.*

**POLS 203 The Presidency (4)**

A study of the office and powers of the President, presidential leadership, and the relations between the Chief Executive, Congress, and the executive agencies.

**POLS 204 Legislative Process (4)**

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad.

**POLS 205 The Judicial Process (4)**

An examination of U.S. judicial process with particular emphasis on the federal court system in the context of the American political process. The central focus will be on judicial selection and socialization, the decision process, and the impact of judicial decisions.

**POLS 209 Immigration, Politics, and Identity (4)**

This course examines circumstances that facilitate or hinder the political, social, and economic incorporation of immigrants. In addition to reviewing early twentieth-century sociological theories of immigration, the course analyzes contemporary research on immigration from the standpoint of political science and related disciplines. While focused primarily on explaining patterns by which immigrants are incorporated in the United States and Europe, it also compares cases from Latin America, Eurasia, the Middle East, and other regions in relation to shared or dissimilar immigration policies, levels of economic development, and demographic compositions.

**POLS 210 The Politics of Poverty and Inequality (4)**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime. Not open for credit to students who have earned credit for POLS 310.

**POLS 211 Democracy and Citizenship (4)**

This course explores central themes in democratic theory including civic participation, political representation, liberalism, republicanism, deliberation, immigration, pluralism, power, civic identity, and race and class inequality. Readings draw from Aristotle, Jean-Jacques Rousseau, John Dewey, Walter Lippmann, James Madison, Friedrich Hayek, Jurgen Habermas, Alexis de Tocqueville, Sheldon Wolin, and Judith Shklar.

**POLS 212 Campaigns and Elections (4)**

A study of campaigns and the electoral process in the United States, focused particularly on campaigns for federal offices. Course topics include the structure of the American electoral system; strategies used by candidates, parties, and the media; and the influence of campaigns on voters. Because the course is offered during election years, students can apply class theories and concepts to current campaigns. *Prerequisite: POLS 101 or POLS 107.*

**POLS 215 Reel Politics: Exploring the Politics of Film (4)**

An introduction to the use of film as a medium for expressing political themes. Concepts of world and comparative politics (war, terrorism, human rights, repression, conflict, economic development, migration) are used to analyze feature films from around the world. The course also addresses the relationship between politics and art and the artist. Visiting filmmakers and scholars contribute their perspectives. Not available to students with credit for POLS III.

**POLS 216 Media and Politics (4)**

This course examines how the media affect politics and government, focusing primarily on this relationship in the United States. Topics discussed include the role of media in a democracy; mass media coverage of campaigns, politics, and government; media effects on the behavior of citizens; and entertainment news coverage.

**POLS 220 International Conflict (4)**

This course examines the processes, causes, and consequences of interstate war and internationalized intrastate conflicts—from a theoretical as well as an empirical perspective. It identifies the key variables, causal paths, and conditions under which conflicts begin, intensify, and terminate. The study is organized and conducted at various levels of analysis, ranging from individual and domestic to interstate and global. The course also considers how theoretical explanations and empirical findings can inform the selection of foreign policy instruments to resolve contemporary armed international conflicts.

**POLS 227 Africa in World Politics (4)**

This course attempts to develop an understanding of both Africa's position in world politics and the effect of international factors on African nations, focusing on the period since 1945. Africa's relations with the major powers, as well as interaction with other states of the developing world, are explored. The vehicle of international organization through which much of Africa's diplomacy is conducted is emphasized.

**POLS 230 Politics in Nigeria and South Africa (4)**

An exploration of the historical backgrounds, political institutions and processes of Nigeria and South Africa. Emphasis will be on Nigeria's difficult transition to accountable government and on post-Apartheid consolidation in South Africa.

**POLS 248 China's Environmental Crisis (4)**

This course analyzes the emergence of China's environmental crisis and its national and global implications. Students explore the historical development of China's current environmental crisis, with special focus on institutions, laws, and regulations that have contributed to environmental degradation during the post-1949 era. The course addresses the efforts, and limited ability, of civil society and China's state to rein in pollution and remediate environmental damage, as well as China's engagement with global environmental norms and policymaking.

**POLS 249 China and the World (4)**

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out "barbarian invaders." Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization.

**POLS 250 States and Markets in East Asia (4)**

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students will read and discuss dependency, statist, and cultural theoretical approaches to the political economy of the cases. What explains the dynamic growth of this region of the world during the postwar period?

**POLS 260 Political Theory of the Environment (4)**

An applied course in the theoretical literature that underlies understandings of the natural environment, human interaction with the environment, and the rights both of humans and of elements of the natural order. Readings and discussion emphasize the theoretical underpinning of environmental justice, both domestic and international, as well as the intersection of environmental theory with international political economy.

**POLS 270 Introduction to International Security (4)**

A study of the major concepts, theories, methods, and issues involved in international security. The course considers competing contentions about how security should be understood and the impact of such debate on the evolving subfield of security studies. It covers traditional security topics like conventional weapons proliferation, militarized interstate disputes, nuclear deterrence, and international terrorism as well as emerging issues involving criminal, energy, environmental, and cyberspace security. *Prerequisite: POLS 150 or INGS 200.*

**POLS 301 History of Political Theory (4)**

The development of political thought in the West from the Greeks to the mid-seventeenth century.

**POLS 302 Recent Political Theory (4)**

A continuation of POLS 301 from Locke to the twentieth century. *Prerequisite: POLS 105.*

**POLS 303 Women and Politics (4)**

A study of leading women political theorists (and, thereby, major currents of contemporary social thought as well) including liberalism, socialism, and post-modernism. The reading list will include selections from authors beginning with Mary Wollstonecraft, but will focus primarily on late twentieth-century writers such as Heidi Hartmann, Monique Wittig, Luce Irigaray, Carole Pateman, Alison Jaggar, and bell hooks.

**POLS 304 American Political Thought (4)**

This course traces the emergence of different strands in American political thought, beginning with the rival interpretations of notions such as freedom and self-government during the period of the founding. Selected topics include race and strategies for social change, communitarianism and neo-conservatism, feminism, Christian fundamentalism, and green politics.

**POLS 305 Politics of Everyday Life (4)**

This course examines culture as an arena of political conflict. The course begins with a discussion of Antonio Gramsci's theory of cultural hegemony, which will serve as a guide through the rest of the semester. How do political actors try to use cultural media to shape the way people think about their world and politics? Students will discuss institutions and various forms of popular culture from the United States and elsewhere.

**POLS 306 Ancient Political Philosophy (4)**

Ancient political philosophers conceptualized political life, freedom, and citizenship in ways that continue to have meaning in today's world. This course examines some of the major themes in ancient political thought, including justice and the question of the best regime in Plato's *Republic*, the nature of conflict and partisan politics in Thucydides' *History of the Peloponnesian War*, and the connection between human nature and the aspirations of political life in Aristotle's *Politics*.

**POLS 307 Women in American Politics (4)**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding.

**POLS 311 Politics of Central America and the Caribbean (4)**

An intensive study of political life in selected countries in the region, including both domestic and foreign influences and policies. Substantial attention is given to United States relations with the region.

**POLS 314 Civil Wars (4)**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence—measured by the number of casualties, refugees, and other victims of war—is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences.

**POLS 318 Comparative Politics: South America and Mexico (4)**

A general survey of political life in Latin America, as well as specific study of the most important countries—Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies.

**POLS 319 Global Gender Issues (4)**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course will include an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course will also include the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world. *Not open to new first-year students or freshmen.*

**POLS 321 Global Health Governance (4)**

Trade, migration, and widespread travel have transformed population health from a domestic to an international issue, one in which state cooperation is increasingly necessary. Investigating the role of international organizations, the media, advocacy groups, and individuals, this course questions how international cooperation can facilitate the promotion and protection of health. To do so, it considers a variety of theoretical approaches including the securitization of health and health as a human right. It also examines such issues as smallpox eradication, tobacco control, AIDS treatment, and bioterrorism agreements.

**POLS 322 United States Foreign Policy (4)**

An examination of changes in national security policies in the post-World-War-II period. The course will focus on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S. Chinese relations.

**POLS 326 Comparative Asian Politics (4)**

A survey of the development of East Asian politics during the twentieth century, from the period of Japanese colonialism through the present. The course will examine political developments in Japan, China, Taiwan, and South Korea. Particular attention will focus on the formation of centralized states, single-party rule, attempts to liberalize politics, and international integration.

**POLS 328 Parties and Interest Groups in the United States (4)**

An examination of the activities and influence of political parties and interest groups in the US. Course topics include: the history and development of parties and interest groups, the activities of party organizations, party identification in the electorate, how parties shape elections and the behavior of elected officials, and how much influence interest groups have on campaigns and in government.

*Prerequisite: POLS 101.*

**POLS 329 Comparative African Politics (4)**

A comparison of the politics of sub-Saharan Africa. An exploration of state-society relationships in independent Africa and the challenges of warlord politics to the African state system.

**POLS 330 Race and Ethnicity in American Politics (4)**

This course examines the many ways in which race and ethnicity play a role in American politics, including how race and ethnicity affect personal identity, political preferences, political participation, candidates and campaigns, public officeholders, and policymaking. Topics considered include racial identity, descriptive and substantive representation, intersectionality (the interaction of race, gender, class and other social categories), and the effect of race and ethnicity on current public policy debates. *Not open to new first-year students or freshmen.*

**POLS 331 Constitutional Law: Balancing Powers (4)**

This course examines Supreme Court cases related to separation of powers and checks and balances by situating cases within varying theories of constitutional interpretation and by assessing the socio-political implications of those decisions. Cases studied include controversies about executive privilege, the Commerce Clause, the Tenth Amendment, and federalism. The course emphasizes, above all, the political role of the judiciary.

**POLS 333 Human Rights (4)**

The course introduces human rights conditions in today's world. While it covers varying philosophical traditions of human rights, major emphasis is placed on how different actors and institutions are able to influence human rights conditions, both from an international and domestic perspective. *Prerequisite: POLS 150 or POLS 270.*

**POLS 337 Constitutional Law: Civil Liberties (4)**

This course examines Supreme Court cases related to the Bill of Rights by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil liberties are protections of individual liberties against governmental intrusion and include First Amendment freedoms of speech, press, religion, and association; Second Amendment liberty of arms; Fourth and Ninth Amendment protections of privacy; and Eighth Amendment protections against "cruel and unusual punishment." The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332.

**POLS 338 Constitutional Law: Civil Rights (4)**

This course examines Supreme Court cases related to equality: by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. This course may not be taken by students who have taken POLS 332.

**POLS 339 The Political Economy of Development in Zambia and Botswana (4)**

This course explores the social, political and economic development of Africa using the cases of Zambia and Botswana. It examines how donors, local NGOs, faith-based organizations, and activists affect governance, health, education, entrepreneurship, and environmental protection. Students attend classes taught by Zambian scholars, as well as presentations by NGO officials, political activists, and business leaders. Site visits to health centers, NGO projects, agricultural enterprises, and national parks demonstrate the complexity of development processes. The sites of Copperbelt, Lusaka, and Livingstone (in Zambia) and Chobe National Park (Botswana) illustrate development concepts, as does community engagement with an AIDS support group and a home for orphaned children.

**POLS 343 Visions of Constitutional Order (4)**

This course in American political thought examines the problems of establishing and maintaining free popular government by considering the seventeenth- and eighteenth-century sources and debates that informed the Founders' Constitution. Focus is on the multiplicity of the Founders' views rather than a single vision. Reference is also made to Lincoln's understanding of the Constitution in the Secession Crisis of 1861. *Prerequisite: POLS 101 or POLS 105.*

**POLS 344 Myth America (4)**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric—such as the myth of the frontier, the myth of success, and the notion of the American dream. We will examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths.

**POLS 345 Creating Citizens: Political Theorists on Education (4)**

Examination of the works of political theorists on the role of education in the formation of citizens. The course has a focus on the relation between liberal democracy and liberal education. *Prerequisite: POLS 105.*

**POLS 346 Contemporary Social Movements (4)**

This course examines 1) some of the major social and political ideologies of the 20th century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world. *Not open to new first-year students or freshmen.*

**POLS 347 Chinese Political Economy (4)**

A study of the main aspects of China's post-1978 political and economic reforms. Issues to be explored include the return to family farming, rural industrialization, state-run enterprises, foreign investment, trade, and local organization of political control and participation. Available only during summer program.

