

COLLEGE OF ARTS & SCIENCES
CATALOG
AND POLICIES
2007–2008



SEWANEE
THE UNIVERSITY OF THE SOUTH

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The University of the South is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees.

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Compiled by the Office of Communications and Marketing
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UNIVERSITY PURPOSE

The University of the South is an institution of the Episcopal Church dedicated to the increase of knowledge, understanding, and wisdom, pursued in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, to the end that students may be prepared to search for truth, seek justice for all, 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 exceptional quality. Outstanding students work in close contact with distinguished faculty in a demanding course of humane and scientific study that prepares them for lives of high achievement. Providing rich opportunities for leadership 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.

THE UNIVERSITY

The University of the South consists of the College of Arts and Sciences, the School of Letters and the School of Theology. It is owned by twenty-eight 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 ninety miles from Nashville, the state capital, and fifty 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 formally re-establish the institution. 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.

During the 1990s, under the direction of Vice Chancellor Samuel R. Williamson, the University completed its most successful fund raising effort to date, the Campaign for Sewanee, which topped its \$91.5 million goal by \$16 million. The decade also saw numerous facility improvements, including a new athletic center and dining hall, the completion of a new strategic plan, increased enrollment, and a revision of the curriculum.

Sewanee's current vice chancellor, Joel Cunningham, was elected by a unanimous vote of the University's board of trustees and assumed office in July, 2000. A proponent of partnerships between universities and elementary and secondary schools and a strong advocate of community service, Cunningham believes in the importance of a broad-based liberal-arts education. He received a bachelor's degree, with majors in mathematics and psychology, from the University of Chattanooga (now the University of Tennessee at Chattanooga) in 1965. He earned a master's (1967) and a doctorate (1969) in mathematics from the University of Oregon.

THE DOMAIN

Located on the western face of the Cumberland Plateau approximately fifty miles west of Chattanooga, the campus, residential areas, the village of Sewanee, lakes, forests, and

surrounding bluffs comprise a tract of 10,000 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.

ACCREDITATION

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. To contact, write to Southern Association of Colleges and Schools, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097 or online at <www.sacscoc.org>, or call 404.679.4500. The University is also a member of the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Associated Colleges of the South and the Appalachian College Association. Degrees awarded include the Bachelor of Arts, Bachelor of Science, Master of Arts in English and American Literature, Master of Fine Arts in Creative Writing, Master of Arts in Theology, Master of Divinity, Master in Sacred Theology, Master of Theological Studies, Doctor of Ministry, and various honorary degrees.

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 development and records offices for the Office of University Relations 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 are located here.

Fulford Hall (1890), the home of seven vice chancellors, became the location of admissions, financial aid, and communication and marketing 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 fifty 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, 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.

Bairnwick 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.

Snowden Forestry Building (1962) provides classrooms, laboratories, and a greenhouse for the Department of Forestry and Geology. It honors the late Bayard Snowden of Memphis. The rooms and halls of this building are paneled with different kinds of wood, which are identified by plaques. The building also houses a collection of wood blocks with 8,600 species represented.

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, residential life, and minority affairs.

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 713,000 print volumes, 318,000 micro-forms, 8,000 records, tapes, and CDs, and over 10,200 videocassettes and DVDs. As the oldest federal documents depository in the state, beginning in 1873, the library contains 364,000 government publications. In addition to 2,200 print periodical subscriptions, the library also provides access to over 200 online research databases and more than 19,000 electronic journals.

The library's instructional program consists of half-credit courses 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 sixty of the one-hundred-and-six 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. The building contains classrooms, laboratories, Blackman Auditorium, and the Waring Webb Greenhouse.

The **Bishop’s Common** (1974) 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.

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.

The **Office of Career Services** (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 on-line 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, which was constructed for just 500 students. The facility 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), 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.

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, and *The Sewanee Review*. The building has 13 seminar and lecture classrooms as well as 36 offices.

Nabit Art Building (2005), 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.

RESIDENCE HALLS: **Hodgson** (1877; 1950), **Emery** (1916), **Hoffman** (1922), **Elliott**, formerly the Sewanee Inn (1922), **Cannon** (1925), **Johnson** (1926), **Tuckaway** (1930), **Phillips** (1951), **Quintard** (1900, 1994), **Gorgas** (1952), **Hunter** (1953), **Cleveland** (1955), **Benedict** (1963), **McCrary** (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. Constructed with a fieldstone exterior, in keeping with traditional Sewanee architecture, the residence hall has rooms for 119 students. Humphreys Hall has a mix of single and double rooms and suites in a variety of sizes. The fully air-conditioned facility has thermostatic controls in each room and is fully networked for high-speed Internet access. Common areas include a large living room with a fireplace, a laundry, a kitchen, and four lounges — two with electronic equipment and two smaller, quieter lounges for studying. The facility is fully accessible for students with disabilities. **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 formerly 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 building was renovated in the fall of 2006 to house 103 students. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault.

The **Sewanee-Franklin County Airport** facilities include a 50' x 3,700' paved runway, an eight-aircraft hangar, offices, a pilot supply shop, a flight planning area with a weather computer, a meeting room, and a ground-school classroom. In addition, within a short flying radius are a number of different airports, grass strips, and controlled fields with ILS, VOR, LOC, SDF, and NDB approaches. Future plans look to a GPS approach at a nearby airport.

ACADEMIC CALENDAR

SUMMER SCHOOL – 2007

- June 10, Sunday, Dormitories open.
- June 10, Sunday, Registration for all students.
- June 11, Monday, Classes begin.
- July 18, Wednesday, Last day of classes.
- July 19, Thursday, Reading day.
- July 20, Friday, Final examinations begin.
- July 21, Saturday, Final examinations end.
- July 22, Sunday, Dormitories close at noon.

ADVENT SEMESTER – 2007

- August 25, Saturday, New students arrive.
- August 26, Sunday, Orientation begins.
- August 28, Tuesday, Returning students arrive.
- August 30, Thursday, Classes begin.
- October 7-11, Sunday to Thursday, Regents' Meeting & Annual Meeting of the Board of Trustees.
- October 9, Tuesday, Founders' Day Convocation.
- October 12-14, Friday to Sunday, Family Weekend.
- *October 19, Friday, Fall break begins at 5:00 p.m.
- *October 24, Wednesday, Classes resume.
- October 17, Wednesday, Mid-Semester.
- November 1, Thursday, All Saints' Day.
- November 3, Saturday, College Alumni Homecoming.
- *November 20, Tuesday, Thanksgiving holidays begin at 5:00 p.m.
- *November 26, Monday, Classes resume.
- December 2, Sunday, Lessons & Carols.
- December 12, Wednesday, Last day of classes.
- December 13, Thursday, Reading day.
- December 14, Friday, Final examinations begin.
- December 19, Wednesday, Final examinations end.
- December 20, Thursday, Dormitories close at noon.

**Class attendance is mandatory the day a break begins and the day classes resume after a break.*

EASTER SEMESTER – 2008

January 13, Dormitories open at 12 noon.
 January 15, Tuesday, Classes begin.
 January 22, Tuesday, Opening Convocation of the University.
 February 6, Wednesday, Ash Wednesday.
 March 3, Monday, Mid-Semester.
 *March 5, Wednesday, Spring vacation begins at 5:00 p.m.
 *March 17, Monday, Classes resume.
 March 21, Friday, Good Friday.
 March 23, Sunday, Easter Day.
 April 30, Wednesday, Last day of classes.
 May 1, Thursday, Reading day.
 May 2, Friday, Final examinations begin.
 May 7, Wednesday, Final examinations end.
 May 9, Friday, School of Theology Commencement and Crossing
 May 10, Saturday, Baccalaureate.
 May 11, Sunday, Commencement Day.
 May 12, Monday, Dormitories close at noon.

SUMMER SCHOOL – 2008

June 8, Sunday, Dormitories open and Registration for all students.
 June 9, Monday, Classes begin.
 July 16, Wednesday, Last day of classes.
 July 17, Thursday, Reading day.
 July 18, Friday, Final examinations begin.
 July 19, Saturday, Final examinations end.
 July 20, Sunday, Dormitories close at noon.

ADVENT SEMESTER – 2008 *(tentative)*

August 23, Saturday, New students arrive.
 August 24, Sunday, Orientation begins.
 August 28, Thursday, Classes begin.
 October 3-5, Friday-Sunday, Family Weekend.
 October 7, Tuesday, Founders' Day Convocation.
 October 16 & 17, Thursday & Friday, Fall Break.
 October 25, Saturday, College Alumni Homecoming.
 October 30 & 31, Thursday and Friday, DuBose Lectures.
 November 26-28, Wednesday-Friday, Thanksgiving Break.
 December 7, Sunday, Lessons & Carols
 December 10, Wednesday, Last day of classes.
 December 17, Wednesday, Final examinations end.

**Class attendance is mandatory the day a break begins and the day classes resume after a break.*

EASTER SEMESTER — 2009 *(tentative)*

January 13, Tuesday, Classes begin.

January 20, Tuesday, Opening Convocation.

March 11, Wednesday, Spring Break begins at 5:00 p.m.

March 23, Wednesday, Classes resume after Spring Break.

April 12, Sunday, Easter.

April 29, Wednesday, Last day of classes.

May 6, Wednesday, Final Examinations end.

May 8, Friday, School of Theology Commencement and Crossing.

May 9, Saturday, Baccalaureate.

May 10, Sunday, College Commencement.

SUMMER SCHOOL — 2009 *(tentative)*

June 7-July 19, Summer School.

**Class attendance is mandatory the day a break begins and the day classes resume after a break.*

THE UNIVERSITY ADMINISTRATION

BOARD OF TRUSTEES

Dates indicate end of term.