**POLS 351 Modern European Politics (4)**

A survey of the politics, institutions, and contemporary topics of concern in the European region. After a brief historical overview of the interwar period and of the aftermath of World War II, students examine a range of topics central to European politics. Such topics include the formation of party systems and party cleavages, welfare states, and political culture. The development of the European Union, its institutions, and debates concerning its enlargement are addressed in the latter part of the course. It concludes with an overview of the literature concerning the incorporation of immigrants in Europe. *Not open to new first-year students or freshmen.*

**POLS 355 The Art of Diplomacy (4)**

An examination of the nature of diplomacy -- how it works and the ends to which it is used including, in particular, the preservation of peace. The course also examines selected topics such as challenges to contemporary diplomacy resulting from the growth of world population and rapid changes in global politics.

**POLS 360 Chinese Politics (4)**

A survey of Chinese political movements and institutions during three periods: the Republican period (1911-49), the Maoist collective era (1949-78), and the reform period (1978-present). The course will focus on state building, popular participation in politics, and power struggles among the elite.

**POLS 363 Comparative Democratization (4)**

Students analyze the major theoretical issues and substantive developments surrounding the global spread of democracy. The central foci include the following topics: theories and case studies concerning "paths" of democratic transition including roles of specific class and state actors, historical patterns and cycles of democracy, theories and issues of "Democratic Peace," and issues and dilemmas concerning the "quality" of contemporary democracies. Not open for credit to students who have earned credit for POLS 420.

**POLS 364 European Union (4)**

A study of the development, institutions, decision-making processes, functions, and problems of the European Union (formerly the European Community) including its role in world affairs.

**POLS 365 Global Institutions and Policies (4)**

This course compares international organizations, regimes, and policy processes and discusses the central concepts, principles, and processes that are employed in studying global governance. It also examines the different organizational forms and mechanisms through which international political actors structure their interactions and relationships. Self-contained regimes are studied in several issue areas: nuclear weapons proliferation, human trafficking, product standardization, global commons, and terrorism, among others.

*Prerequisite: POLS 150 or INGS 200.*

**POLS 366 International Political Economy (4)**

This course examines the dynamics of international political and economic relations. Issues of trade, monetary and financial networks, investment, North-South relations, and the international system will be explored. The international context of development will receive particular attention.

**POLS 367 Political Economy of Asia and Latin America (4)**

This course compares economic development models and experiences of some of the major economies in Asia and Latin America including South Korea and China, Mexico and Brazil. Students use case studies to explore the following topics: economic strategies (import substitution industrialization and export-led growth), class formation, international engagement, poverty alleviation, and resource management. Regional integration and organizations such as Mercosur and APEC are also discussed.

**POLS 370 International Law in International Relations (4)**

The sources, subjects, and major principles of international law. The function of law in the international community. *Not open to new first-year students or freshmen. Prerequisite: POLS 150 or INGS 200.*

**POLS 373 African-American Political Thought (4)**

This course focuses on important African-American writers whose unique perspectives challenge us to think about questions of justice, equality and difference, morality, and rule. Readings begin in the nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison.



**POLS 381 The Political Economy of Sustainable Development (4)**

This course examines the different configurations of market, state, and cultural forces presented by societies as they respond to the challenges associated with attempting to meet present needs and demands without compromising their natural and social base for meeting the needs of the future. Theoretical discussions are combined with case studies. *Prerequisite: ECON101.*

**POLS 382 International Environmental Policy (4)**

Growing human impact on the natural environment, together with the broadening linkages among states, international organizations, multinational corporations, and border migration, provide the context for this course. Among the central concepts and debates it addresses are the history of international environmental thought, relevant actors, the intersection of environmental policy and international trade, finance and investment, and the creation of international environmental law. Students also discuss issues of sustainable development, global governance, and global environmental justice.

**POLS 390 The United Nations (4)**

The nature, organization, and function of the United Nations in a changing world environment. An emphasis on the U.N.'s work on peace as well as social, economic, and humanitarian issues.

**POLS 402 Topics in Political Economy (4)**

Globalization is a term that social scientists have used to explain everything from trade and investment patterns to changes in popular culture such as the introduction of McDonalds and Mickey Mouse throughout the world. At root, globalization points to a pattern of institutional change wrought by close interaction of economics. Students read works that clarify what is meant by the term globalization and how globalization is affecting the following three areas related to political economy: trade and investment, welfare institutions, and rule of law. *Open only to juniors and seniors.*

**POLS 404 Race, Politics, and Empire (4)**

This course examines eighteenth- and nineteenth-century philosophies of race in the context of the political history of empire as well as twentieth-century post-colonial challenges to those philosophies and practices.

**POLS 407 Research Seminar on Political Behavior (4)**

A study of the political opinion and behavior (including voting) of the general public, with special attention given to developing appreciation of, and skill in, empirical analysis.

**POLS 409 Religion and American Politics (4)**

An exploration of systematic contemporary research that draws on work in several subfields of political scholarship which interface with religion: First Amendment constitutional law, political parties and interest groups, voting behavior, and congressional and presidential elections. Main themes seek to integrate both behavioral and institutional approaches to the study of politics.

**POLS 411 The Politics of Aids (4)**

This course analyzes the global AIDS pandemic, questioning how power inequalities, resource allocations, and representation affect vulnerability to HIV infection and responses to the disease. The course explores how AIDS shapes local governance structures, political development, global norms, and global institutions. It questions how global institutions and national governance use human rights norms, economic calculations, and security interests to frame and develop HIB/AIDS policies. Particular attention is paid to the intersection of disease and political marginalization. The course also explores the roles—in applying mobilization strategies and influencing AIDS identities—of activists, scientists, and nongovernmental organizations.

**POLS 412 Terrorism and Global Security (4)**

This course involves systematic consideration of the key concepts, theories, and methods that can be applied to the study of terrorism. It analyzes contesting theories—and the empirical grounds of such theories—for why actors employ terrorist instruments. Among the theories of terrorism considered are those linked to psychological, ideological, cultural, and structural explanations. Finally, the course discusses and evaluates the effectiveness of various counter-terror methods and operations. *Open only to juniors and seniors. Prerequisite: POLS 150 or POLS 270.*

**POLS 428 Political Theory and Practice (4)**

This course integrates the study of political theory and political events. Students will read foundational and contemporary works in political theory and analyses of comparative politics and international relations. Discussion and writing assignments will link political theory and fundamental aspects of politics such as power, nationalism, states, interests, democracy, parties, and development.

**POLS 430 Research Seminar: Topics in International Security (4)**

Students will join the instructor in exploring a selected topic related to international security. Such topics could include arms control, security structures, regional instability, and the U.S. role in conflicts and in conflict resolution. *Prerequisite: POLS 150 or POLS 270.*

**POLS 431 Ethnicity and Political Violence (4)**

This course examines the role of ethnicity in political conflict. Students explore theories and definitions of ethnic and collective identities and consider the role that these identities play in the emergence and resolution of political conflict. Case studies include India, Lebanon, Northern Ireland, South Africa, and the former Yugoslavia. Not open for credit to students who have completed POLS 240 or POLS 340.

**POLS 444 Independent Study (2 or 4)**

For selected students. May be repeated more than once for credit.

**POLS 445 Public Affairs Internship (2 or 4)**

In order to receive credit for a public affairs internship, a student must complete a substantial writing project in the semester following the internship. That project must be approved by the Political Science Department prior to the commencement of the internship. To secure approval the student must submit a proposal which 1) describes the nature of the internship and the duties it entails, 2) outlines the writing project, 3) contains a substantial bibliography of related materials, and 4) is signed by a member of the department who has agreed to supervise the project. The proposal must be approved prior to the commencement of the internship. Pass/fail is not permitted.

**POLS 446 Political Simulations (2)**

Students learn not only about theories and institutions, but also about how actors behave within them. In the simulation modules, students assume the roles of political participants appropriate to the particular exercise learn to respond pragmatically to changing conditions of political situations. The simulations for a particular module derive from the institutions and events related to American or international politics, and might include the United Nations, U.S. National Security Council, or the U.S. Supreme Court.

**POLS 450 Honors Tutorial (2 or 4)**

Permission of the department chair required.

**Psychology (PSYC)****PSYC 100 Introduction to Psychology (Lab) (4)**

An introduction to empirical psychology, organized topically. Key areas, approaches, and theories in psychology are illustrated. Depending on their interests, instructors choose several topics such as the psychology of sex and gender, conformity and obedience, and aggression and violence. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. Not open for credit to students who have received credit for PSYC 101 or for a 100-level psychology course taken at another university.

**PSYC 101 Principles of Psychology (4)**

An intensive examination of key areas, approaches, theories, and research methodology in empirical psychology. Designed, in conjunction with PSYC 251, to provide a strong introduction to the field for students intending to major in psychology. Not open to students who have received credit for PSYC 100 or for a 100-level psychology course taken at another university. Non-laboratory course.

**PSYC 201 Psychology of Personality (4)**

A survey of classical and contemporary psychological approaches to the study of personality, including trait, psychodynamic, neuropsychological, behavior genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students apply theoretical concepts and examine research associated with these approaches, considering multiple sources of data (e.g., self-report, behavioral observation) and a variety of empirical methods (e.g., psychometric assessment, content analysis). *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 202 Abnormal Behavior (4)**

A study of abnormal and clinical psychology from a scientist-practitioner perspective, including DSM-IV-TR diagnostic criteria, assessment measures and strategies, treatment modalities, case studies, and ethical issues. Major theoretical paradigms and research on etiology, diagnosis, and treatment of psychopathology are presented and discussed. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 203 Social Psychology (4)**

An examination of the impact that social influences have on individual behavior. The course examines major theories and empirical evidence in a variety of areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Students examine empirical methods used in social psychology and gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 206 Industrial Psychology (4)**

Explores the application of psychological theories and research to business and industry. Studies how human abilities (visual, auditory, tactile, physical strength) are used in planning for equipment and procedures that optimize man/machine interactions in a technological society; employee selection, training, and motivation; corporate culture; consumer behavior. *Prerequisite: PSYC 100 or 101 or junior standing.*

**PSYC 208 Cognitive Psychology (4)**

An introduction to the study of cognitive processes such as attention, memory, language, and reasoning. Students consider empirical findings from a variety of methodologies as well as the methodologies themselves. Broader issues such as unconscious processes and cultural differences in cognition are also examined in this context. Students are encouraged to discover applications of findings in cognitive psychology to other areas of psychology, other disciplines, and their everyday lives. Not open for credit to students who have completed PSYC 358. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 214 The Psychology of Eating Disorders and Obesity (4)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating—including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories—are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 218 Psychology of Violence (4)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 221 Adolescence (4)**

An examination of physiological, social, and emotional factors affecting all stages of individual development during adolescence. Major theories and research on the subject are introduced. Among the topics addressed are biological changes, identity, autonomy, peer influences, substance abuse, and intimate relationships. Students are expected to present results from research studies they conduct on issues of adolescence. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 222 Adult Development and Aging (4)**

An examination of physiological cognitive, social, and emotional factors affecting all stages of individual development during adulthood. Major theories of development and research on the subject are introduced. Among the topics addressed are physiological aging, cognitive functioning, work, intimate relationships, parenthood, retirement, loss, death, and bereavement. Students are expected to participate in field research projects and service-learning opportunities. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 223 Positive Psychology (4)**

Psychology has traditionally been concerned with people's responses and reactions to difficulties, deficits, and disorders. Taking the opposing viewpoint, positive psychology is a course that aims to understand and implement behaviors and mental processes that foster optimal functioning and the pursuit of the good life. Both individual level and interpersonal level functioning are examined. Students in this primarily discussion-based course must be prepared to speak in class multiple times per class period. The course also involves a significant major project. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 224 Developmental Psychopathology (4)**

This course examines how studies of normal development and abnormal development in children inform one another; how and why deviations from normal development occur; the bidirectional relationship between biological underpinnings and contexts (family, school) as they relate to development of psychopathology; and proximal and distal concerns for children that develop mental disorders. *Prerequisite: PSYC 202.*

**PSYC 225 Cognitive Neuroscience (4)**

An introductory course on the neural bases of higher cognitive processes including perception, action, attention, memory, language, socio-emotional functions, executive functions and consciousness. Also discussed are the mind-body problem and other current theories and conceptual approaches. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 226 Psychology of Creativity (4)**

An examination of creativity in both the arts and sciences from the perspective of psychology. Topics include what makes something creative, the type of person who is most creative, the process of creativity, and aspects of the environment that foster creativity. Insights drawn primarily from developmental, personality, cognitive, and social psychology. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 230 Child, Family, and Community Development in Rural Appalachia (4)**

This interdisciplinary course addresses issues relevant to child, family, and community development in rural southern Appalachia, including (1) social and political history of the region; (2) social psychology and developmental neuroscience of stress and adaptation to stress (e.g., resilience); (3) structure and health of rural Appalachian communities; (4) community infrastructure (e.g., churches, businesses, and other local organizations); (5) design and implementation of intervention and prevention programs to foster neural, cognitive, and social development and mental health in children and families in rural communities. Sewanee faculty and visiting faculty from Yale University teach the course collaboratively. Not open for credit to students who have earned credit for PSYC 430. *Prerequisite: One course in psychology, one community engagement course, and sophomore standing or above.*

**PSYC 250 Anxiety Syndromes and Treatment Methods (2)**

A review of the medical classification and causes of DSM-IV Anxiety syndromes. The course will introduce cognitive-behavioral procedures used to reduce anxiety in clinical populations. Students will learn to apply these procedures to personal nonclinical conditions and will compare theoretical applications vis. their experience. Students will present a literature review on a selected anxiety topic such as an assessment instrument. The class is only offered on a pass/fail basis and attendance at all classes is an essential requirement for a pass. *Prerequisite: PSYC 100 or PSYC 108 or junior standing.*

**PSYC 251 Research Methods and Data Analysis (4)**

An introduction to basic research approaches in psychology, including observational studies, correlational studies, true experiments, and quasi-experiments. Ethics, sampling, measurement, and data analysis are considered. Intended for psychology majors or for students planning to major in psychology. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience in the application of class principles. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 254 Introduction to Behavioral Neuroscience (4)**

An introduction to the field of behavioral neuroscience. The course begins with an overview of the basics of brain anatomy, brain organization, and neuronal signaling. The remainder of the course focuses on specific topics that are commonly studied by neuroscientists. Such topics include the brain basis of memory, emotion, aging, and sleep. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 280 Psychology of Human Diversity (4)**

A psychological investigation of human diversity, focused primarily on minority groups in the U.S. Among the psychological topics examined in a cultural context are those pertaining to gender, age, sexual orientation, ethnicity, disability, social class, personality, intelligence, health, intergroup relations, and intercultural interaction. Methods of cross-cultural research are also considered. Students are encouraged to develop a psychological appreciation of how diversity figures in various contexts, including research, service provision, work relationships, and personal life.

**PSYC 349 Drugs and Behavior (4)**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. *Prerequisite: (PSYC 100 or PSYC 101) and PSYC 254.*

**PSYC 357 Child Development (Lab) (4)**

An examination of the physical, cognitive, social, and emotional development of infants and children, with a primary emphasis on theoretical issues and scientific methodology. Development is presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through middle childhood periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Not open for credit to students who have received credit for PSYC 219. *Prerequisite: (PSYC 100 or PSYC 101) and PSYC 251.*

**PSYC 358 Cognitive Psychology (Lab) (4)**

An examination of aspects of cognition such as attention, perception, language, memory, problem-solving, reasoning, and decision-making. Consideration is given to theoretical and methodological issues, empirical approaches and evidence, and practical applications. Includes a laboratory that focuses on designing and conducting studies to answer empirical questions about cognition. Not open for credit to students who have received credit for PSYC 208. *Prerequisite: (PSYC 100 or PSYC 101) and PSYC 251.*

**PSYC 359 Advanced Behavioral Neuroscience (Lab) (4)**

An examination of how brain function affects behavior. The course is an extension of PSYC 254 and includes an advanced examination of brain organization, neuronal signaling, and specific topics that are studied by neuroscientists. Such topics include the brain bases of fear, pain, eating, sexuality, and stress. This class also examines methods used to study behavioral neuroscience in humans and animals. The course includes a laboratory with a brain dissection and focus on designing and conducting studies to answer empirical questions about behavioral neuroscience. The laboratory portion of this course involves working with live mice. *Prerequisite: (PSYC 100 or PSYC 101) and PSYC 251 and PSYC 254.*

**PSYC 363 Advanced Research Seminar in Psychology (2 or 4)**

This seminar is devoted to the advanced study of a selected topic within psychology, with primary emphasis on the scientific process. Content focus varies by semester, at discretion of the instructor. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. May be repeated once for credit with change of topic. *Prerequisite: PSYC 251.*

**PSYC 402 Community Psychology (4)**

A seminar focused on examining and applying the concepts, theory, principles, research methods, and goals of community psychology. This course aims to increase understanding of the interactions among individual, group, organizational, community, and societal factors as they affect psychological well-being, human development, and human relationships. It also examines research design, program implementation, and evaluation methods applicable to community psychology. *Prerequisite: Four courses in psychology.*

**PSYC 403 Psychology and Popular Culture in the U.S. (4)**

Did the World Wars "put psychology on the map" and convert Americans to the "therapeutic gospel"? How is the polygraph test related to Wonder Woman? Did humanistic psychology inspire Yippies and feminists in the 1960s and can humanistic psychologists be "real men"? This seminar explores such questions, using primary and secondary sources that link the history of psychology and popular culture in the U.S. Students evaluate critically the current popularization of psychology and explore relationships between popular and academic psychology. *Prerequisite: Four courses in any combination from psychology and American studies.*

**PSYC 406 Psychobiography (4)**

A seminar on the psychological study of individual lives, with a focus on psychobiographical studies. Psychobiography draws on psychological theories and research to understand the work of an historically significant figure from the vantage point of the person's life history. The seminar introduces theories, methods, and standards used to conduct and evaluate psychobiographical research and interpretations. Readings include studies that trace meaningful connections between the lives and work of several well-known figures—artists, musicians, writers, scientists, and politicians—and students prepare a psychobiographical study on a person of their choice. *Prerequisite: Four courses in psychology.*

**PSYC 408 Seminar in Abnormal Behavior (4)**

A study of the major conceptual approaches that are adopted as clinicians assess, define, and conduct clinical interventions. Topics addressed include the nature of the client-therapist relationship, results from empirical investigation of therapeutic outcomes, ethical dilemmas faced in clinical practice and research, and problems peculiar to subspecialties such as forensic psychology and community psychology. *Prerequisite: PSYC 202 and three other courses in psychology.*

**PSYC 410 Cognitive Illusions (4)**

An examination of cognitive illusions, with a particular emphasis on what such illusions reveal about human thought processes in general. Includes illusions of perception, memory, reasoning, and metacognition considered from biological, information-processing, and evolutionary perspectives. The prevalence of cognitive illusions, their patterns of occurrence, and their implications for such real-world issues such as social interactions, choice of medical treatment, risk assessment, legal proceedings, political decisions, and financial judgments will be discussed. *Prerequisite: Four courses in psychology.*

**PSYC 411 Judgment and Decision-Making (4)**

This seminar examines selected topics and issues in human judgment and decision-making. Drawing largely from primary sources, the course considers various approaches to the study of decision-making, as well as descriptions and theories of human decision-making derived from those approaches. Students are led to reflect on the relevance and application of such issues to real-world choices in arenas such as economics, politics, business and marketing, health and medicine, and at individual, organizational, and broadly social levels. *Prerequisite: Four courses in psychology.*

**PSYC 412 Psychology of Gender (4)**

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender will also be discussed. *Prerequisite: Four courses in psychology and/or women's and gender studies.*

**PSYC 413 The Self-Concept and Self-Esteem (4)**

A seminar on the psychological examination and understanding of theories, principles, and applications of the self-concept and self-esteem. Students develop a rich and nuanced understanding of psychological concepts of selfhood (e.g., self-knowledge, the self in the relational context); they are also challenged to apply this understanding to their personal sense of self. Class material draw primarily from research in social psychology, but views from clinical, developmental, and cultural psychology are also included. *Prerequisite: PSYC 203 and three additional courses in psychology.*

**PSYC 420 Consciousness and Unconsciousness (4)**

An examination of current scientific study of consciousness and unconsciousness, including neural correlates of conscious and willful actions, manipulations of conscious will experience, the possible role of consciousness in evolution, and related topics. The course emphasizes how scientific results inform understanding of issues such as Chalmers hard problem of consciousness, the tenability of competing models of consciousness, the perceived unity of self, and perceptual experience of free will. *Prerequisite: Four courses in psychology.*

**PSYC 444 Independent Study (2 or 4)**

The student will design and execute an experimental research project terminating in a written report or will complete readings in an area of psychology. May be repeated.

**PSYC 480 Language, Literacy, and Play (4)**

The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 481 Introduction to Cognitive Science (4)**

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. No single individual may receive credit for both this course and either cognitive course at Sewanee (PSYC 208 and PSYC 358). Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 482 Emotional Intelligence (4)**

The ability to integrate emotional information with cognitive processes is essential for management of personal and social life. The emotion-related skills comprising emotional intelligence (the perception, use, understanding, and management of emotion) defined, measured, and developed. How these skills relate to effective social functioning, mental health, and quality of life at home, school, and work. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 483 Cognitive Neuroscience (4)**

An overview of cognitive neuroscience at an introductory graduate level. Covers principles, methods, and key research findings in multiple topic domains (e.g., language, memory, vision, attention, working memory/executive control, movement control, emotion and reward, social processes). The course emphasizes behavioral and neural processes, with some discussion of computational approaches. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or PSYC 358.*

**PSYC 484 Autism and Related Disorders (4)**

Topics in the etiology, diagnosis, treatment, and natural history of childhood autism and other severe disorders of early onset. Retardation, behavioral disorders, and childhood psychosis. Supervised experience. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 100 or PSYC 101.*

**PSYC 490 Principles of Neuroscience (4)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254.*

**PSYC 491 Neurobiology of Emotion (4)**

A study of the brain circuitries involved in emotion and emotional learning and memory. Consideration of emotion research in a historical context; discussion of progress that has been made in understanding the neurobiology of emotion in both laboratory animals and humans. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254.*

**PSYC 492 History of Modern Neuroscience (4)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 254.*

**PSYC 493 Research Topics in Emotion and Cognitive Control (4)**

This course covers (1) research in emotion and cognitive control, and (2) science communication skills. For research, the emphasis is on the design, conduct, and analysis of behavioral and fMRI studies, emphasizing individual differences. Once a month, we have a session on science communication skills, with topics chosen by students to meet their interests and needs (spoken research presentations, persuasive communication, graph design, Web design, and so on). Students may enroll in the course and attend only the science communication skills component. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. *Prerequisite: PSYC 208 or PSYC 254 or PSYC 358.*

**PSYC 498 Research Methods Seminar (4)**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 498. *Prerequisite: An introductory psychology or introductory biology course..*

**PSYC 499 Directed Research (4 or 8)**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Admission to the Sewanee-At-Yale Directed Research Program required. This course is only available through the Yale Directed Research Program. With the approval of program director and the biology department, this course may be listed as BIOL 499. *Prerequisite: An introductory psychology or introductory biology course..*

## Religion (RELG)

### RELG 100 Memory, Place, Life (4)

A field-based class that examines the relation between land use and social forms. Weekly field exercises consider the impact of farms, churches, cemeteries, roads, paths, and trails on the shape of the land. There is an emphasis on reading the land as a form of memory. Field sites are selected and visited as part of engaging the story of the land and the people who have lived on it. The focus area is Sewanee and the surrounding plateau, coves, and valley. Some interviews with local residents are part of the class experience. Selected readings continue the general theme of memory in relation to life and place.

### RELG 102 Making Meaning: Religious Autobiography and Biography (4)

This course deals with how human beings create meaningful lives. Students read and discuss biographies and autobiographies from individuals with a variety of life experiences and religious traditions and write short biographies based on their own interviewing. In addition, they keep journals which form the foundation for completing their own autobiographical essays toward the end of the semester.

### RELG 105 Faith After the Holocaust—Ethics, God, Humanity (4)

Investigation of religious faith in the light of the Holocaust. The course focus is on the deification of racism and nationalism in Christian Germany and the role of religion before and after the Shoah. Attention is given to historical, psychological and theological analysis. Students who complete this course may not receive credit for RELG 319.

### RELG 109 Front Pages: Religion in the News (4)

This course relies upon online news and other sources to explore religion in global context. Class discussions are anchored in current religion news stories and in supporting documents related to those stories. *Open only to new first-year students and freshmen.*

### RELG 111 Introduction to Religion (4)

An examination of the nature of religion as an aspect of universal human experience.

### RELG 113 Disbelieving Religion (4)

What does it mean to “be religious”? What are the implications of deciding whether or not someone is religious based on whether she or he “believes in God”? What roles do rituals play in religious life? This course introduces basic categories of religious studies such as story, ritual, and experience by addressing these and other questions.