ALABAMA

The Rt. Rev. Henry N. Parsley Jr., D.D.
 The Rev. James K. Polk Van Zandt
 (Feb. 2010)
 James A. Bradford (Feb. 2009)
 Fred Matthews (Feb. 2008)

ARKANSAS

The Rt. Rev. Larry R. Benfield, D.D.
 The Rev. Dr. Daniel D. McKee (Feb. 2008)
 Larry Barker (Feb. 2009)
 Pan Adams-McCaslin (Feb. 2010)

ATLANTA

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 The Rev. C. Dean Taylor (Dec. 2007)
 John F. Evans (Dec. 2008)
 John Ford (Dec. 2009)

CENTRAL FLORIDA

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 The Rev. John R. Jacobs (Jan. 2008)
 Tom Grizzard (Jan. 2009)
 Catherine Ford (Jan. 2010)

CENTRAL GULF COAST

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 The Rev. John H. Riggan (Feb. 2009)
 Eric Stevenson (Feb. 2008)
 W. Alexander Moseley (Feb. 2010)

DALLAS

The Rt. Rev. James M. Stanton, D.D.
 The Rev. Canon Dr. Neal O. Michell
 (Oct. 2009)
 Dan Wilson (Oct. 2008)
 Brownie Watkins (Oct. 2007)

EAST CAROLINA

The Rt. Rev. Clifton Daniel III, D.D.
 The Rev. M. Eugene Carpenter (Feb. 2008)
 H. Griffith Garner (Feb. 2009)
 Ann Webb (Feb. 2010)

EAST TENNESSEE

The Rt. Rev. Charles G. vonRosenberg, D.D.

The Rev. Gene Smitherman (Feb. 2008)
 Fred McKelder (Mac) Brown (Feb. 2009)
 James C. Cone (Feb. 2010)

FLORIDA

The Rt. Rev. Samuel Johnson Howard, D.D.
 The Very Rev. Edward Harrison (May 2008)
 Blucher B. Lines (May 2010)
 Pamela Jordan Anderson (May 2009)

FORT WORTH

The Rt. Rev. Jack L. Iker, D.D.
 The Rev. Tommy Bye (Dec. 2008)
 Kent S. Henning (Dec. 2007)
 Walter Virden IV (Dec. 2009)

GEORGIA

The Rt. Rev. Henry I. Louttit Jr., D.D.
 The Rev. James R. Bullion (Feb. 2008)
 John H. McRae (Feb. 2009)
 Thomas J.C. Smyth Jr. (Feb. 2010)

KENTUCKY

The Rt. Rev. Edwin F. Gulick, D.D.
 The Rev. E. Moray Peoples Jr. (Feb. 2008)
 Leslie Newman (Feb. 2009)
 Robert Nesmith (March 2010)

LEXINGTON

The Rt. Rev. Stacy Sauls, D.D.
 The Rev. Dr. Jan M. Dunnivant
 (March 2009)
 Robert Ross (March 2010)
 Addison Hosea (March 2008)

LOUISIANA

The Rt. Rev. Charles Edward Jenkins III,
 D.D.
 The Rev. Ernest Saik (April 2008)
 James Benton (April 2009)
 Ian Hipwell (April 2010)

MISSISSIPPI

The Rt. Rev. Duncan M. Gray III, D.D.
 The Rev. Bruce McMillan (Feb. 2008)
 Deborah Selph Davis (Feb. 2010)
 Margaret McLarty (Feb. 2009)

MISSOURI

The Rt. Rev. George Wayne Smith

The Rev. Llewellyn M. Heigham Jr.
(Nov. 2009)

John Solomon (Nov. 2008)
Kirby Colson (Nov. 2007)

NORTH CAROLINA

The Rt. Rev. Michael Bruce Curry, D.D.
The Rev. Dr. Winston B. Charles
(Jan. 2009)
Peter DeSaix (Jan. 2008)
Jonathan Engram (Jan. 2010)

NORTHWEST TEXAS

The Rt. Rev. C. Wallis Ohl, D.D.
The Rev. James E. Liggett Jr. (Oct. 2008)
Patricia G. Russell (Oct. 2008)
Charmazel Dudt (Oct. 2008)

SOUTH CAROLINA

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The Rev. Dr. John MacReadie Barr III
(March 2008)
Henry C. Hutson (Nov. 2009)
William Clarkson (March 2007)

SOUTHEAST FLORIDA

The Rt. Rev. Leopold Frade Jr., D.D.
The Ven. Dr. Bryan A. Hobbs (Nov. 2009)
William Moore (Nov. 2008)
Joel T. Strawn (Oct. 2007)

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The Rt. Rev. John B. Lipscomb, D.D.
(Honorary)
The Rt. Rev. Dr. Dabney T. Smith,
Bishop Coadjutor
The Rev. Dr. Donald Allston Fishburne
(Oct. 2007)
Heather M. Whelan (Dec. 2008)
Roger D. Schwenke (Dec. 2009)

TENNESSEE

The Rt. Rev. John L. Bauerschmidt, D.D.
The Rev. Leigh Spruill (Jan. 2009)
H.E. (Ed) Miller (Jan. 2009)
W.A. Stringer (Jan. 2009)

TEXAS

The Rt. Rev. Don A. Wimberly, D.D.
The Rt. Rev. Rayford High, Bishop Suffragan
The Rt. Rev. Dena A. Harrison, Bishop
Suffragan

The Rev. Patrick Lance Ousley (Feb. 2008)
Peter Hafner Squire (Feb. 2010)
Mary Keenan (Feb. 2009)

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The Rt. Rev. Dorsey F. Henderson Jr., D.D.
Seat Vacant
Sanford Zeigler (Oct. 2009)
Mildred Lee (M.L.) Tanner (Oct. 2007)

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The Rev. John H. Moloney (March 2008)
Robert D. Gooch (March 2009)
William Lytle Nichol V (March 2010)

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Kathleen Foster (Feb. 2008)
Lindsay K. Young (Feb. 2009)

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Andrea Marie Petrosch (Nov. 2007)
Francis Manning (Oct. 2008)

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Anne Bleyнат (Dec. 2008)
Ashly Maag (Dec. 2009)

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Bruce Dobie (Oct. 2009)
John J. Falconetti (Oct. 2008)
Anthony C. Gooch (Oct. 2009)
Lee Guerry (Oct. 2009)
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Ellen Gray N. Maybank Hogan (Oct. 2009)
The Rev. S. Marshall Huey Jr. (Oct. 2007)
Gresh Lattimore (Oct. 2009)
Nancee Martin-Coffey (Oct. 2009)
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Walter Merrill (Oct. 2007)
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Wyatt Prunty (Oct. 2007)

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College of Arts and Sciences
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C'62, Lawyer, Houston, Texas

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Exec. V.P., Fidelity Investments Institutional
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Dr. Joel Cunningham, Vice Chancellor and
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(Years indicate date of hire of current faculty.)

MARIANA GEORGINA AGUIRRE, '07

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Leave of Absence Easter 2008

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Sabbatical 2007-2008*

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Leave of Absence Easter 2008

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Assistant Professor of English

MARTHA BLAIR OVERSTREET, '07

B.A., University of Alabama; M.A., Indiana
University
Visiting Instructor of Italian

JOHN RAYMOND PALISANO, '93

B.S., Ph.D., University of Tennessee
Professor of Biology

TAM K. PARKER, '00

B.A., Macalester College; M.Div., Harvard
Divinity School; Ph.D., Emory University
Associate Professor of Religion

CHRIS PARRISH, '88

B.A., St. Mary's University; M.A., Ph.D.,
University of California, San Diego
*Professor of Mathematics and Computer Science
Sabbatical Advent 2007*

WILLIAM BROWN PATTERSON

B.A., The University of the South; M.A.,
University of Oxford; M.Div., Episcopal
Divinity School; A.M., Ph.D., Harvard
University
Francis S. Houghteling Professor of History, Emeritus

PHOEBE STONE PEARIGEN, '87

B.A., Birmingham-Southern College;
M.F.A., Southern Methodist University
Lecturer in Theatre Arts

ROBERT WESLEY PEARIGEN, '87

B.A., The University of the South; M.A.,
Ph.D., Duke University
*Associate Professor of Political Science and Vice President
for University Relations*

CHARLES RICHARD PERRY, '74

A.B., Davidson College; A.M., Ph.D.,
Harvard University
William R. Kenan Jr. Professor of History

JAMES FRANKLIN PETERMAN, '80

A.B., Kenyon College; M.A., Ph.D.,
University of California, Berkeley
*Professor of Philosophy
Sabbatical 2007-2008*

JAMES ROBERT PETERS, '84

B.A., Northern Illinois University; M.A.,
Ph.D., Northwestern University
Associate Professor of Philosophy

RANDOLPH STUART PETERSON, '89

B.S., M.S., Ph.D., University of Tennessee
Professor of Physics

CHARLES SAMUEL PEYSER JR., '68

A.B., Hamilton College; M.A., Ph.D.,
Southern Illinois University at Carbondale
Professor of Psychology

JOHN JAMES PICCARD, '78

B.A., M.F.A., Florida State University
Lecturer in Theatre Arts

GEORGE WILKINSON POE, '87

B.A., Davidson College; M.A., Middlebury
College; Ph.D., Duke University
Professor of French

JAMES GREGORY POND, '99

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

DONALD BRANDRETH**POTTER JR., '80**

B.A., Williams College; M.S., Ph.D.,
University of Massachusetts
*Annie Overton Brinkley Snowden Professor of Geology
and Director of the Sewanee Summer Seminar*