### RELG 114 Religion Goes Pop (4)

An introduction to the critical study of religion through an examination of the relationship between religion and popular culture. Particular attention paid to the role of religion in popular culture and popular culture in religious life as well as examples of popular culture as a form of religious belief and practice. Emphasis placed on the variety of methodological approaches to the study of both religion and popular culture, including Marxist, feminist, and cultural studies, among others. Course aims to develop an informed and critical approach to both religion and popular culture as ways of making meaning in everyday life.

### RELG 115 Understanding Religion through Peace and War (4)

The course engages students with theories of religious violence and the religious ethics of violence and peace, particularly those associated with Christian, Buddhist, and Islamic thinkers. Through this lens, and through attention to a particular and central moral issue, students are introduced to religious thought and practice more broadly.

### RELG 121 The Responsible Self (4)

Examination of the role of religion, reason and desire in the shaping of the form and content of ethical decision-making and action. Focus is upon major currents of Western ethical theory and Jewish, Christian and atheistic analyses of the self. Issues include moral authority and judgment and responsibility to self, other and community. Works include Hebrew Bible, Kant, Aristotle, H.R. Niehbuhr, Walter Wurzburger, James Cone and Laurie Zoloth-Dorfman.

### RELG 125 Religion and Animals (4)

In this course students examine human relationships with non-human animals through the lenses of Buddhism, Christianity, theories and methods in religious studies, and through reflection on their own lives. What roles have non-human animals played and do they play now in these religious traditions, in other aspects of culture, and in the lives of students themselves? How does having a body, an attribute that human and non-human animals share, relate to religion, its study, and human-animal relations? Students volunteer in animal-related groups (veterinarian offices, animal shelters, and farms, for example) as they find their own voices in this emerging interdisciplinary field.

### RELG 141 Introduction to the Bible (4)

An examination of the origins, nature, and content of representative literature from the Old and New Testaments.

### RELG 143 Introduction to the Bible I: Old Testament (4)

An examination of the origins, nature, and content of representative literature from the Hebrew Bible, the Christian Old Testament, and cognate literature. Attention is paid to issues of critical reading and theological interpretation of Jewish scriptures. Not open for credit to students who have completed RELG 141.

### RELG 144 Introduction to the Bible II: New Testament (4)

An examination of the origins, nature, and content of representative literature from the New Testament and Hellenistic literature. Attention is paid to issues of critical reading and theological interpretation of Christian scripture.

**RELG 151 Philosophy of Religion (4)**

A philosophical examination of responses to questions about the ultimate nature and meaning of existence, such as the reality of God, the rational legitimacy of faith, the problem of evil. Not open to students who have taken RELG 251.

**RELG 161 Comparative Religion (4)**

An exploration of the forms of the sacred in American Indian religion, Hinduism, Buddhism, Confucianism, or other traditions. Not open to students who have taken RELG 261.

**RELG 162 Introduction to Asian Religions (4)**

An introduction to the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, Daoism, and Shintoism and their views of reality and humanity.

**RELG 200 The Christian Tradition: Themes and Variations (4)**

Historical introduction to major themes and their development in Christianity, including understandings of Christ, what it means to be Christian, nature of the church, role of the laity, contact with non-Christian traditions.

**RELG 201 The Spirit and Forms of Anglicanism (4)**

A survey of the history, spirituality, cultures, and practices of church bodies within the international Anglican Communion, including the U.S. Episcopal Church. This course underscores the intellectual heritage of Anglicanism and its distinctive ecumenical role as via media between Protestant and Catholic traditions. Historical topics include the nineteenth-century Oxford Movement, Anglicanism's problematic relation to colonialism, its influence in developing nations, and its involvement in contemporary controversies. Special attention is also given to this tradition's cultural expressions in music, architecture, literature, and education. Not open for credit to students who have completed NOND 201.

**RELG 205 Women and Religion (4)**

An examination of how women's lives have been affected by religious traditions and how women have shaped religious traditions. Emphasis is on Christianity and Buddhism. Use will be made of biographical and autobiographical works.

**RELG 220 Holocaust, Religion, Morality (4)**

An examination of the Holocaust from theological, historical and social psychological perspectives. Exploration of diverse religious and moral worldviews with particular attention to the ethical and unethical responses of victims, perpetrators and witnesses. What are the implications of the Holocaust for transformation of moral thought and behavior? Topics include cruelty, social conformity, altruism, forgiveness, survival and the function of conscience during and in the aftermath of atrocity. Authors include Emil Fackenheim, Elie Wiesel, Raul Hilberg, Christopher Browning, Primo Levi, Marion Kapland, Philip Hallie, and Lawrence Langer.

**RELG 222 Gender and Sex in the New Testament (4)**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 223 Feminist and Womanist Religious Ethics (4)**

Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus will be upon religious and non-religious ethical thought as it relates to the construction of gender identity, and the implications for an understanding of economic justice, racism, familial relations and gendered participation with religious traditions and theological communities. Authors include Katie Canon, Sharon Welch, Delores Williams, Judith Plaskow, Rachel Adler and Audre Lourde.

**RELG 224 Jewish Ethics (4)**

Examination of the sources, traditions and applications of Jewish ethical thought and practice. Focus will be on biblical, rabbinic and contemporary Jewish ways of understanding ethical practice and normative principles. Special attention given to nature of covenantal relation to God in Halakah (Jewish law) and Jewish social and family structures, and the special challenge presented by the Holocaust. Authors include Eugene Borowitz, David Novak, Appel Gersion, Raciell Biale, Eliezer Berkovitz, Louis Newman and Blu Greenberg.

**RELG 225 Introduction to Judaism (4)**

Survey of Judaism and its emergence from Israelite Religion as evidenced in the Tanakh (Jewish Bible) into the Rabbinic culture of interpretation and Halakah (Jewish law). Approach is both historical and thematic. Focus is upon key periods of Judaism's development and the major ideas, movements, and practices central to ancient and modern Jewish life and thought. Attention is paid to the role of sacred Jewish texts and interpretation, community, covenant, and halakhic observance. Not open for credit to students who have completed RELG 120.

**RELG 232 God and Empire: Biblical Texts and Colonial Contexts (4)**

Examines the complex relation between The Bible and colonialism in the ancient and modern world. Exploring select texts from Old and New Testaments, this course incorporates the insights of postcolonial theory, transnational feminism, liberationist hermeneutics, and empire-critical biblical studies. Focus is on the changing contexts in which biblical texts were written and read, and on how texts both promoted and contested colonialism—with particular attention given to tensions between these two strands of biblical tradition throughout history. The course also considers early Jews and Christians as subaltern communities; the theological justification for European colonialism; and the appropriation of the Bible by indigenous peoples. *Prerequisite: One course in religion, philosophy, or humanities.*



**RELG 243 Gospels (4)**

An examination of the canonical and extracanonical gospel narratives with attention to their historical, literary and religious significance. Special attention given to the cultural production and reception of Gospels in art, film and drama.

**RELG 262 Buddhist Traditions (4)**

This course examines key Buddhist philosophical concepts and explores a diversity of traditions along with their historical contexts. Investigations of the ways these traditions are lived are elucidated by short biographies. Buddhist modernism is also considered using themes such as globalization, gender roles, science, commodification, and popular culture.

**RELG 263 Chinese Religion (4)**

An exploration of the native Chinese religions of Daoism and Confucianism with attention also to gods, ghosts, and ancestors. Emphasizes the examination of texts including Confucius' Analects, the Daodejing, and the Zhuangzi.

**RELG 264 Hinduism (4)**

An introduction to the main themes, philosophies, and myths as Hinduism has grown and changed for about 3,500 years.

**RELG 265 Ethical Thought and the African American Experience (4)**

Examination of the ethical thought and action of African American social movements and religious communities. Focus is upon the traditions of moral reasoning and practical action within Black religious and political communities, and the communal and individual responses to systemic racism and institutional and random violence. Texts include spiritual autobiography, African slave narratives, political treatises, fiction, and theological and philosophical writings. Authors include Howard Thurman, Martin Luther King, Jr., Toni Morrison, Cornel West, W.E.B. Dubois, Alice Walker and Malcom X.

**RELG 266 Islam (4)**

An historical and topical introduction to the origins and development of Islam. The course surveys the life of Muhammad, the Quran and Sunna, the later great sages, development of Muslim communities and principal institutions. Through ethnographic and literary approaches, the course explores issues of the transmission of the Quran, succession to the prophet, Muslim pluralism, the role of women, and devotional practices of Islam. The course examines the topics of surrender, invocation, and fasting, the relationship of sacred to profane, free will and determinism, and divine and worldly political power.

**RELG 300 The Rise of Christianity (4)**

The history of Christianity from its origins to 451 in its historical, religious, and social contexts. *Prerequisite: RELG 200 or HUMN 102.*

**RELG 301 Methodologies in Religious Studies (4)**

This seminar examines the history and methodological development of the discipline of religious studies. After surveying the discipline's inception in textual studies in the late Enlightenment period, the course examines its connections to earlier theological traditions, and the branching out into sociological, hermeneutical, and phenomenological approaches in the late nineteenth and twentieth centuries. The seminar aims to acquaint junior majors with the complexities involved in studying religious phenomena, as well as with the categories and frameworks that constitute the contemporary multi-disciplinary field of religious studies. *Open only to juniors pursuing programs in religion.*

**RELG 302 Christian Thought: 1300-1800 (4)**

A survey of Christian thought and its contexts with primary attention to major thinkers and their cultures as well as to contributions of popular movements, minority voices, and artistic expression. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 303 American Christianity in Cultural Contexts (4)**

An historical examination of major Christian themes and movements in the United States in domestic and international contexts. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 304 The Ethics of Dialogue (4)**

Examination of the religious and philosophical tradition of dialogical ethics. Focus will be on the classical, modern and contemporary understanding of the living speech within Jewish and Christian thought. In particular, attention given to existentialist, feminist and Levinasian ethical theory and their efforts to explain reciprocity, Divine-human and interhuman relationship, justice and duty. Authors include Plato, Martin Buber, H.R. Niehbuhr, Gabriel Marcel, Emmanuel Levinas and Seyla Benhabib.

**RELG 307 Religious Environmentalism (4)**

An exploration of the religious aspects of contemporary environmentalism and religious critiques of the emphasis by Americans on the values of consumerism and convenience. A service-learning component requires students to participate in a local environmental project and to reflect on both their own ethical commitments and those of the University.

**RELG 312 Matter and Spirit (4)**

What do religious concepts such as flesh, nature, creation and spirit suggest for our understanding of body, mind, and matter? Conversely, what do new theories of mind, matter, and emotion suggest regarding these religious discourses and practices? How are agency, gender, politics, and the environment construed and lived in light of various paradigms of matter? Primary religious texts such as Augustine's *Confessions* and Spinoza's *Ethics* are examined in light of these questions.

**RELG 315 African Religions (4)**

An introduction to the religious diversity of sub-Saharan Africa and to the African religious heritage of the Americas. Key topics include indigenous cosmologies, sacrifice, initiation, divination, healing, possession, and witchcraft.

**RELG 319 The Churches and Religion in Nazi Germany (4)**

An examination of church organization and membership, religious and political anti-Semitism and anti-Judaism in Germany before and during the Hitler period, the role of churches, and other religious groups in support for and in opposition to the regime and its policies, the question of 'Aryan religion' or the 'SS Ethics', and some specific efforts (by Dietrich Bonhoeffer and others, including church groups) to clarify and reformulate Christian theology and ethics in light of this experience.

**RELG 321 Christian Theological Paths (4)**

An introduction to major theological figures in western Christian tradition prior to the 20th Century. Though content may vary, the course is likely to include the following: Aquinas, Luther, Schleiermacher.

**RELG 322 Issues in Contemporary Religious Thought: The Reality of God (4)**

The question of the reality of God as confronted in Christian and Jewish theology since 1940. Specific topics: the 'Holocaust,' 'death of God,' liberation theology, and the feminist critique of religion, ecology and natural theology, and religious pluralism.

**RELG 324 Faith Seeking Foundations (4)**

Involving readings in Western European Christian theology from the sixteenth through the mid-nineteenth centuries, this course focuses on Christian theological concerns and challenges related to the Reformation, the Enlightenment, and Romanticism. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 325 Kierkegaard Nietzsche: The Poetics of Existence (4)**

Readings and reflections on the writings of Søren Kierkegaard and Friedrich Nietzsche. Emphasis is on literary and poetic aspects of their works, with further attention given to the interrelation between literary elements and the understandings of human existence reflected in the thought of both figures. Not open for credit to students who have completed RELG 330. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 328 Parables in Jewish and Christian Traditions (4)**

An examination of the role of parables and their tellers in Judaism and Christianity. Attention given to the historical, literary and hermeneutical character of these distinctive religious texts and their paradoxical aesthetic form and ethical function. Focus on the second century Rabbis, the Hassidim, Jesus, the Gospel writers, Kierkegaard, and Kafka. *Prerequisite: HUMN 101 or RELG 141 or RELG 143 or RELG 144.*

**RELG 332 Religion and Existence (4)**

Reflection on the imagery and meaning of human selfhood within religious contexts and the traditions. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 333 Scripture, Story, and Ethics (4)**

An examination of Jewish and Christian narrative as a vehicle for moral and religious reflection. Attention given to Jewish (Genesis, Exodus) and Christian (Gospel) foundation narratives from literary and hermeneutical perspectives associated with modern and postmodern writers and literary critics, including Zora Neale Hurston, Steiner, Alter, Auerbach, Kermode, Yosipovici, and Ferrucci. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 334 Reading Bible, Reading Culture (4)**

An investigation of the complex relationship of Bible and Western culture from antiquity to postmodernity with special attention to aesthetic, literary, philosophical and ethical issues. *Prerequisite: RELG 141 or HUMN 102 or HUMN 104.*

**RELG 341 Religion and Ecology (4)**

Considers the relationship between the natural and the sacred in selected traditions such as Amerindian religions, Hinduism, Buddhism, Daoism, Judaeo-Christian tradition, and contemporary eco-religion. Emphasizes analysis of latent ecological/environmental resources or conflicts in each tradition studied.

**RELG 342 Mindfulness: East and West (4)**

Through examination of early Buddhist texts, this course analyzes meditation as a religious practice, studying how the religious, ethical, bodily, and cognitive dimensions come together in the religious practice of early Buddhist meditation. Students examine mindfulness as it is now practiced and popularized in the United States, investigating the medicalization, psychologization, and marketing of mindfulness in particular. Those who desire first-hand experience with mindfulness meditation have the opportunity to be supported in this class for this exploration.

**RELG 343 Popular Culture and Religion in America (4)**

An examination of the religious forms implicit in selected aspects of American popular culture. Emphasis on interpreting theoretical studies and on critical analysis of typical examples.

**RELG 344 Religion and Violence (4)**

This course offers historical overviews and religious and theological analyses of religiously-mandated or justified violence within the context of the Jewish, Christian, and Islamic traditions. Also, this study evaluates how religious identity and sense of "vocation," both personal and communal, facilitate or impede religious violence.

**RELG 346 Religion and Modernity (4)**

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options.

**RELG 350 Field Methods in Religious Studies (4)**

A field-based seminar to examine the effects of religious belief and doctrine upon landscape and material culture in the upland South, including Appalachia. Core topics for different years vary and include Shaping the Land, Cemeteries, Log and Stone, Churches, and Village and Town. Field seminar. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 353 Buddhism and the Environment (4)**

An investigation of Buddhist images, symbols, stories, doctrines, ethics, and practices as they relate to understanding the environment and humanity's relationship with it. Classical texts as well as modern commentaries by Buddhist teachers, writers and activists will be examined.

**RELG 361 New Religions (4)**

A comparative study of new religious movements of the 20th century including Japanese New Religions, selected cult phenomena, 'New Age' and spiritual movements, and new religions from South Asia and the Middle East. Some attention to North American quasi-religious movements such as occult spiritualism, religiously inspired political movements, and paramilitary religious movements.

**RELG 362 Justice in Buddhism and Christianity (4)**

In this comparative religious ethics course focusing on social justice, students compare and examine two traditions, Buddhism and Christianity, to see in what ways they support or might not support social justice as an appropriate goal for religious thought and practice. The course involves comparative engagement with classical texts but also with contemporary writers and activists, as well as with modern issues surrounding religion and justice.

**RELG 363 Zen (4)**

A philosophical and historical introduction to Zen Buddhism as it arose in China as Ch'an, moved and changed through East Asia, and came to the West. *Prerequisite: RELG 162 or RELG 262.*

**RELG 364 Buddhist Ethics (4)**

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of *ahimsa*, the inviolability or sanctity of life. Attention will be paid to ethical beginnings with the birth of Buddhism (563 B.C.E.) and ending with modern Buddhist contributions to issues such as environmentalism. *Prerequisite: RELG 162 or RELG 262.*

**RELG 368 Sacred Manhood (4)**

A seminar devoted to examining sacral forms of masculine identity in selected religious traditions. Attention is given to the role of the shaman, medicine man, priest, hunter, sacred warrior, heroic wanderer, and priest-king. Includes examination of ritual forms such as sacral mutilation, animal totemism, sacrifice, vision quests, and passage rites. Close reading of primary texts and critical secondary literature. *Prerequisite: One course in religion, philosophy, or humanities.*

**RELG 374 Anglicanism 1350-1662 (4)**

A study of significant thinkers and events in the formation of the Anglican tradition from the English Reformation to the English Civil War and Restoration. Attention also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines will be considered in the contexts both of English and European history and of the intellectual currents of the period.

**RELG 391 Southern Religion (4)**

An historical and comparative analysis of the religious traditions of the Southeastern United States with particular reference to the interactions between these traditions with the social, political, and economic culture of the region.

**RELG 393 Rural Religion (4)**

A study of the religious forms of rural society with special emphasis upon the rural church in the southeastern United States. Attention to historical, social, cultural, and demographic transformations of rural institutions from 1800 to the present. Fieldwork required.

**RELG 395 Appalachian Religion (4)**

An examination of typical forms of religion in Appalachia with respect to the origin, development, diffusion, and transformation of these religious forms from the era of the Great Awakening to the twentieth century. Comparative consideration of the distinctive denominational forms of religion along with the trans-denominational cultural forms—including hymnody, sermon, folk music, and ritual practice—distributed across the core Appalachian area. Some consideration given to the "Appalachian Diaspora" and the transport of Appalachian religious practices beyond the core area. A fieldwork component considers the expression of Appalachian Religion in material culture.

**RELG 444 Independent Study (2 or 4)**

For selected students. May be repeated indefinitely.

**RELG 496 History and Religion in Medieval Europe (4)**

This course covers the history of Europe during the Middle Ages, roughly 500-1500 A.D. It also introduces students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. The study of primary sources, including, among others, the writings of Sidonius Apollinaris, Rabia of Basra, Bede, Einhard, Hildegard of Bingen, Thomas Aquinas, Christine de Pisan and Petrarch, underpin the structure of the course.

## Russian (RUSN)

### **RUSN 103 Elementary Russian I (4)**

An introduction to the fundamentals of the language and culture with emphasis on communicative proficiency, clarity of pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week, plus an additional conversation meeting with a native speaker.

### **RUSN 104 Elementary Russian II (4)**

An introduction to the fundamentals of the language and culture with emphasis on communicative proficiency, clarity of pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week, plus an additional conversation meeting with a native speaker. *Prerequisite: RUSN 103 or placement.*

### **RUSN 151 Russian Language Abroad (4)**

Intensive language study completed as an essential part of the Sewanee Summer in Russia program. Emphasis in the course is on speaking and writing. With departmental approval, a student who completes this course may be eligible for higher level placement in Russian language, or, in the case of a student who has already completed RUSN 301, may count the course toward the Russian major or minor.

### **RUSN 203 Intermediate Russian (4)**

Continued study of grammar and review of basic grammatical structures; readings in Russian with emphasis on acquisition of vocabulary and continued development of conversational and writing skills. Four hours of class each week, plus an additional conversation meeting with a native speaker. *Prerequisite: RUSN 104 or placement.*

### **RUSN 301 Advanced Russian (4)**

Completion of grammar; intensive readings from authentic materials in Russian with emphasis on continued development of conversational and writing skills. Required weekly conversation meeting with a native speaker. Normally the terminal course for the language requirement. *Prerequisite: RUSN 203 or placement.*

### **RUSN 302 Readings in Russian Literature (4)**

Short literary and cultural readings from various authors, periods, and genres. Relevant grammatical structures and stylistics are studied along with the readings. *Prerequisite: RUSN 301 or placement.*

### **RUSN 303 Introduction to Russian Verse (4)**

An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts will be augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention will also be given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. *Prerequisite: RUSN 301 or placement.*

### **RUSN 304 Contemporary Russian in Cultural Context (4)**

Students engage in advanced study of contemporary standard Russian by examining issues relevant to current Russian society. Special attention is devoted to post-Soviet Russian culture through analysis of newspapers and television news, selections of recent prose fiction, and cinema. The course emphasizes problems of syntax and idiomatic Russian. *Prerequisite: RUSN 301 or placement.*

### **RUSN 305 Representations of the Caucasus in Russian Literature and Film (4)**

Students engage in advanced Russian language study by examining the most emblematic representations of the Caucasus in Russian cultural productions of the 19th, 20th, and 21st centuries. Works by Pushkin, Lermontov, Tolstoy, Pristavkin, Pelevin, and Politkovskaya, alongside several relevant films, feature as the center of the course. Students examine how Russian writers and filmmakers have used the image of the Caucasian 'Other' to address the issue of Russia's self-representation and to what degree contemporary Russian artists have transformed the image of the Caucasians. *Prerequisite: RUSN 301.*

### **RUSN 309 Russian Culture: Study Abroad (4)**

Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre and dance. The course is conducted in English and does not satisfy the foreign language requirement.

### **RUSN 310 Russian Civilization (4)**

An historical, cultural, and linguistic survey of Russian civilization and culture from its ancient proto-Slavic beginnings to the present. The course is conducted in English and does not satisfy the foreign language requirement.

### **RUSN 311 Composition and Conversation (4)**

Emphasis on communicative ability in contemporary written and spoken Russian. Intensive practice in conversation to develop language skills appropriate to various spheres of academic, business, and social life. Audio-visual materials will be used extensively. *Prerequisite: RUSN 301.*

### **RUSN 312 Russian Language through Film (4)**

Students engage in advanced Russian language study by viewing, discussing, and writing about films and about Russian and Soviet culture. Emphasis is on increased linguistic and cultural proficiency, including refinement of oral and written Russian with focused study of selected grammatical and stylistic topics. *Prerequisite: RUSN 301 or placement.*

**RUSN 351 19th-Century Russian Literature in English Translation (4)**

A study of the emergence and development of the Russian literary tradition in the nineteenth century, with special attention to the intersection of Russian history and literature. Novels, novellas and short stories by Pushkin, Karamzin, Lermontov, Dostoevsky, Durova, Leskov, Tolstoy, Turgenev, Chekhov and others feature as the center of the course. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 352 20th-Century Russian Literature in English Translation (4)**

During the twentieth century, Russian literature transformed itself many times, evolving through prescriptive literary norms, a renewed interest in "truth-telling", and experimentation with form and subject matter. Students analyze examples of the avant-garde, Socialist Realism, experimental prose, the literature of emigration, youth prose, urban prose, Gulag literature, and dystopian literature. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 354 Real Men, Real Women? Gender in 20th and 21st-Century Russian Literature and Culture (4)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. This course does not satisfy the foreign language requirement.

**RUSN 355 Russian and Soviet Film (4)**

A survey of Russian cinema from the 1920's to the present day. The course approaches the analysis of film from the perspective of technique and methods, form, content, and cultural context. Students acquire a cinematic vocabulary while studying the genesis of Russian cinema, montage, propaganda films and socialist realism, nationalism, Stalinism, thaw and stagnation, glasnost, the post-Soviet period, and the enormous Russian and Soviet impact on world cinema. Films by Vertov, Eisenstein, Tarkovsky, Mikhalkov, Muratova, and others are studied. The course is taught in English and does not satisfy the foreign language requirement.