RAYMOND MARK PRESLAR, '91

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

WILLIAM MCGOWEN PRIESTLEY, '67

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

WYATT PRUNTY, '89

B.A., The University of the South; M.A., The
Johns Hopkins University; Ph.D., Louisiana
State University
*Carlton Professor of English and Director of the Sewanee
Writers' Conference*

EMILY PUCKETTE, '01

B.A., Smith College; M.A., Ph.D., Duke
University
*Associate Professor of Mathematics and Computer
Science*

JULIE N. PÜTTGEN, '06

B.A., Yale University; M.F.A., Georgia State
University
Assistant Professor of Art & Art History

GEORGE SHUFORD RAMSEUR

B.A., Elon College; M.Ed., Ph.D.,
University of North Carolina
Professor of Biology, Emeritus

LAURIE ANNE RAMSEY, '92

B.A., The College of William and Mary;
M.A., Ph.D., Indiana University
Associate Professor of French
Sabbatical 2007-2008

STEPHEN BOYKIN RAULSTON, '98

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

REBECCA CELESTE RAY, '98

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

ERIC DOUGLAS REED, '96

B.M. University of Houston; M.M.,
University of Tennessee
Lecturer in Music

WILLIAM WOOD REGISTER, '92

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

JOHN VINCENT REISHMAN, '69

B.A., University of Notre Dame; M.A.,
Ph.D., University of Virginia
*Jesse Spalding Professor of English Literature and
Director of Summer School*

VALERIE S. REYNOLDS, '07

B.S., University of North Carolina; M.S.,
Ph.D., University of Tennessee
Visiting Assistant Professor of Forestry and Geology

DALE EDWARD RICHARDSON, '73

A.B., Harvard College; M.A., University of
Virginia; Ph.D., Princeton University
Nick B. Williams Professor of English
Sabbatical Advent 2007

LESLIE BUCHMAN RICHARDSON, '80

B.A., Rhodes College; M.A., University of
Virginia; M.A., Middlebury College
Instructor in Italian
Sabbatical Advent 2007

SUSAN JANET RIDYARD, '89

B.A., M.A., Ph.D., University of Cambridge
*Professor of History and Director of the Sewanee
Mediaeval Colloquium*

ABRAM C. RING, '07

B.A., The University of the South; M.A.,
Ph.D., University of Virginia
Visiting Instructor of Classical Studies

HOUSTON BRYAN ROBERSON, '97

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

TIMOTHY ROSENKOETTER, '07

B.A., Harvard University; M.A., University
of Pittsburgh; Ph.D., University of Chicago
Visiting Assistant Professor of Philosophy

CLAY CAMPBELL ROSS JR.

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

DONALD CHARLES RUNG, '87

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

JOSEPH MARTIN RUNNING

B.Mus., St. Olaf College; D.Mus., Florida
State University
Professor of Music, Emeritus

SUSAN KAY RUPERT, '78

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

MARC ST-PIERRE, '06

B.Sc., Université de Sherbrooke; Ph.D.,
Brown University (expected August 2006)
Instructor of Economics

RUTH SÁNCHEZ IMIZCOZ, '95

Licenciatura en Geografía e Historia,
Universidad de Valencia; B.A., The
University of the South; M.A., Ph.D.,
University of Kentucky
Professor of Spanish

BETSY A. SANDLIN, '04

B.A., Morehead State University; M.A., Ohio
University; Ph.D., The University of North
Carolina
Assistant Professor of Spanish

ARTHUR MCCLUNY SCHAEFER

B.A., M.A., Ph.D., University of
Pennsylvania
*Ralph Owen Distinguished Professor of Economics,
Emeritus*

JACQUELINE THIBAUT SCHAEFER

Licence ès lettres, Diplôme d'Etudes
Supérieures, Université de Caen; Agrégation
de l'Université, Université de Paris-Sorbonne
Professor of French, Emerita

PAIGE L. SCHNEIDER, '00

B.A., University of Florida; M.A., Florida
Atlantic University; Ph.D., Emory University
Assistant Professor of Political Science

JOHN DOUGLAS SEITERS, '71

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

VICKI SELLS, '00

B.A., Antioch College; M.S., University of
Tennessee; Ed.D., University of Tennessee
*Associate Provost for Information Technology Services
and University Librarian
Adjunct Assistant Professor of Education*

ANSEL MIREE SHARP

B.A., Howard College; M.A., University of
Virginia; Ph.D., Louisiana State University
*Frank W. Wilson Professor of Political Economy,
Emeritus*

STEPHEN ALLEN SHAVER, '87

B.S., North Carolina State University; Ph.D.,
Stanford University
*Professor of Geology
Sabbatical 2007-2008*

SARAH C. SHERWOOD, '07

B.S., James Madison University; M.A.,
Ph.D., University of Tennessee
Visiting Assistant Professor of Anthropology

JOHN HISASHI SHIBATA, '98

B.S., University of Washington; Ph.D.,
University of Washington
Associate Professor of Chemistry

STEVEN WYCK SHRADER, '76

B.A., The College of William and Mary;
M.M., University of Cincinnati College-
Conservatory of Music; Ph.D., Northwestern
University
Professor of Music

ELIZABETH A. SKOMP, '05

B.A., Indiana University; Ph.D., University
of London
Visiting Assistant Professor of Russian

CHARLES KENNETH SMITH, '98

B.S., Colorado State University; M.S.,
Ph.D., University of Florida
Associate Professor of Forestry and Geology
Leave of Absence 2007-2008

GERALD LAFAYETTE SMITH, '69

B.A., University of Richmond; B.D., Ph.D.,
Duke University
Professor of Religion and Marshal of the University
Faculties

PETER THOMAS SMITH, '82

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

THOMAS DEAN SPACCARELLI, '74

Diploma de Estudios Hispánicos,
Universidad de Granada; A.B., University
of Illinois at Chicago Circle; M.A., Ph.D.,
University of Wisconsin
Professor of Spanish

RICHARD G. SUMMERS, '01

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

SAFIA SWIMELAR, '03

B.A., M.A., University of Texas; Ph.D.,
University of Nebraska
Assistant Professor of Political Science

BENITO THEODORO SZAPIRO, '94

M.S., Ph.D., University of Buenos Aires
Professor of Physics
Sabbatical Advent 2007

SAYUMI TAKAHASHI, '06

B.A., Princeton University; M.A., Ph.D.,
University of Pennsylvania
Assistant Professor of Asian Studies

ERIC THOMAS THURMAN, '07

B.S., Cumberland College; M.Div., Th.M.,
Princeton Theological Seminary; M. Phil,
Drew University; Ph.D., (expected 2007)
Instructor of Religion

SCOTT TORREANO, '93

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

BRADLEY DAVIN TUGGLE, '07

B.A., University of Alabama; M. Phil, Oxford
University; Ph.D., University of Virginia
(expected 2007)
Visiting Instructor of English

MERLE WALLACE, '96

B.A., Temple University; M.A., University
of Illinois, Springfield; Ph.D., University of
Illinois at Urbana-Champaign
Associate Professor of Anthropology and Director of
Teacher Education

BARCLAY WARD

A.B., Hamilton College; M.A., The Johns
Hopkins University; Ph.D., University of
Iowa
Alfred Negley Professor of Political Science, Emeritus

THOMAS R. WARD JR.

B.A., The University of the South; B.A.,
M.A., Oxford University; M.Div., Virginia
Theological Seminary
Former Instructor in English and University Chaplain

DANIEL BRECK WALKER, '07

B.B.A., University of Texas; M.B.A., J.D.,
Stanford University; M.A., Vanderbilt
University; Ph.D., (expected 2007)
Visiting Assistant Professor of History

PHILIP WALSH, '07

A.B., Oberlin College; A.M., Ph.D.,
Harvard University
Visiting Assistant Professor of Art and Art History

HERBERT STEPHENSON WENTZ

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

**E. DOUGLASS WILLIAMS, '99**

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

Frank W. Wilson Associate Professor of Economics

SAMUEL RUTHVEN WILLIAMSON

B.A., Tulane University; A.M., Ph.D.,
Harvard University

Professor of History and Robert M. Ayres Distinguished

University Chair, Emeritus

Vice Chancellor, Emeritus

JOHN CHARLES WILLIS, '91

B.A., Baylor University; M.A., Ph.D.,
University of Virginia

Professor of History

MICHAEL KEVIN WILSON, '05

B.A., Vanderbilt University; M.F.A.,
University of Florida

*Creative Writing Administrator and Visiting Instructor
of English*

SCOTT HOWARD WILSON, '94

B.A., Oberlin College; M.A., Ph.D., Cornell
University

Associate Professor of Political Science

Sabbatical 2007-2008

HARRY CLAY YEATMAN

A.B., M.A., Ph.D., University of North
Carolina

William R. Kenan Professor of Biology, Emeritus

KAREN PAO-YING YU, '96

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

Associate Professor of Psychology

REINHARD KONRAD ZACHAU, '78

Staatsexamen, University of Hamburg;
Ph.D., University of Pittsburgh

Professor of German

KIRK S. ZIGLER, '04

B.A., Kenyon College; Ph.D., Duke
University

Assistant Professor of Biology

ENDOWED CHAIRS

F. B. Williams Professor of Chemistry—Mr. Frank B. Williams, of New Orleans, in 1922, gave funds for the purpose of endowing the chair of chemistry in the University.

Francis S. Houghteling Professor of American History—Mrs. James L. Houghteling, in 1923, began endowment of a chair in American history in memory of her son, an alumnus of the University and a one-time instructor in the college.

Annie Overton Brinkley Snowden Professor of Forestry and Geology—In 1928, Mr. Bayard Snowden of Memphis, Tennessee, an alumnus of the University, endowed a chair of forestry as a memorial to his mother.

Jesse Spalding Professor of English Literature—In 1928, Mrs. Hugh McK. Landon of Indianapolis, Indiana, endowed a chair of English in memory of her father, a devoted churchman of Chicago.

William Henderson Professor of Biology—A portion of the estate of Miss Sarah F. Henderson of New Orleans came to the University in 1951 to establish the William Henderson professorship in memory of her brother.

Brown Foundation Fellow—The Brown Foundation Tutorial Fellowship was established in 1971 by a gift from the Brown Foundation of Houston, Texas. An endowed fund enables the University to appoint distinguished scholars to teach for a limited period of time in one of the disciplines represented in the College of Arts and Sciences.

William R. Kenan Jr. Professor—Without specifying the field of study, the trustees of Kenan Charitable Trust of North Carolina endowed this chair in 1980 to recognize excellence in teaching and scholarship.

John D. MacArthur Assistant Professor—The John D. and Catherine T. MacArthur Foundation of Chicago established a professorship in 1981 to assist in bringing new and promising faculty members to the college in any academic field.

Alfred Walter Negley Professor of Political Science—The Brown Foundation of Houston, Texas, established the Alfred Walter Negley Chair in Political Science in 1982 in honor of the late Mr. Negley, a graduate of the Sewanee Military Academy, who had been active in civic and political affairs in Texas.

Frank W. Wilson Chair of Political Economy—Established by the Tonya Memorial Foundation of Chattanooga, Tennessee, in 1985, this chair honors the memory of Frank W. Wilson who served as Federal District Judge of the Eastern District of Tennessee until his death in 1982.

Ralph Owen Distinguished Professor of Economics—Commemorating her husband's career in business and active life in the church, Mrs. Ralph Owen and her family established this professorship honoring Ralph "Peck" Owen, of Nashville, Tennessee, in 1985.

Ogden D. Carlton II Distinguished Professor — This chair was established in 1988 by Mr. Ogden D. Carlton II “to enable the University to take advantage of special opportunities to strengthen the college’s academic programs by attracting scholars and teachers of distinction to the University.” The appointment may be in any discipline taught in the college.

Nick B. Williams Professor of English — The Nick B. Williams Professorship in English was established in 1989 by the Harry and Grace Steele Foundation of California to honor Mr. Nick B. Williams, a distinguished journalist who was an alumnus of the college in the class of 1926.

Gaston Swindell Bruton Professor of Mathematics — The Gaston Swindell Bruton Chair in Mathematics was established in 1989 by friends and former students of Dr. Bruton to recognize his longtime service to the University as professor and administrator.

David Edward Underdown Chair of Modern European History — This chair was established in 1991 by Gerald L. De Blois, Class of 1963, in honor of Professor David Edward Underdown who taught in the Department of History from 1953-62.

Carl Gustav Biehl Jr. Chair of International Studies — Two chairs in international studies were established by the Biehl family in 1993 to commemorate the distinguished career of Carl Gustav Biehl Jr., a noted international businessman.

Tom Costen Chair in Physics — This chair, established in 1994 by an anonymous donor, honors U.S. Navy Lt. William T. “Tom” Costen who was shot down in the early hours of the Gulf War in January 1991. A St. Louis native, Costen graduated in 1985 with a bachelor’s degree in physics.

Robert M. Ayres Jr. Distinguished University Chair — Established in 2000, by a gift from Gerald L. De Blois, Class of 1963, to honor the thirteenth vice chancellor of the University of the South. This chair may be held by a distinguished member of the faculty in either the College of Arts and Sciences or the School of Theology.

Samuel R. Williamson Distinguished University Chair — Established in 2000 to honor the fourteenth vice chancellor of the University of the South. This chair may be held by a distinguished member of the faculty in either the College of Arts and Sciences or the School of Theology.

Class of 1961 Chair of the College — The Class of 1961 Chair of the College, awarded for the first time in 2002, was the result of a dedicated fundraising effort, spearheaded by Frank Pendleton, Class of 1961, in preparation for the fortieth reunion of their class. Assisting Pendleton were fellow classmates Edwin Williamson and Tom Kandul. Class members chose to endow a chair at Sewanee because of their belief in the power of Sewanee faculty to transform lives and in recognition of the need to provide strong support of this work. The class raised just over \$1 million to endow this faculty chair.

UNIVERSITY SENATE 2007-2008

Joel Cunningham, Chair
Donald S. Armentrout
Daniel Backlund
Nicole Barenbaum
Robert G. Benson
Nancy Jane Berner
Margaret E. Bonds
John L. Bordley
Charles D. Brockett
Christopher Bryan
Thomas M. Carlson
Catherine E. Cavagnaro
Gregory Clark
William E. Clarkson
Frederick H. Croom
Henrietta B. Croom
James C. Davidheiser
Robert G. Delcamp
D. Elwood Dunn
Douglas Durig
Jonathan P. Evans
William J. Garland
Harold J. Goldberg
Robert R. Gottfried
John Miller Grammer
Francis X. Hart
Eric E. Hartman
Robert D. Hughes III
Larry H. Jones
Timothy Keith-Lucas
Edward P. Kirven
Martin Knoll
Karen Kuers
David M. Landon
Linda B. Lankewicz
Pamela R. Macfie
Thomas E. Macfie Jr.

Pradip Malde
Carmen E. McEvoy
Jennifer D. Michael
Yasmeen Mohiuddin
Joseph E. Monti
Maria-Jesus Natal
Richard A. O'Connor
John R. Palisano
Christopher Parrish
Charles R. Perry
James F. Peterman
James R. Peters
Randolph S. Peterson
Charles S. Peyser
George W. Poe
Donald B. Potter
William M. Priestley
E. Wyatt Prunty
William Wood Register
John V. Reishman
Dale E. Richardson
Susan Ridyard
Ruth Sánchez Imizcoz
J. Douglas Seiters
Stephen A. Shaver
Steven W. Shrader
Gerald L. Smith
Peter T. Smith
Thomas D. Spaccarelli
William S. Stafford
Benito T. Szapiro
Scott J. Torreano
John C. Willis
Rebecca Abts Wright
Reinhard K. Zachau

ASSOCIATED ALUMNI OFFICERS

President

Don Olmstead, C'81

Vice Presidents

Planned Giving: Jack Steinmeyer, C'71

Reunions: Joanne Boyd, C'77

Admission: Jim Burchfield, C'78

Sewanee Annual Fund: Charlie Brock, C'87

Career Services: Read Carson van de Water, C'86

Regions: Vicki Vieth Bratton, C'88

School of Theology: The Rev. Susan D. Bear, T'94

Young Alumni: Julie Curd, C'92

Communications: Rondal Richardson, C'91

Church Relations: Andy Anderson, C'94

New officers election in fall 2007

CHIEF ADMINISTRATIVE OFFICERS

THE RT. REV. HENRY N. PARSLEY JR.

Chancellor

DR. JOEL CUNNINGHAM

Vice Chancellor and President

931.598.1448

DR. LINDA BRIGHT LANKEWICZ

Provost

931.598.1447

THE VERY REV. DR. WILLIAM S. STAFFORD

Dean of the School of Theology

931.598.1288

DR. JOHN J. GATTA JR.

Dean of the College of Arts and Sciences

931.598.1248

MR. ERIC E. HARTMAN

Dean of Students

931.598.1229

MR. JERRY FORSTER

Treasurer

931.598.1489

MR. DAVID L. LESESNE

Dean of Admission

931.598.1238

DR. ROBERT W. PEARIGEN

Vice President for University Relations

931.598.1496

THE REV. THOMAS E. MACFIE JR.

University Chaplain

931.598.1274

ACADEMIC LIFE

The University of the South offers a challenging program in the liberal arts. Emphasizing the mastery of fundamental disciplines, the academic life of the College of Arts and Sciences develops the intellect and character of its students to prepare them for lives of service in a rapidly changing world. Degree requirements in literature and the arts, mathematics and the natural sciences, history and the social sciences, and philosophy and religion are rigorous and extensive.

A Sewanee education aims to develop in all graduates the ability to:

- ◆ Communicate effectively in writing and speech
- ◆ Read and interpret literature
- ◆ Think analytically about the human past and contemporary human life
- ◆ Utilize scientific methods
- ◆ Understand the main ideas and techniques of mathematics
- ◆ Use a foreign or classical language
- ◆ Approach religious and philosophical issues critically
- ◆ Learn about and enjoy the arts as a life-long pursuit

GENERAL DISTRIBUTION REQUIREMENTS

The general distribution requirements for students enrolled at the University are as follows:

Language and Literature: one course in English (English 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 and the Natural Sciences: one course in mathematics 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. 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 (History 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 the 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: two courses designated as writing-intensive

Clear and effective English prose is essential. The ability to write well, like the ability to speak well, is not learned overnight or in a single course. It is a skill that comes through long practice with expert guidance. Each student must take at least one course during the freshman year and one course during the sophomore or junior year in which frequent writing assignments, conferences with the instructor, and opportunities to rewrite and revise assignments sharpen these skills. As a result, Sewanee graduates are able to express themselves with clarity and precision.

Physical Education: two courses (not counted among the thirty-two full academic courses required for graduation)

As the Greeks and Romans understood, healthy bodies and minds are closely connected and need to be cultivated together. Students are required to take two courses offered by the physical education staff in order to learn about the proper care of the body, the value of regular exercise, and to obtain an appreciation of individual and team sports.

Interdisciplinary Humanities Program: The Interdisciplinary Humanities Program is a sequence of four chronologically arranged courses, ordinarily intended for freshmen and sophomores, that introduces the cultural history of the western world. The team-taught program includes lectures for all students and smaller discussion sections. It focuses on major phenomena in western arts, literature, history, philosophy, and religion. Students who complete the entire humanities sequence receive credit for four college course requirements

(philosophy/religion, fine arts, History 100, and English 101). These credits also satisfy 100-level prerequisites for upper-level courses in English, history, philosophy, religion, and music, and upper-level courses in art history requiring Art History 103. A student who receives credit for the full humanities sequence does not receive credit for English 101 or History 100. Those who complete only part of the humanities sequence receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Those who complete two humanities courses receive two writing-intensive course credits (and thereby meet the college requirement for two writing-intensive courses).