**RUSN 356 Nabokov (4)**

A study of the major novels and selected short prose fiction, poetry, and literary criticism of Vladimir Nabokov. As a means to developing understanding of Nabokov's aesthetics and to situating him in the context of world literature, students investigate the author's approaches to such themes as "reality," the construction of the author within the text, literary translation, emigration and transformation, identity, totalitarianism, and American popular culture. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 361 Tolstoy in English Translation (4)**

The course surveys Tolstoy's two masterworks, *Anna Karenina* and *War and Peace*; shorter novellas such as *The Death of Ivan Ilyich*, *The Kreutzer Sonata*, and *Master and Man*; and provides an introduction to the author's writings on topics such as education and art. Students move toward an understanding of Tolstoy as a novelist and thinker and situate him within broader literary, social and intellectual traditions. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 362 Dostoevsky in English Translation (4)**

The course surveys the major novels of Fyodor Dostoevsky, including *Crime and Punishment*, *Notes from Underground*, *The Brothers Karamazov*, and others. In examining Dostoevsky's reputation and legacy as a psychological novelist, the course explores the author's treatment of politics, religion, philosophy, and ethics. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 363 Environmentalism and Ecocide in Russian Literature and Culture (4)**

A study of representations of the natural world in selected Russian and Soviet texts and images. Students examine the development of nineteenth-century pastoralism and nature writing, emergent environmentalism, Stalinist industrialization, and the threat of environmental decimation (exemplified by the Chernobyl disaster) in the twentieth century and beyond. Topics explored include the political appropriation of natural motifs; ecology, nationalism, and national identity; totalitarian culture and the environment; health, food, and ethics; "hero projects" glorifying technological achievement and the mastery of nature; and demographic crisis. This course is taught in English and does not satisfy the foreign language requirement.

**RUSN 364 Putin's Russia and Protest Culture (4)**

This course examines the relationship between individuals and the state in Putin's Russia. Students analyze a variety of texts – fiction, cinema, journalism, and popular culture – dealing with the chaos of the "wild 1990s," Putin's subsequent solidification of power, and the rise of a prominent protest culture. A special area of focus is the EuroMaidan revolution and the ongoing "hybrid war" in the Donbas, Ukraine. This course is taught in English and does not satisfy the language requirement.

**RUSN 401 The 19th Century (4)**

A study of short prose in Russian from the 19th century. Authors studied may include (but are not limited to) Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Chekhov. *Prerequisite: One course in Russian numbered 300 or higher.*

**RUSN 402 The 20th Century (4)**

A study of short prose in Russian from the 20th century. Authors studied may include (but are not limited to) Babel, Zamyatin, Olesha, Zoshchenko, Nabokov, Solzhenitsyn, and Petrushevskaya. *Prerequisite: One course in Russian numbered 300 or higher.*

**RUSN 420 Senior Seminar in Russian (4)**

A preparatory course for written and oral comprehensive exams. Includes a substantial research paper on a significant Russian literary or cultural topic. Special attention is given to research methods, Russian stylistics and academic writing, and oral presentation skills. *Open only to seniors pursuing majors in Russian.*

**RUSN 440 Advanced Readings (2 or 4)**

Variable topics for students who need to complete reading in a particular area. May be repeated for credit. *Open only to students pursuing majors in Russian.*

**RUSN 444 Independent Study (2 or 4)**

For selected students. May be repeated for credit.

## Southern Appalachian and Place-based Studies (SAST)

**SAST 220 Place, Memory, and Identity (4)**

This course explores critical intersections of memory, identity, and place from a multidisciplinary perspective. Through readings, experiential activities, and investigations of case studies drawn from historic sites and memorial landscapes in and near Sewanee, the course considers the ways places both create and reflect understandings about individual and collective identities. By paying close attention to the creation of monuments and memorials, historic preservation, and heritage tourism, the course investigates how memory is spatialized and cultural landscapes are identified and protected.

## Spanish (SPAN)

**SPAN 103 Elementary Spanish I (4)**

Part I of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: Placement.*

**SPAN 104 Elementary Spanish II (4)**

Part II of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. *Prerequisite: SPAN 103.*

**SPAN 113 Elementary Spanish: Accelerated Review Course (4)**

An accelerated Spanish review course for those students with at least two years of high school Spanish. The course emphasizes the fundamentals of grammar (written and spoken) and practice in listening comprehension and reading. Four class hours per week. This course is not open for credit to students who have received credit for SPAN 104. *Prerequisite: Placement.*

**SPAN 203 Intermediate Spanish (4)**

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Four class hours per week. *Prerequisite: SPAN 104 or SPAN 113 or placement.*

**SPAN 290 Cults of Personality: Individuals who Shape the Cultural Identity of Latin America (4)**

This course, which is taught in English, examines the cultural impact that certain personalities have had on notions of Latin American identity through literature, film, and music. The course considers the evolution of an icon and how life and possibly death affect the way in which the world sees them. Possible personalities to be considered include Cesar Chavez, Frida Kahlo, Diego Rivera, Jose Marti, Simon Bolivar, Pablo Escobar, Diego Maradona, Victor Jara, and Che Guevera. Taught in English.

**SPAN 300 Introduction to Hispanic Literature (4)**

Readings from a number of authors and periods introduce the student to the variety of genres, themes, and styles that predominate in the Hispanic literatures. *Prerequisite: SPAN 203 or placement.*

**SPAN 301 Cultural Survey of Spain I (4)**

A cultural survey of Spain emphasizing literature, history, and the arts from the Middle Ages to 1700. This course, along with SPAN 302, SPAN 303, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 302 Cultural Survey of Spain II (4)**

A cultural survey of Spain emphasizing literature, history, and the arts from 1700 to the present. This course, along with SPAN 301, SPAN 303, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 303 Cultural Survey of Latin America I (4)**

A cultural survey of Latin America emphasizing literature, history, and the arts from Pre-Columbian cultures to the nineteenth-century wars of independence. This course, along with SPAN 301, SPAN 302, and SPAN 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 304 Cultural Survey of Latin America II (4)**

A cultural survey of Latin America emphasizing literature, history, and the arts from Pre-Columbian cultures to the nineteenth-century wars of independence. This course, along with SPAN 301, SPAN 302, and SPAN 303, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. *Prerequisite: One 300-level course in Spanish or placement.*

**SPAN 311 Spanish Phonetics (4)**

A comparative study of the sound systems of Spanish and English. The course includes instruction in the use of the International Phonetic alphabet, as well as in phonetic and linguistic terminology, with considerable emphasis placed on pronunciation and laboratory practice. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 312 Advanced Grammar and Composition (4)**

An intensive and detailed review of Spanish grammar with a focus on literary and practical stylistics. Analysis of literary texts and stress on improvement in writing. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 313 Advanced Conversation (4)**

Intensive oral practice, vocabulary expansion, and opportunity for extemporaneous expression. Literary materials as well as critical vocabulary and concepts are used extensively as the basis for conversation. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 314 Comparative Linguistics of English and Spanish (4)**

This course involves comparative study of the Spanish and English languages, and addresses topics ranging from pronunciation and grammar to word meaning, language use, and social and dialectal variation. Though taught in English, the course supposes that students enrolling have at least some knowledge of Spanish or considerable knowledge of another Romance language. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 321 Advanced Spanish Language (4)**

Grammar review and drill on colloquial speech and idioms. Expository writing will be emphasized. Tutorial visits to cultural sites form part of the work of this class, as does the language component of film study. This course is part of the Sewanee Semester in Spain. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 322 Introduction to Medieval Spain and the Road to Santiago (4)**

An introduction to the history, literature, and culture of medieval Spain. Selected texts from the Spanish medieval canon, monastic culture, and the complex relationships among Christians, Muslims, and Jews. Emphasis on the phenomenon of the pilgrimage road that crosses northern Spain. This course is part of the Sewanee Summer in Spain program. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 323 Contemporary Spanish Culture and Civilization (4)**

An in-depth study of contemporary Spain using the city of Madrid as laboratory and extended field trip. Topics include cinema, art, family structure, education, current politics, religion, daily social patterns, unique urban structures, etc. This course is part of the Sewanee Semester in Spain.

**SPAN 324 In the "Other's" House: A Study-Trip to Cuba (2)**

An intensive, two-week course on contemporary Cuba with pre-trip meetings and a post-trip final paper. Emphasis given to the Revolution, including its achievements and consequences. Special attention to the global impact of Cuban culture. Topics include history, economics, public policy, US-Cuban relations, Afro-Cuban identity, and fine arts. Visits on-site in Cuba to museums, cultural institutions, and historic places, including interviews with key cultural and public figures. Readings and writing in Spanish expected for Spanish majors and minors, but course is also open to others.

**SPAN 325 Cultural Development in the Gaucho Heartland (4)**

Intensive study of Argentinian and Uruguayan history with special attention to the questions of cultural development and the evolution of the figure and national icon of the gaucho. Classwork and travel in Argentina and Uruguay. Attention to the divergent development of the two countries. Topics include basic geography of the region, history, politics, literature, film, music, and art.

**SPAN 330 Middle Ages in Spanish Culture and Literature (4)**

A consideration of different aspects of music, art and literature from the fall of the Roman Empire to the government of the Catholic Monarchs. Special attention is given to compositions and oral presentations. *Prerequisite: One 300 level course in Spanish or placement.*

**SPAN 331 Spanish Prose Fiction I (4)**

A study of the evolution of prose fiction from medieval times through the seventeenth century through the reading of unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 332 Poetry of the Iberian World (4)**

A study of poetry of the Iberian world, beginning with the troubadour love songs from medieval Galicia (written in *galego-portugués*—the medieval language from which modern Portuguese developed), moving through aspects of the Renaissance (with special attention given to *Camões, Os Lusíadas*), and passing quickly to the 20th century and the poetry of Fernando Pessoa and Antonia Machado. Some attention is given to the poetry of Brazilians Carlos Drummond de Andrade and João Cabral de Melo Neto. In addition, the musical traditions of *fado, flamenco, and tropicalia* are explored. *Prerequisite: NOND 380.*

**SPAN 333 Spanish Poetry and Drama I (4)**

An integrated study of these two genres read in unabridged texts from the Renaissance and Golden Age. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 334 The Culture of Chivalry (4)**

An exploration of various issues surrounding the figure of the mounted warrior in history and literature in the Spanish Middle Ages. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 360 Modern Spanish Literature I (4)**

An advanced survey of the eighteenth and nineteenth centuries with emphasis on the Enlightenment, Romanticism, Realism and Naturalism. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 361 Modern Spanish Literature II (4)**

An advanced survey of the twentieth century to the present. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 362 Spanish Prose Fiction II (4)**

A study of the evolution of prose fiction from the eighteenth century to the present through the reading of unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 363 Spanish Poetry and Drama II (4)**

An integrated study of these two genres read in unabridged texts. First semester: Medieval, Renaissance, and Golden Age; second semester: 1700 to present. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 364 Spanish Women Writers (4)**

Selected readings from Spanish women authors who represent various genres and time periods. In relation to each period, the course examines how selected writers portray gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and/or the period under consideration. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 365 Modern Spanish Drama (4)**

A study of the evolution of Spanish Drama during the twentieth century. Special attention is given to the influence of historical events and literary movements that affected the development of drama. All plays are read in full unabridged texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 380 20th- and 21st-Century Latin American Poetry (4)**

A study of the major figures and movements beginning with Ruben Dario and modernismo. Special emphasis on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegria. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 381 History of Latin American Cinema (4)**

This course examines the development of Latin American cinema within a chronological framework. Students become familiar with major cinematic themes, movements, and works from Latin America. The course fosters an analysis of cinema through film language and theory, and in conjunction with Latin America's cultural and historical context. Taught in English.