DEGREE REQUIREMENTS

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

- ◆ Complete thirty-two full academic courses (equal to 128 semester hours), plus two physical education credits;
- ◆ Meet the general distribution requirements of the college before the beginning of the senior year;
- ◆ Complete an academic major;
- ◆ 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 sixty-four semester hours of credit at Sewanee;
- ◆ Pass a minimum academic load of three courses per semester (as well as seven during the upperclass years).

During the first two years, a student's courses are generally selected from the list of prescribed courses. 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 a highly specialized education. Therefore, undergraduates are required to complete nineteen full academic courses (seventy-six semester hours) outside the major field. Students may take as many courses in the major field as opportunity allows but must additionally complete nineteen outside of that field. To facilitate this, no major is allowed to require more than eleven courses in the major field. During the final year, each student is required to pass a comprehensive examination in the major field before graduation.

The General Distribution Requirements for a Bachelor's Degree

1. Language and Literature
 - a. English 101 or Interdisciplinary Humanities Program
 - b. Two writing-intensive courses or Interdisciplinary Humanities Program
 - c. A foreign language at the third-year level or above
The foreign language requirement may be satisfied by the completion of two language courses through the second-year level.
2. Mathematics and Natural Science
 - a. One course in mathematics (courses in computer science and Math 204 do not count toward this requirement)
 - b. Two courses in the sciences, one of which must be a laboratory course
In psychology, 100, 255, 353, and 357 are laboratory science courses; courses at the 200 level (except Pyc 205, 250, and 255) are non-laboratory science courses, which meet the natural science requirement.

In forestry, all courses except forestry 201 and 319 may be counted toward this requirement.

In biology, all courses except biology 109 and 119 may be counted toward this requirement.

3. Social Science

- a. History 100 or Interdisciplinary Humanities Program
- b. One course in anthropology, economics*, or political science

*Economics 215, 216 do not fulfill this requirement.

4. Religion and Philosophy

- a. One course in either religion or philosophy* or Interdisciplinary Humanities Program

*In philosophy, any course at the 100 or 200 levels (except Philosophy 201, Logic) satisfies this requirement.

5. Arts

- a. One course in the arts (art, art history, music*, or theatre) or Interdisciplinary Humanities Program

*Two half-courses in theatre or the specific combination of Music 102 and 103 can be used in fulfillment of this requirement, but quarter-courses cannot.

6. Physical Education

- a. Two semesters of physical education

Additional Requirements for a Bachelor of Science

To earn a Bachelor of Science degree, a student must satisfy all requirements for a Bachelor of Arts degree. In addition, a candidate for this degree must be a major in the department of biology, chemistry, forestry and geology, mathematics and computer science, physics, or psychology. Majors in the interdisciplinary areas of biochemistry, environmental studies (chemistry), environmental studies (natural resources), and environmental studies (ecology and biodiversity) may also be candidates for the degree of Bachelor of Science. A total of four courses must be presented outside the major field from biology, chemistry, geology, mathematics, computer science, physics or those courses in psychology and forestry designated under 2.b. Of four courses at least two must be laboratory courses in biology, chemistry, forestry, geology, physics, or psychology. The four courses must be taken at Sewanee and cannot be taken on a pass/fail basis.

Additional Requirements for a Second Bachelor's Degree

A University of the South graduate who wishes to take a second bachelor's degree must complete at least eight additional courses while enrolled as a regular full-time student in the college for two additional semesters.

Additional Degree Policies

1. The faculty requires a student to have completed all general distribution courses, including physical education, before the beginning of the student's last two semesters with exceptions being made only by petition to the Degrees Committee. A student must request and receive Degrees Committee approval to meet any general distribution requirement, including physical education, during the student's final year before receiving a degree.

2. Students may not receive credit hours for the same numbered course taken twice, unless there is a specific designation indicating that the course may be repeated for credit (e.g., as for 444 courses).
3. Without specific approval from the Office of the Dean of the College, a student may not complete a general distribution requirement with an Independent Study (444) course or courses. The only exception is Physical Education in which 444 does count.
4. General distribution courses shall 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. Further exceptions may be considered by the Office of the Dean upon the written recommendation of the department chair concerned.

Major Fields of Study

To receive a bachelor's degree, a student must declare and complete the requirements for a major field of study. There are thirty-six majors from which to choose:

American Studies
 Anthropology
 Art
 Art History
 Asian Studies
 Biochemistry
 Biology
 Chemistry
 Classical Languages
 Computer Science
 Economics
 English
 Environmental Studies: Policy
 Environmental Studies: Ecology and Biodiversity
 Environmental Studies: Natural Resources and the Environment
 Environmental Studies: Chemistry
 Forestry
 French
 French Studies
 Geology
 German
 Greek
 History
 International and Global Studies*
 Latin
 Mathematics
 Medieval Studies
 Music
 Philosophy
 Physics
 Political Science
 Psychology

Religion
 Russian
 Spanish
 Theatre Arts

**PLEASE NOTE: German Studies, Russian Studies, Social Science-Languages and Third World Studies majors have been incorporated into the new International and Global Studies major.*

For information on requirements for specific majors, please refer to “Academic Departments & Majors.”

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. This is allowed by the deadline for declaring a major. 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 complete at least nineteen full academic courses (seventy-six semester hours) outside the major field.
3. 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.
4. Courses used to fulfill requirements for any major and minor (even if one is interdisciplinary) cannot be used to fulfill requirements for any other major and minor.

Minor Fields of Study

A student may choose to complete a minor in an academic discipline, but this is not required for graduation. A minor is designated on the student's permanent record and transcript in addition to the major. A student may declare a minor 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. Each department or program has the option of requiring or not requiring a comprehensive examination in the minor subject. Should a scheduling conflict between a student's major and minor comprehensive examinations arise, this is resolved by rescheduling the examination in the minor. Courses used to fulfill requirements for any minor cannot be used to fulfill requirements in a major or another minor.

Minors are currently offered in:

- Anthropology
- Art History
- Asian Studies
- Biochemistry
- Biology
- Chemistry
- Classical Languages
- Computer Science
- Economics
- Education
- Environmental Studies
- French
- French Studies
- German
- Greek
- History
- International and Global Studies*
- Latin
- Mathematics
- Music
- Philosophy
- Physics & Astronomy
- Political Science
- Psychology
- Religion
- Russian
- Spanish
- Theatre Arts
- Women's Studies

*PLEASE NOTE: *The German Studies and Third World Studies minors have been incorporated into the new International and Global Studies minor.*

For information on requirements for specific minors, please refer to “Academic Departments & Majors.”

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 degrees committee declares class valedictorian and salutatorian. These students must be members of the Order of Gownsmen and must have pursued a full college course at Sewanee. Exceptions may be made for students spending no more than two semesters at an officially sanctioned off-campus program.

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 any subsequent changes.

First-year students, or freshmen, are sometimes divided into small groups within each dormitory, and each group is assigned an academic advisor for the year. An upperclassman residing in the same dormitory — an assistant proctor — works with the academic advisor and the group of freshmen in dealing with academic and personal matters.

Second-semester freshmen, to the extent practicable, are allowed to choose an advisor from among the teaching faculty.

Third-year students, or juniors, and fourth-year students, or seniors, all of whom have declared academic majors, are advised by a designated teaching faculty member of the academic department in which they are majoring.

Academic advisors work closely with the dean and associate dean of the college, the dean of students, the University counselors, and the registrar. Students are frequently referred to these and other offices for advice and assistance.

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.

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. Such extensions can be granted only by that office.

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	B+ 3.33	C+ 2.33	D+ 1.33	F 0.00
A 4.00	B 3.00	C 2.00	D 1.00	
A- 3.67	B- 2.67	C- 1.67	D- 0.67	

Class standing and eligibility for graduation are determined by the number of semester hours and cumulative grade point average a student has earned.

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.

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 Degrees 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.

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.

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.

DEPARTMENTS & MAJORS

Students at Sewanee may select from 36 major programs. A student is 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.

Student initiated majors are also possible. Interested students should see the Associate Dean of the College.

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 Services 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.

Courses and faculty were correct at the time of printing. Some changes may have been made. Please contact the Registrar regarding questions or changes.

Department faculty are listed in ranking order. An alphabetical list of faculty may be found on page 19. The information in the catalog was correct as of June 25, 2007. An updated version of the catalog may be found at <<http://www2.sewanee.edu/academics/catalog>>.

American Studies

American Studies Website: <<http://www.sewanee.edu/amstudies/amst1.html>>

Professor Register, Chair

Program Committee:

- Professor J. Grammer, English
- Associate Professor McKeen, Political Science
- Associate Professor Brennecke, Art History
- Associate Professor Roberson, History

Contributing Faculty:

- Professor O'Connor, Anthropology
- Professor Willis, History
- Associate Professor Berebitsky, History & Women's Studies
- Associate Professor Ray, Anthropology
- Visiting Assistant Professor E. Grammer, English

Major in American studies: American studies is an interdisciplinary major that fosters an understanding of past and contemporary American culture. Students select from pertinent courses in the humanities and social sciences and combine them into an integrated course of study that reflects their intellectual and scholarly interests. While requiring a substantial foundation in American literature and history, the program also encourages students to explore nontraditional methods and subjects. The major is usually assembled from the fields of history, literature, anthropology, political science, religion, and art. The junior seminar for majors, jointly taught by two instructors in relevant disciplines, 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 research project that combines at least two disciplines as approved by the program director. The comprehensive examination in the second semester of the senior year covers the particular program of electives the student has chosen.

To be admitted to the major, the student must have a GPA of at least 2.00 in courses that qualify for the American studies major.

The requirements of the program are as follows:

1. Majors must take a minimum of eleven courses in at least four different disciplines.
2. The following courses are required of all majors:
 - a. History 201, 202: History of the U.S. I and II
 - b. English 377, 378: American Literature I and II
 - c. American Studies 333: Junior Seminar
 - d. American Studies 420: Senior Research Seminar
3. Students must take five additional courses approved for the major.
4. All majors must take a written comprehensive examination.

It is recommended, although not required, that students take History 201 and 202 and English 377 and 378 in the sophomore year.

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.

COURSES

150. Introduction to Africana and African-American Studies

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. Prerequisite: None. (Credit, full course.) Roberson

332. Twentieth-Century American Culture (also Hist 332)

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 concentrates on texts and images from the periods under examination, with special attention to the production and consumption of popular culture. (Credit, full course.) Register

333. Junior Seminar

Reading and discussion of significant texts from various disciplines including important theoretical analyses of American cultural and intellectual life. (Credit, full course.) Staff

420. Senior Research Seminar

Restricted to American studies majors. (Credit, full course.) Staff

444. Independent Study

Restricted to American studies majors. (Credit, full course.) Register

American Studies:

American Studies 332: Twentieth-Century American Culture

American Studies 333: Junior Seminar for Majors

American Studies 420: Senior Research Seminar

American Studies 444: Independent Study

Anthropology:

Anthropology 301: American Culture

Anthropology 302: Southern Cultures

Anthropology 306: Archaeology of Southeastern United States

Anthropology 411: Research Seminar: Campus Life and Academic Culture

Art History:

Art History 212: American Animation, 1910-1960

Art History 340: American Art

Asian Studies:

Asian Studies 110: Asian American Experience

English:

English 212: Studies in Literature
English 377, 378: American Literature I and II
English 379: The American Novel
English 391: Modern American Poetry
English 392: Modern American Fiction
English 393: Faulkner
English 394: Literature of the American South
English 395: African-American Literature
English 397: Contemporary American Fiction
English 398: Contemporary American Poetry

History:

History 201, 202: History of the U.S.
History 203: Manifest Destiny and American Expansionism in the 19th Century
History 226: Politics and Society in Contemporary America
History 227, 228: Intellectual and Cultural History of the United States
History 231: African-American History to 1865
History 232: African-American History Since 1865
History 237: Women in U.S. History, 1600-1870
History 238: Women in U.S. History, 1870 to the Present
History 279: History of American Education
History 322: Southern Lives
History 323: The Depression-Era South
History 325: Revolutionary America
History 327: The Old South
History 329: The New South
History 332: Twentieth-Century American Culture
History 334: Mass Culture and Popular Amusements in the United States, 1870 to 1945
History 339: The Making of Modern America, 1877 to 1920
History 347: The American Civil Rights Movement
History 393: America's Civil War
History 394: Reconstructing the South

Music:

Music 223: American Music

Philosophy:

Philosophy 311: American Philosophy

Political Science:

Political Science 203: The Presidency
Political Science 204: Legislative Process
Political Science 205: The Judicial Process
Political Science 304: American Political Thought
Political Science 308: Public Policy
Political Science 322: U.S. Foreign Policy

Political Science 331: Introduction to Constitutional Law
Political Science 332: Contemporary Constitutional Law
Political Science 344: Myth America
Political Science 390: The United Nations

Religion:

Religion 343: Popular Culture and Religion in America
Religion 391: Southern Religion
Religion 393: Rural Religion

Spanish:

Spanish 308: U.S. Latino and Latina Literature and Culture

Anthropology

Anthropology Website: <<http://www.sewanee.edu/Anthropology/>>

Professor O'Connor

Associate Professor Wallace

Associate Professor Ray, Chair

Assistant Professor Murdock

Visiting Assistant Professor Sherwood

Major in anthropology: A student major is required to take Anthropology 104, either 106, 107, or 202, and 391, 401, and 403. Majors must additionally take five electives for a minimum of ten courses in anthropology. No more than one 444 may count towards the five required electives. A major must also designate a department-approved area or a topical specialty 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). Junior Tutorial 391 is taken in the first semester of the junior year and majors are encouraged to study abroad in the second semester of their junior year. Students satisfy a requirement in methods by taking 401, but may also take another pre-approved course such as Anthro 204 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). Majors are strongly urged to take a course in statistics.

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. 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 forty-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 (Anthro 405 Honors Thesis) and work with a departmental faculty member to submit the project in mid-April.

Minor in anthropology: A minor in anthropology requires five courses that include two introductory courses (Anthro 104 and either 106, 107 or 202); and three electives in anthropology. No more than one 444 may count towards the required three electives. 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.

COURSES

104. Introductory Cultural Anthropology

This introduction to the methods and concepts of cultural anthropology emphasizes how action, thought, and belief combine to form coherent cultural patterns. The intensive study of a few cultures is set within the larger perspective of sociocultural evolution and the anthropological sub-fields of political, psychological and economic anthropology, kinship, religion, and linguistics. (Credit, full course.) Staff

106. Introductory Physical Anthropology and Archaeology

An introduction to the processes of human and cultural evolution. Physical anthropology focuses on hominid evolution, genetic processes, primatology, and physiological characteristics of modern human populations. Archaeology traces cultural evolution from foraging societies to the great civilizations of ancient times. Both course segments include a review of pertinent methods and theories. This course is not open for credit to students who have received credit for Anth 107. (Credit, full course.) Staff

107. Human Evolution and Variation

A critical anthropological perspective on 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. No prerequisite. (Credit, full course.) Murdock

108. Introductory Anthropological Linguistics

An introduction to the origin of language, principles of general linguistics, historical and comparative linguistics, pidgin and Creole languages, and sociolinguistics. (Credit, full course.) Staff

180. Archaeology of Britain

An examination of how archaeologists attempt to make sense of British prehistory. Beginning with the Mesolithic Period around 9500 B.C., the course further considers the origins of agriculture in Britain, around 4000 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. Prerequisite: None. (Credit, full course.) Staff

201. Global Problems: Anthropology and Contemporary Issues

This course examines such global issues as overpopulation, poverty, hunger, violence, dwindling resources, pollution, and the threat of nuclear annihilation. It combines a broad, interdisciplinary approach with examination of specific anthropological case studies to determine the effects of international developments at the local level. Using culture as a unifying concept, the course addresses economic, political, ecological and ideological implications. It also evaluates current theoretical positions concerning a number of these issues. (Credit, full course.) Staff

202. World Prehistory

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. (Credit, full course.) Ray

203. The Anthropology of Gender

A study of the varied ways cultures define gender. Using an evolutionary perspective, the course evaluates changing modes of subsistence, division of labor, and power structures as they pertain to cultural concepts of gender. Anthropological case studies help foster an understanding of the complex and interrelated aspects of gender as it actually affects individual human beings. (Credit, full course.) Staff

204. Anthropology of Education (Writing-Intensive) (Also Education 204)

A study of the cultural contexts of education, which includes both the formal learning settings of schools and classrooms, and the informal learning settings of families and youth cultures around the world. Students read ethnographic and theoretical texts, and also conduct their own ethnographic field studies in local schools and other learning settings. Course topics include literacy, social class, multicultural education, and adolescence. (Credit, full course.) Wallace

205. International Development in Anthropological Perspective

This course offers critical perspectives on international development from an anthropological point of view. Familiarization with colonial and Cold War-era roots of development involve an historical approach. Case studies of specific international development projects — e.g., in Nepal, India, and post-Soviet countries — are considered from the perspectives of consultants and critics. (Credit, full course.) Staff

206. Medical Anthropology

This anthropological investigation into medical topics with a cultural component (gerontology, substance abuse, nutrition, folk medicine, etc.) also examines the ways in which various cultural backgrounds impede or enhance the medical process. Issues such as disease and therapy are also examined in cross-cultural perspective. (Credit, full course.) Staff

222. Celtic Culture and Archaeology

Grounded in the anthropological perspective, this course explores ancient Celtic society through archaeology, ethnohistory, linguistics, and a focus on myth and religion. The study initially focuses on the people of the European Iron Age (800 B.C. to Roman Conquest). Further course components consider the continuity and influence of Celtic traditions though 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. (Credit, full course.) Ray

290. Women in Cross-Cultural Perspective (Writing-Intensive) (also Women's Studies)

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. No prerequisite. This course cannot be taken for credit by any student who has earned credit for Anth 321. (Credit, full course.)
Murdock

298. Ecological Anthropology

This course examines human-environmental relationships from the anthropological perspective. Consideration of theoretical approaches and practical applications are supplemented by archaeological, ethnographical and ethnohistorical case studies. The class considers various ecosystems and landscapes as palimpsests that reveal cultural "footprints" to the archaeologist and human choices to the ethnographer. The course explores how an understanding of both can greatly inform ecological studies and further new thinking about environmental policy. (Credit, full course.) Ray

301. American Culture

An anthropological study of the United States uses community studies and topical essays to explore regional differences and national continuities. Symbols of self, home, community, and nation help interpret technology, the economy, leisure, popular culture, and social class. (Credit, full course.) O'Connor

302. Southern Cultures (also American Studies)

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. (Credit, full course.) Ray

303. The Anthropology of Europe

An anthropological examination of various cultural groups populating Europe today begins with a brief survey of European geography, prehistory, and history. The course evaluates 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. (Credit, full course.) Ray