**SPAN 382 Post-Revolutionary Mexican Literature (4)**

This course examines the literature and culture that shaped Mexico's history after the Revolution of 1910. The historical frame takes into account the period of institutionalization (1920-1940), the birth of popular and civil organization (1950-1970), and the establishment of Neoliberalism (1928-2000). Among the genres and cultural trends to be studied: historical novel, urban chronicle, testimonial narrative, detective fiction, *muralismo*, and contemporary Mexican film. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 383 Spanish-American Novel (4)**

A general survey with focus on the contemporary period and the evolution of narrative form. Included are discussions of the indigenous forms and colonial prose forerunners of romantic and realistic novels. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 384 Contemporary Hispanic Caribbean Literature and Culture (4)**

This course focuses on the cultural production of Cuba, Puerto Rico, and the Dominican Republic. After establishing the social and historical context of the region, the course centers around the literature and film from the Cuban Revolution to today. The experience of Caribbean immigrants to the U.S. is also considered. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 385 Spanish-American Short Fiction and Film (4)**

A study of the development of short fiction from Echeverria's "El Matadero" to contemporary works by Jorge Luis Borges, Julio Cortazar, Gabriel Garcia Marquez, Senel Paz, etc. The course examines several films and gives special attention to their relationship to literary works. This course occasionally has a second section in English. Students may not use the English language section for the major or minor in Spanish. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 386 Contemporary Central American Literature and Film (4)**

This course examines political, social and cultural processes in contemporary Central America through the lens of literature and films from or about the region. Topics include Central American revolutionary movements (1960-1996), state violence, indigenous rights, migration and Diaspora, urban marginality, gangs, the drug-trade, and U.S. involvement in the region. *Prerequisite: One course in Spanish numbered 300 or higher.*



**SPAN 387 Latin American Women Authors (4)**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race/ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 388 Women Authors of the Hispanic Caribbean and Diaspora (4)**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico, on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and film with an emphasis on the twentieth and twenty-first centuries. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 389 U.S. Latino and Latina Literature and Culture (4)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Taught in English. *Prerequisite: One course in Spanish numbered 203 or higher or placement.*

**SPAN 401 Latin American Literature in Neoliberal Times (4)**

An examination of the literature of Latin America in relation to the region's transition into democracy and the global market during the 1990's and up to the present. The course studies the writing of such authors and Roberto Bolaño, Fernando Vallejo, Jorge Volpi, and Diamela Eltit. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 402 Cervantes and Don Quijote (4)**

This course is a close reading of Cervantes's masterpiece, together with a cultural overview of life in Spain during the 16th-17th Century as portrayed by Cervantes in his novel. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 403 Sexual Alterity in Contemporary Spanish-American Fiction (4)**

A study of the most recent fiction from 1990 to the present of the Spanish American Post Boom (which began in earnest in the early 1980s). Of special interest are those works which portray "other" kinds of sexuality, "lifestyles", genders and sexual practices. General literary theory and practical criticism concerning each work serve as a base for in-class discussion. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 404 Spanish Civil War and its Legacy (4)**

A study of the Republic, the Civil War, the dictatorship of Franco, and the transition to democracy. Students examine texts, films, and other materials from both sides of the conflict and give special attention to issues and controversies in contemporary Spain related to the war. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 405 Spanish Detective Novel 1975-present (4)**

This course covers the evolution of the detective novel from after the death of Franco to the present day. It studies the changes in Spanish society through the Transición to the new democratic government. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 406 Cultural Icons in Latin America (4)**

An exploration of how major Latin American cultural icons are represented in literature, film, the visual arts, and popular culture. This course considers the historical/literary context in which the figures first appear, as well as the appropriation of cultural icons as a strategy of political, social, artistic, and personal identification. Icons under consideration may include Sor Juana, La Malinche, Pancho Villa, la Virgen de Guadalupe, Che Guevara, Frida Kahlo, Julia de Burgos, and others. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 407 Writing the Nation: Literature, Nationalism and Search for Identity in Latin America (1810-Present) (4)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin American culture. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 408 Migrations in Latin American and Latino Literature and Film (4)**

Examines the movement of peoples as portrayed in twentieth- and twenty-first-century Latin American and U.S. Latino literature and film. Explores the historical and cultural and cultural contexts of various kinds of migrations. Includes concepts and themes such as immigration and emigration, borders and borderlands, exile, Diaspora, hybridity, transculturation, and others. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 409 Marvel and Margin in Latin American Culture (4)**

This course examines the recurrence of marginality and the marvelous as motifs in Latin American culture from the conquest to the present. These motifs are studied in relation to three thematic binaries: Civilization/Barbarism, Beauty/Monstrosity, and Realism/Fantasy. Students engage with relevant texts, films, and art from Latin American while paying close attention to current theoretical perspectives on the region. *Prerequisite: SPAN 303 and SPAN 304.*

**SPAN 440 Directed Readings (2 or 4)**

Announced topics for selected students. May be repeated indefinitely.

**SPAN 444 Independent Study (2 or 4)**

For selected students. May be repeated indefinitely.

**SPAN 450 Special Topics (4)**

Study of a variable topic of special interest bearing on either Spanish or Latin American Literature. Repeatable for credit with change of topic. *Prerequisite: One course in Spanish numbered 300 or higher.*

**SPAN 495 Senior Seminar (4)**

Shared readings on key topics and concepts related to the Hispanic world. Each student also engages in research on a topic of interest, culminating in a critical research paper and an oral presentation. This seminar serves to fulfill the writing-intensive requirement within the major. *Open only to seniors pursuing majors in Spanish.*

**Statistics (STAT)****STAT 204 Elementary Statistics (4)**

An introduction to statistics covering these topics: probability, binomial and normal distributions, mean, median, variance, standard deviation, the distinction between sample and population, t-distribution, hypothesis testing, confidence intervals, and linear regression. Not open for credit with ECON 201.

**STAT 214 Statistical Modeling (4)**

This course focuses on choosing, fitting, assessing, and using statistical models. Topics include simple and multiple linear regression, logistic regression, and multifactor analysis of variance. Intended for students in the physical, natural or social sciences. *Prerequisite: STAT 204.*

**Swahili (SWAH)****SWAH 103 Introduction to Swahili Language and Culture I (4)**

This course introduces students to Swahili language and culture. It also equips students with necessary skills in the broader areas of communication - i.e., listening, speaking, reading and writing. Students learn standard Swahili, but the instructor also creates an awareness of the existence of other varieties of Swahili.

**SWAH 104 Introduction to Swahili Language and Culture II (4)**

This is the second part of a three-semester sequence of Swahili language and culture. The course is designed to reinforce the acquisition of basic conversational Swahili through activities that enhance the four communicative skills (speaking, writing, listening and reading) that were started in the previous semester. The course also aims to broaden students' understanding of basic Swahili grammatical structures and to provide cultural insights about the people of East Africa. *Prerequisite: SWAH 103 or placement.*

**SWAH 203 Intermediate Swahili (4)**

This course focuses on polishing and enhancing student comprehension and communicative skills which were acquired in introductory Swahili. Emphasis is on the productive and receptive skills of speaking and listening, mainly through conversation practice and reporting events in Swahili. *Prerequisite: SWAH 104.*

**Systematic Theology (THEO)****THEO 345 Aquinas on God, Creation, and Providence (3)**

This course focuses on the writings of medieval theologian Thomas Aquinas, particularly with respect to his theology of God, creation, and providence. Primary source readings are selected from the *Prima Pars* of the *Summa Theologiae*.

**THEO 348 The Body's Grace: Religious Accounts of the Body (3)**

An exploration of the body by examining ecumenical voices and perspectives, highlighting examinations of the body as an individual, corporate, ecclesiastical, and political representation. While many of the readings in this course explore the Christian tradition in depth, students also read perspectives on the body in other faith traditions and consider the work of those who do not profess any faith tradition. This course does not serve in fulfillment of any general distribution requirement in the College but can count toward a major or minor in Religion.

**THEO 360 Creation, Evolution and God (3)**

Since Charles Darwin visited the Galapagos Islands over 175 years ago there has been much debate over whether the theory of evolution necessarily eliminates a belief in God. Even in theological circles ideas about God and how God creates and maintains the universe have been severely revised. This course will examine the Judeo-Christian understanding of creation, modern views of evolution, and current debates about God and creation, review developments of creation theology through the centuries and then move on to learn about the science of evolution. Theological sources will include the classical theism of Thomas Aquinas and the notion of emergent probability developed by Bernard Lonergan in our contemporary era.

**THEO 361 Readings in Teilhard de Chardin (3)**

This course considers the major works of Pierre Teilhard de Chardin, S.J. (1881-1995). As well as being a priest, De Chardin was trained as a geologist and did extensive fieldwork in China over a 23-year period. He wrote extensively on theology and evolution. In this course both his scientific and his theological works are addressed.

## Theatre Arts (THTR)

### THTR 101 Introduction to Theatre (4)

An introduction to aesthetics and the art of the theatre through an analysis of stage development and production technique.

### THTR 103 Playing Shakespeare I: Shakespeare from School to Stage (4)

An approach to Shakespeare performance that begins with a consideration of Shakespeare's education in the verbal arts at Stratford Grammar School. In addition to intensive work in speaking and embodying Shakespeare script, student actors engage in exercises in verbal improvisation and written composition based on Renaissance rhetoric. *Prerequisite or Corequisite: ENGL 101.*

### THTR 104 Beginning Ballet Technique (2)

Beginning ballet will introduce the vocabulary and technique of classical ballet and begin a basic foundation for the dance form. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances.

### THTR 105 Experiencing Dance History and Culture (4)

Dance literacy and appreciation are established through a combination of theory and practice. Dance history is examined through alternating political, social, and economic lenses, guided by the premise that movement expresses culture.

### THTR 111 Elements of Production (4)

An examination of the collaborative contributions costumes, scenery, lighting, and property technicians make to the art of theatre. An introduction to the materials, technologies, equipment, structures, and best practices used in contemporary theatre production. *Open only to new first-year students, freshmen, and sophomores.*

### THTR 112 Elements of Performance (4)

An analysis of theatre as a collaborative art form with an introduction to the materials, forms, and functions of theatrical art. A discussion of genre, dramatic structure, and theory of performance. The course is designed for majors and minors in theatre arts. *Open only to new first-year students, freshmen, and sophomores. Prerequisite: THTR 103 or THTR 111.*

### THTR 113 Beginning Jazz (2)

An introduction to dance technique utilizing the rhythms of jazz and rock for accompaniment. The vocabulary and techniques of jazz dance, including the Luigi and Mattox systems, will be introduced.

### THTR 114 Elements of Design (4)

An analysis of theatrical design as a collaborative art form with an introduction to the materials, forms, and functions of design. An introduction to the research, analysis, graphics, materials, and techniques used in contemporary theatre design. *Open only to new first-year students, freshmen, and sophomores.*

### THTR 115 Elements of Dance (4)

An exploration of fundamental principles of movement to ensure safety, development, and growth as a performing artist through studies of anatomy, kinesiology, injury prevention, and nutrition.

### THTR 116 Beginning Dance Techniques (2)

An introduction to the basics of Western concert dance techniques as they are applied to three styles: ballet, modern, and jazz dance. This course provides a foundation for students without formal dance training, preparing them for continued study at the intermediate level in any of the three forms.

### THTR 123 Beginning Tap (2)

Beginning tap dance will introduce the vocabulary and technique of tap and build a basic foundation of the dance form.

### THTR 132 Fundamentals of Acting: Improvisation (4)

The development of intuitive and creative performance technique through improvisational exercises.

### THTR 143 Beginning Video Production (4)

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Films will be analyzed with written reviews and studied in terms of imagery and metaphor, narrative development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students will participate in a group film-making experience followed by three individual assignments.

### THTR 154 Beginning Modern Dance (2)

Beginning modern dance will introduce its vocabulary and technique and build a basic foundation of the dance form, emphasizing the Horton technique. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performance.

### THTR 201 Masks and Millinery (2)

An introduction to the methods used in the design and creation of masks and hats for stage costumes. *Prerequisite: THTR 111.*

### THTR 202 Stage Make-up for Performance (2)

An exploration of the stage make-up techniques used by actors and designers in the creation of characters.

**THTR 204 Intermediate Ballet Technique (2)**

A study of intermediate techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances.

**THTR 213 Intermediate Jazz (2)**

Continued study of the jazz technique: the vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances.

**THTR 215 Intermediate and Advanced Modern Dance (2)**

Continued study of modern dance technique for dancers at the intermediate and advanced levels. Students investigate movement principles in some depth through the development and integration of technical skills with personal artistry.

**THTR 221 Theatre History (4)**

A survey of the history of the theatre with particular emphasis on the development of theatrical presentation and stage space. *Open only to sophomores, juniors, and seniors.*

**THTR 223 Intermediate Tap (2)**

A continuation of the study of the tap technique. The vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. *Prerequisite: THTR 123 or PHED 123.*

**THTR 224 Dance Composition (4)**

Discussion and projects in the choreographic process. The students will explore in solo, duet, and groups the various forms and methods of creating dance and using it as a means of artistic expression. Among the forms and methods studies are motif and development, theme and variation, poetry and music. There will be both reading and writing assignments in the course.

**THTR 225 Music and Drama (4)**

A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works will be read in conjunction with the study of scores. *Prerequisite: MUSC 101 or HUMN 202.*

**THTR 226 Asian Theatre (4)**

An introductory survey of traditional Asian theatre with particular emphasis on the cultural, sociological, and aesthetic context of theatre and dance form in the Noh, Kabuki, and Bunraku of Japan. Chinese Opera, Sanskrit drama, the Indian Kathakali, Malaysian shadow play, and Balinese dance theatre.

**THTR 231 The Actor's Way of Work (4)**

An introduction to the actor's art through improvisation, performance exercises, and scene work. Particular attention is given to the acting approach developed by Constantin Stanislavski and his followers. *Prerequisite: THTR 103 or THTR 112.*

**THTR 232 Shakespeare and the Actor: Monologues (2)**

Intensive rehearsal of selected monologues and soliloquies. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. Not repeatable for credit. *Prerequisite: THTR 231.*

**THTR 233 Shakespeare and the Actor: Scene-Study (2)**

Intensive rehearsal of selected scenes in verse and prose. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. Not repeatable for credit. *Prerequisite: THTR 231.*

**THTR 234 The Physical Actor: From Neutrality to Clown (4)**

An introduction to the actor training methods of Jacques Lecoque with an emphasis on comedy. Exercises in movement, mime, character, improvisation, clowning, and for the neutral, larval, and Commedia mask. Students develop performance projects: original clown acts and performance pieces, traditional clown entrances, improvisations based on Commedia lazzi, scenes influenced by the Commedia from plays by authors such as Shakespeare and Molière. *Prerequisite: THTR 231.*

**THTR 235 Voice and Interpretation (4)**

Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. *Prerequisite: THTR 103 or THTR 231.*

**THTR 239 Playing Shakespeare II: From Rehearsal to Performance (4)**

Advanced practice in speaking and embodying Shakespeare's language. Close scrutiny of Shakespeare's script for clues to performance. Students undertake written and oral exercises in understanding Shakespeare's rhetorical strategy, as well as intensive rehearsal of selected monologues and scenes for end-of-semester presentation. Not available for credit to students who have taken THTR 232 or THTR 233. *Prerequisite: THTR 103.*

**THTR 240 Costume Technology (4)**

An in-depth study of the techniques used in the creation of stage costumes. Students will explore historical and modern methods of drafting, draping, and fabric modification, including advanced construction skills. *Prerequisite: THTR 111.*

**THTR 242 Stagecraft (4)**

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes and sound for the theatre. *Prerequisite: THTR 111.*

**THTR 245 The Audition Process (2)**

Selection and preparation of audition monologues from the modern and classical repertoires. This course involves reading from script. *Prerequisite: THTR 231.*

**THTR 246 Design and De'cor Period Styles (4)**

A survey of architecture, decor, and clothing from ancient to modern with special emphasis on the stylistic trends of each era. Emphasis in this class is on research and analysis of period styles. By looking at the common decorative elements of a certain era, the stage designer and director are able to understand the period style to create a more believable and unified stage picture.

**THTR 301 Special Topics in Theatre Design and Technology (2)**

This course offers an opportunity for students to explore in depth a variety of specialized topics in theatrical design or technology. Advanced, new, or experimental techniques for creating exciting visual elements for the stage are emphasized.

**THTR 304 Advanced Ballet Technique (2)**

A study of advanced techniques of classical ballet, including pointe work. Among the course requirements, students must attend a total of three theatre, dance or music performances during the semester--at least one of which must be a dance performance--and write a review of the performances.

**THTR 323 Aspects of Contemporary Theatre (4)**

A seminar in the development of post-modern performance theory. Theatricalization of contemporary thought and concepts of performance are studied in the work of Antonin Artaud and Bertold Brecht, in *The Theatre of the Absurd*, environmental theatre, impossible theatre, theatre of images, and others. *Open only to juniors and seniors.*

**THTR 332 Advanced Acting II (2)**

Intensive rehearsal of scenes from the classical repertory with an emphasis on the Greeks, Shakespeare, and Moliere. *Prerequisite: THTR 233.*

**THTR 337 Writing for Solo Performance (4)**

An introduction to the art of solo performance. Exercises in dramatic style, storytelling, and in writing and performing such solo genres as the autobiographical and character monologue. Consideration of selected examples of solo work from Homer, Sappho, the Medieval jongleurs, the West African griots, and such modern performance artists as Ruth Draper, Whoopi Goldberg, Danny Hoch, and Spalding Gray. Each student writes and rehearses an original performance project for public presentation at the end of the semester.

**THTR 342 Scene Design (4)**

Deals with script analysis, scenic research techniques, periods and styles of production, exercises in scale, proportion, volume, and color. The student is expected to complete a series of projects culminating in the completed design of a classic or contemporary play. *Prerequisite: THTR 114.*

**THTR 343 Advanced Video Production (4)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. *Prerequisite: ART 102 or ART 104 or ART 202 or ART 231 or ART 243 or ART 331.*

**THTR 344 Lighting Design (4)**

Exercises in script analysis, research options, styles of production, lighting theory, techniques and equipment. Through journals and projects, students interpret and communicate with light. *Prerequisite: THTR 114.*

**THTR 347 Scene Painting (4)**

A study of basic techniques, tools and procedures employed by the scenic artist. Projects include exercises in color theory and mixing; problem solving; and common finishes on hard, soft, and three-dimensional scenic units.

**THTR 348 Advanced Scenography (4)**

A study of advanced problems in performing arts design. The student will be introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers will work together to create design solutions for different performance media. *Prerequisite: THTR 342 or ART 342 or ART 345. Prerequisite or Corequisite: THTR 342.*

**THTR 351 Fundamentals of Stage Direction (4)**

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire.

**THTR 352 Advanced Stage Directing (4)**

A continuation of THTR 351. Further application of directorial technique to staging problems in classical and modern plays. *Prerequisite: THTR 351.*

**THTR 360 Computer Aided Design for Performance (4)**

An opportunity for advanced students to explore drafting, drawing, rendering, and modeling software used for scenery, lighting, and costume design. Designers will work together on various advanced projects and have the opportunity to experiment in each area of design using the related software. *Prerequisite: THTR 342 or ART 342 or THTR 344 or ART 344.*

**THTR 361 Costume Design (4)**

Fundamentals of costume design and construction taught through principles of design, concept development, play analysis, character study, and visual metaphor. The laboratory includes basic methods of pattern making and costume construction.

**THTR 362 Advanced Costume Design (4)**

A continuation of the study in the design of costumes for theatre and dance. Advanced research in the history and development of costume rendering, construction methods, and design practices. Culminates in actual design projects for theatre and dance. *Prerequisite: THTR 361.*

**THTR 370 Design Studio: Model Making for the Theatre (2)**

This project-based course prepares the advanced scenic designer to conceive, craft and present actual 3-D scenic models to the production team. Models are explored as part of the process of exploration and discovery, initial sharing of ideas, and final presentation. Basic and advanced model-making techniques are learned and executed on a series of projects, culminating with a fully realized scenic model as the final project. *Prerequisite: THTR 342.*

**THTR 372 Design Studio: Perspective and Rendering for the Theatre (2)**

This project-based course prepares the advanced scenic designer to conceive, craft, and present fully rendered perspective scenic sketches to the production team. Perspective sketches are explored as part of the exploration and discovery process, initial idea sharing, and final presentation process. Basic and advanced perspective and rendering techniques are learned and executed on a series of projects, culminating with a fully realized series of scenic perspectives as the final project. *Prerequisite: THTR 342.*

**THTR 400 Traditional Theatre of Vietnam, Cambodia, and Thailand (4)**

This course focuses on the exploration of the remarkable world of traditional Southeast Asian Theatre from its roots in the Indian Theatre. Students learn about the development of major traditional forms from their origins in folklore, myth, and religion, within the historical, cultural, and aesthetic framework of their times, as well as their place in today's world. The most exciting features of the course are that students study and observe training practices in seven of Southeast Asia's best traditional theatre schools, see at least fifteen live performances followed by backstage tours where they meet with the artists, and in addition, tour some of the most important historical and cultural locations in the region.

**THTR 402 Traditional Theatre of China (4)**

This course focuses on the exploration of the remarkable world of traditional Chinese Theatre. Students consider the development of major traditional forms from their origins in folklore, myth, and religion, within the historical, cultural, and aesthetic framework of their times, as well as their place in today's world. The most exciting features of the course are that participants study and observe training practices in seven of China's best traditional theatre schools, see at least fifteen live performances followed by backstage tours where they meet with the artists, and in addition, tour some of the most important historical and cultural locations in China.

**THTR 411 Rehearsal and Performance Lab (2)**

Work on projects of particular interest to individual actors: character work, scenes, short plays, monologues, original work, or honors presentations. This course may be repeated twice for credit. *Prerequisite: THTR 231.*

**THTR 412 The Shakespeare Project (2)**

Actors rehearse and perform a workshop presentation of a Shakespeare play, or selections from various plays that illustrate a prominent aspect or theme of Shakespeare's work. Examples: Shakespeare's *Women*, Shakespeare and the Italian Commedia, Shakespeare and the Clown. This course may be repeated once for credit. *Prerequisite: THTR 103.*

**THTR 431 Projects in Performance (2 or 4)**

An opportunity for advanced students to work on particular acting, directing, design, or technical problems—either in production situations or in special workshops. Repeatable to a maximum of six hours. *Open only to juniors and seniors.*

**THTR 444 Independent Study (2 or 4)**

Advanced work for selected students. May be taken more than once for credit.

**THTR 447 Advanced Scene Painting (4)**

Further study in scenic art, emphasizing the advanced techniques, tools, and procedures employed by the scenic artist. Advanced exercises in color theory, color mixing, color manipulation, problem solving, and painting techniques used for hard, soft, and three dimensional scenery will be explored. Major projects include stencil, spray, texture, and representative painting techniques used in the modern theatre. *Prerequisite: THTR 347.*

## Theory and Practice of Ministry (MNST)

**MNST 303 Foundations in Spirituality (3)**

This course explores the theological foundations and practices of Christian spirituality that lie at the heart of all Christian ministry, whether lay or ordained. It begins by examining the sacramental foundations of Christian identity and growth in baptism and Eucharist. It goes on to consider living in the rhythms of the church year and in the bonds of Christian community. It examines some classic disciplines of Christian discipleship such as Rule of Life and use of the rite of Reconciliation. Finally, it studies methods of meditation and personal prayer that have been developed over centuries of Christian tradition.

## Women's and Gender Studies (WMST)

### **WMST 100 Introduction to Women's and Gender Studies (4)**

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. We will explore commonalities and differences among women, both in the United States and in other nations. In so doing, we will engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also will examine varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. *Open only to new first-year students, freshmen, sophomores, and juniors.*

### **WMST 101 Sex and Gender Around the World: Common Issues and Diverse Perspectives (4)**

This team-taught, multi-disciplinary, cross-cultural seminar examines gender issues related to employment and earnings, changing family roles, religion and culture, literature and language, poverty and hunger, and political power and legal systems. The seminar focuses on the many voices and stakeholders involved in such issues -- policy makers and practitioners, male and female, non-west and west, international agencies and governments, and non-profits and the private sector. An integral part of the seminar will be co-curricular activities at the local, national, and international levels, including participation in gender studies conferences, field trips, service learning, and exposure to international films.

### **WMST 111 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies (4)**

A survey of the history, politics, culture, psychology, biology, and literature of lesbians, gay men, bisexuals, and transgendered people. Readings and lectures focusing on works by and about LGBT people.

### **WMST 251 Black Masculinity in the United States (4)**

This course is an interdisciplinary exploration of constructions of Black masculinity in the United States from the twentieth century through the present. Autobiographical accounts are used to examine historical and current definitions of Black manhood that challenge and reinforce understandings of what it means to be both Black and male.

### **WMST 351 Toni Morrison (4)**

This course explores selected fiction by Toni Morrison and some of the literary criticism that surrounds her work. It examines Morrison's treatment of race, class, gender, and sexuality in her fiction, and also considers some of her nonfiction, interviews, and speeches to gain a clearer understanding of her contributions to the American literary canon and the African American literary tradition.

### **WMST 400 Women's and Gender Studies Senior Seminar (4)**

An interdisciplinary research seminar required of all seniors majoring in women's and gender studies. Students engage in research on a topic of interest, culminating in a substantial thesis. The thesis must advance a lucid research question and interrogate a range of sources that bridge disciplinary boundaries and reflect feminist theory and/or methodology. Students take this course in the fall of the senior year. The course serves as the writing intensive credit within the major as well as providing the basis for an oral presentation and defense in the spring of the senior year. *Open only to students pursuing majors in women's and gender studies.*

### **WMST 444 Independent Study (2 or 4)**

Advanced work for women's studies. May be repeated once for credit.

### **WMST 448 Women's and Gender Studies Seminar (4)**

An interdisciplinary seminar for students completing the major or the minor in women's and gender studies and for other interested students with the permission of the instructor. Topics will vary. *Open only to students pursuing programs in women's and gender studies.*

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