304. Peoples and Cultures of Africa

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. (Credit, full course.) Staff

305. Cultures of Latin America

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 or instructor permission. (Credit, full course.) Murdock

306. American Indians

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 is given to problems of conquest, reservation life, and U.S. government policy. (Credit, full course.) Staff

307. Archaeology of Southeastern United States (also Environmental Studies)

The course introduces students to intermediate and advanced concepts of archaeology, prehistory, and early history using the Southeastern United States region, the Domain of the University of the South, and Moccasin Bend National Park 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. No prerequisite. (Credit, full course.) Sherwood

308. Myth, Ritual, and Meaning

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. (Credit, full course.) O'Connor

310. Topics in Archaeology and Historic Preservation

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, the 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. Prerequisites: Anth 307 or 313. (Credit, full course.) Staff

311. Gender and Class in Latin America (also Women's Studies)

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 or instructor permission. (Credit, full course.) Murdock

312. Place, Ritual, and Belief

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 focuses on indigenous traditions at the band, tribe, chiefdom and state levels. The influence on human-environmental relationships of religious syncretism due to historical conquest or latter twentieth-century globalization is a special focus of the course as is the continuation and revival of outdoor ritual associated with pilgrimage and "saint cults." While avoiding deterministic and reductionistic explanations, the course invites students to look for correlations between subsistence strategy, environmental perspectives, and religious ritual in contemporary societies through ethnographic accounts and in historic/prehistoric societ-

ies through interpretations of the archaeological record. Prerequisite: Anth 104. (Credit, full course.) Ray

313. Method and Theory in Archaeology (also Environmental Studies 313)

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. The course does not meet the requirement for a natural science course, with or without a laboratory. Site visits and guest lectures are part of the course. No prerequisite. (Credit, full course.) Sherwood

314. Colonialism and Culture

An introduction to social and cultural problems related to colonial 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. (Credit, full course.) Staff

317. The Anthropology of Development

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 Medellín, Colombia, is an ongoing source of material for reflection and debate. Prerequisite: Anth 104 or instructor permission. (Credit, full course.) Murdock

320. Marriage, Family, and Kinship

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. (Credit, full course.) Staff

340. Families in Asia

A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students study anthropological approaches to understanding kinship and read and view contextualized accounts of family life from several time periods. These accounts 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 visit and share their family stories. (Credit, full course.) Wallace

341. The Culture and History of Southeast Asia

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. (Credit, full course.) O’Connor

350. Environmental Archaeology

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. This course does not meet any general distribution requirement. Prerequisite: None. (Credit, full course.) Sherwood

357. Field School in Archaeology (also Environmental Studies)

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. The course does not fulfill a laboratory science requirement. Prerequisite: Anth 307 or 313. (Credit, full course.) Staff

366. Power and Violence: The Anthropology of Political Systems

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 focuses on these issues from an anthropological perspective, evaluating various theoretical models that have been developed to explore both power and violence. Students then deal with specific case studies of both simple and complex societies and their political systems, concluding with the United States. (Credit, full course.) Staff

379. Ethnicities

The 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 includes 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 involves the study of creolized ethnicities in the American South. Prerequisite: Anth 104. (Credit, full course.) Ray

391. Junior Tutorial (Writing-Intensive)

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: Anth 104. (Credit, full course.) Staff

401. Anthropological Field Methods (Writing-Intensive)

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. (Credit, full course.) Staff

403. Social Theory

This is a second semester senior year course. 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. (Credit, full course.) Staff

405. Honors Thesis

Student-initiated, forty-page research project in a student's area of specialty. Project undertaken in second semester of the senior year upon invitation. (Credit, full course.) Staff

411. Research Seminar: Campus Life and Academic Culture (Also American Studies)

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. No prerequisite. (Credit, full course.) O'Connor

444. Independent Study

For selected advanced students pursuing a highly specialized area of interest. (Credit, variable.) Staff

Art and Art History

Art History Website: <http://www.sewanee.edu/arhistory>

Professor Malde

Professor Clark

Associate Professor Mansfield

Associate Professor Brennecke, Chair

Associate Professor Pond

Assistant Professor Püttgen

Visiting Assistant Professor Binnicker

Visiting Assistant Professor Walsh

Visiting Instructor and CSMP-Brown Fellow Aguirre

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.

Major in Art History: The degree requirements for students majoring in art history consist of eleven full courses (forty-four hours) and a comprehensive examination to be taken during the final semester of the senior year. In order to receive departmental honors, a student must have a departmental GPA of 3.5 at the end of the final semester and have passed the comprehensive examination with distinction, that is, with an overall score of 88 on a 100-point scale.

Eight of the 11 required courses must be in art history and must include the following seven, all of which must be taken at Sewanee: a) two art history surveys (ArtH 103 and ArtH 104); b) the Junior Seminar (ArtH 317); c) one additional upper-division art history course of the student's own choosing; and d) at least one upper-division lecture or seminar course from each of the following three groups:

Ancient and Medieval: includes Greek and Roman Art [ArtH 312], Spanish Medieval Art [ArtH 318], Medieval Art [ArtH 320]

Renaissance and Baroque: includes Italian Renaissance Art [ArtH 325], Northern Renaissance Art [ArtH 326], 17th- and 18th- Century Art [ArtH 332]

Modern and American: includes 19th-Century Art [ArtH 335], British Art [ArtH 338], American Art [ArtH 340], Modern Art [ArtH 345], and Contemporary Art [ArtH 346]

In addition, art history majors are required to complete three full courses in three different fields related to their Area of Special Interest. Areas of Special Interest include:

Ancient, Medieval, Renaissance, Baroque/18th Century, 19th Century, American, British, Modern, Contemporary, and Asian. Majors must inform their advisors of their Area of Special Interest before the end of their sophomore year, ideally prior to registration for Advent semester courses. Once the Area of Special Interest is chosen, majors must provide their advisors with a list of at least three complementary courses outside art history. These three complementary courses may be taken at Sewanee, at another institution, or in a study-abroad program and may be taken on a pass-fail basis.

For example, a student who pursues Medieval Art as his or her Area of Special Interest might take the following three complementary courses: Medieval Philosophy (Philosophy 302), Medieval Latin (Classics 405), and Medieval Europe (History 303 or 304). Of course, other relevant courses may be proposed. Approval of complementary courses is at the advisor's discretion.

NOTE: Courses taken in art as part of the requirements for a degree in art history do not count toward a major in art.

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 will be decided by the chair. Students interested in advanced placement into upper-division art history courses should consult the department.

Minor in Art History: Students may minor in art history by passing both halves of the art-history survey (ArtH 103 and ArtH 104), four upper-division (200-level and above) art history courses, and Part I (slide identification) and Part II (art-historical terms and concepts) of the art history comprehensive examination. Subject to approval by the art history faculty, the department accepts up to two courses (eight hours) in art history from other institutions, two of which may be beyond the introductory level. Exceptions to this limit are decided upon by the chair.

Major in Art: The degree requirements for students majoring in art consist of ten full courses (forty semester hours) — nine full courses in Art and one full course in Art History — and a comprehensive examination. The Studio Art program offers classes in six disciplines: Sculpture, Digital Arts, Photography, Video, Drawing, and Painting.

Majors are required to take one of the six disciplines up to the 300 (advanced) level and another of the six disciplines to the 200 (intermediate) level or above; a junior tutorial (Art 418 or 419); the senior seminar (Art 420); and one art history class. Students must take courses with at least three faculty members prior to enrolling in the junior seminar.

The comprehensive examination for studio art majors includes the following: preparation and presentation of a portfolio; participation in a senior exhibition; and submission of an artist's statement.

Students with a department GPA of at least 3.2 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 middle of the first semester of his or her senior year. Those students whose proposals have been approved are required to complete the honors seminar (Art 430), prepare a thesis exhibition, write an accompanying paper, give a public presentation and defense of the exhibition, and pass the comprehensive examination. Final determination of honors is based on the quality of the thesis exhibition and presentation.

There is no minor in art.

Since Sewanee does not allow AP credit for studio art, AP or advanced art students are strongly encouraged to consult with art faculty for placement in art classes, with possible

enrollment directly into upper-division courses without first completing required 100-level prerequisites. Placement directly into courses beyond the introductory level is at the discretion of the professor teaching the course into which a student wishes to gain entry.

Subject to approval by the art faculty, the department accepts up to two courses (eight hours) in art from other institutions. Exceptions to this limit are decided by the chair.

NOTE: *Courses taken in art history as part of the requirements for a degree in art do not count toward a major in art history.*

ART HISTORY COURSES

103. Survey of Western Art I

A survey of the architecture, sculpture, painting, and decorative arts of the West from prehistory to the end of the Middle Ages. (Credit, full course.) Staff

104. Survey of Western Art II

A survey of the visual arts of the West from the Renaissance to today. (Credit, full course.) Staff

107. The Films of Alfred Hitchcock (also Theatre 107)

Rear Window serves 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 emphasizes the director's treatment of editing, framing, sound, and *mise en scene*. Students become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work. (Credit, full course.) L. Richardson

206. History of Architecture

A critical and historical survey of Western architecture with a focus on major developments in architecture from the Renaissance to the present day. This course introduces the student to constructional techniques, theory and meaning in representative monuments. (Credit, full course.) Staff

212. American Animation, 1910-1960 (also American Studies)

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 the made-for-television cartoon in the 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. No prerequisite. (Credit, full course.) Clark

214. Spanish Art, Western Art, and the Road to Santiago

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 is given to the importance of multidisciplinary studies concerning the subject. (Credit, full course.) Spaccarelli

312. Greek and Roman Art and Architecture

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 are also examined. Prerequisite: ArtH 103 or Humanities 102. (Credit, full course.) Clark

315. Islamic Spain and Spanish Art

A survey of Spanish Muslim art from the Emirate to the Nasrid period (eighth to fifteenth 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 *mudéjar* art. This course is part of the Sewanee Semester in Spain program. (Credit, full course.) Momplet

317. Junior Seminar

This 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 is also explored. Written and oral assignments develop the students' research and communication skills. Prerequisite: ArtH 103 and ArtH 104. (Required of all majors and minors.) (Credit, full course.) Staff

318. Spanish Medieval Art

A survey of Spanish art from the Visigothic period through the fifteenth century. Topics include pre-Romanesque, Romanesque, Gothic, and Mudéjar art in the Christian realms as well as the Spanish-Muslim art of Al Andalus. Special attention is given to medieval Iberia as the crucible of Christian, Muslim, and Jewish cultures. (Credit, full course.) Momplet

320. Medieval Art and Architecture

The art and architecture of Western Europe from the late Roman Empire to the dawn of the Renaissance. Emphasis is 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 Humanities 102. (Credit, full course.) Clark

322. Art and Devotion in Late Medieval and Early Modern Northern Europe

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 are especially emphasized. Prerequisite: ArtH 103, ArtH 104, or Humanities 102. (Credit, full course.) Clark

325. Italian Renaissance Art and Architecture

A survey of painting, sculpture, and architecture in Italy from the late thirteenth to the close of the sixteenth century. While the artists and monuments of Florence, Rome, and Venice are the principal foci, important developments in other centers are also considered. Prerequisite: ArtH 103, ArtH 104, or Humanities 102. (Credit, full course.) Clark

326. Northern Renaissance Art

A study of northern European art from the early fourteenth to the late sixteenth centuries. While the course concentrates on Flemish and German panel painting, attention is also

paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. Prerequisite: ArtH 103, ArtH 104, or Humanities 102. (Credit, full course.) Clark

332. 17th- and 18th-Century Art

This course addresses painting, sculpture, and architecture of seventeenth- and eighteenth-century Europe within a variety of social, historical, stylistic, and theoretical contexts in order to better understand the role and meaning of the visual arts in this period. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Mansfield

335. 19th-Century Art

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 Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke

338. British Art

A survey of British art from the late seventeenth to the close of the nineteenth century. Emphasis is on painting; sculpture, architecture, and landscape design are considered as well. Prerequisite: ArtH 104. (Credit, full course.) Brennecke

340. American Art

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 Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke

345. Modern Art

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. Prerequisite: none. (Credit, full course.) Mansfield

346. Contemporary Art

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 is analyzed. Toward this end, the class seeks 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. (Credit, full course.) Mansfield

350. Spanish Painting from El Greco to Picasso

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. (Credit, full course.) Momplet

440. Independent Study in Art History

Prerequisite: Permission of the instructor. (Credit, variable from half to full course.)
Staff

ART COURSES**103. Introduction to Lens and Time-based Media**

An introduction to lens and time-based media, which have a distinct and specific expressive and socio-political vernacular. The course incorporates the fundamental theoretical, technical and aesthetic principles of working with photography, digital and interactive art. Assignments include studio projects, papers, and presentations. Prerequisite: None. (Credit, full course.) Malde

104. Introduction to Three- and Four-Dimensional Media

An introduction to media involving spatial and temporal dimensions, including sculpture, video, sound, installation, architecture and performance art. The course incorporates the fundamental theoretical, technical and aesthetic principles of composition in space and time. Assignments involve design of sonic sculpture, video production and non-traditional sculpture techniques. Prerequisite: none. (Credit, full course.) Staff

105. Introduction to Painting and Drawing Processes and Theory

An introduction to drawing and painting techniques and theory. Studio activities include outline, contour, and shading drawing methods and brush and palette knife painting processes. The interrelationship between drawing and painting is studied in terms of composition, form, spatial configuration, genre, and aesthetics. Students reflect on symbolic, conceptual, and philosophical implications of their individual imagery through written essays and a class presentation using images of their studio artwork. Prerequisite: None. (Credit, full course.) Püttgen

131. Introduction to Digital Arts

This course introduces various fields generally grouped together as the 'digital arts'. Course work directs students towards the use of digital technology as an expressive medium, and includes working with lens media (photography and video). Conceptual and architectonic methodologies, as well as fundamental interactive scripting techniques, are also introduced. Students prepare web sites. (Credit, full course.) Malde

143. Beginning Video Production

Video techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Videos are 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. (Credit, full course.) Staff

151. Beginning Drawing

A series of studio problems introduces the student to drawing theory and techniques. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art are integral to the course. (Credit, full course.) Püttgen

161. Beginning Photography

The course introduces students to the fundamental technical, aesthetic and theoretical concepts of photography as an expressive medium. 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. (Credit, full course.) Malde

181. Beginning Sculpture

A series of studio problems introduces the student to the basics of form and space within the context of contemporary and traditional thought. A series of outside assignments is required. Group and individual critiques, viewing slides and original works of art are integral to the course. (Credit, full course.) Staff

191. Beginning Painting

The student is introduced to a variety of subjects, styles, and techniques in oil painting. A series of outside assignments accompanied by a statement of intent is required. Group and individual critiques and slide viewing are integral to the course. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) Püttgen

231. Intermediate Digital Arts

Students receive instruction in using software and hardware towards the production of time-based and interactive digital arts. Studio assignments are designed to synthesize concepts with technique; students are asked to participate in project critiques and write project papers. Contemporary theory and practice in digital arts is explored via lectures and student presentations. Prerequisite: ArtS 103 (Credit, full course.) Malde

243. Intermediate Video Production

Further study in video techniques and aesthetics emphasizing style, theme, and content through a variety assignments. Master cinematographers, auteur directors and the history of video art are studied. Prerequisite: ArtS 143 or ArtS 104. (Credit, full course.) Staff

251. Intermediate Drawing

Further study of the art of drawing through both assigned and independent projects executed in new and traditional media. Content is emphasized as well as larger scale and further exploration of methods. Instruction is through group studio presentations, discussions, and individual critiques. Prerequisite: ArtS 151 or permission of the instructor. (Credit, full course.) Püttgen

261. Intermediate Photography

A continuation of ArtS 161, this course also introduces students to large format photography, color and alternative photographic processes. 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. Prerequisite: ArtS 103 or 161. (Credit, full course.) Malde

263. Intermediate Documentary Projects in Photography

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. Prerequisite: None. (Credit, full course.) Malde

281. Intermediate Sculpture

A continuation of ArtS 181 with further study of the art of sculpture through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: ArtS 181 or ArtS 104. (Credit, full course.) Staff

291. Intermediate Painting

Oil painting is explored through assigned and independent projects executed in new and traditional media. Through group and individual critiques and ongoing studio painting, students experience diversity in method through a related series of paintings, an emphasis on content, and a comparative approach to representational forms and abstract concepts. Prerequisite: ArtS 191 or permission of the instructor. (Credit, full course.) Püttgen

331. Advanced Projects in Digital Arts

This course builds on experience gained from courses such as ArtS 103, 104 and 131, and 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: ArtS 231. (Credit, full course.) Malde

342. Scene Design (also Theatre 342)

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: Theatre 241 or permission of instructor. (Credit, full course.) Backlund

343. Advanced Video Production (also Theatre 343)

Further study in video techniques and aesthetics emphasizing style, theme, and content. Students develop a series of individual projects from personally selected themes and motifs. Prerequisite: ArtS 243. (Credit, full course.) Staff

344. Lighting Design (also Theatre 344)

Exercises in script analysis, research options, styles of production, lighting theory, techniques, and equipment. Through journals and projects, students interpret and communicate with light. (Credit, full course.) Backlund

347. Scene Painting (also Theatre 347)

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. Prerequisite: permission of instructor. (Credit, full course.) Backlund

348. Advanced Scenography (also Theatre 348)

A study of advanced problems in performing arts design. The student are introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers work together to create design solutions for different performance media. Pre-

requisite: Theatre 342 or 345, ArtS 342 or 345, and permission of instructor. (Credit, full course.) Backlund

35I. Advanced Drawing

This continuation of ArtS 251 focuses on further study of the art of drawing through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: ArtS 251 or permission of the instructor. (Credit, full course.) Püttgen

36I. Advanced Photography

A continuation of ArtS 261. Prerequisite: ArtS 261. (Credit, full course.) Malde

363. Advanced Documentary Projects in Photography

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: ArtS 263 or permission of instructor. (Credit, full course.) Malde

38I. Advanced Sculpture

A continuation of ArtS 281 with further study of the art of sculpture through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: ArtS 281. (Credit, full course.) Staff

39I. Advanced Painting

A continuation of ArtS 291. Prerequisite: ArtS 291. (Credit, full course.) Püttgen

418. Junior Tutorial in Art I

Students are introduced to advanced studio methodology via critiques, oral presentation, papers, and exhibitions as well as practice. Participants have already developed basic skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). These tutorials further develop studio skills by encouraging a more detailed exploration of specific aspects of any given medium. Majors only. (Credit, full course.) Staff

419. Junior Tutorial in Art II

The course continues building on the objectives of ArtS 418. Research into the theory and practice of the visual arts is stressed. Via discussions, presentations and lectures, studies are initiated into the societal role of the artist, contemporary issues and interdisciplinary approaches. Majors only. (Credit, full course.) Staff

420. Seminar in Creativity

This investigation of the creative process (for seniors only) 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. Majors only. (Credit, full course.) Staff

430. Senior Seminar

Participants 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. Majors only. (Credit, full course.) Staff

432. Directed Projects with Visiting Artists

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. Prerequisite: classes in at least two studio art media at the upper level and permission of the instructor. (Credit, full course.) Visiting Staff in Art

444. Independent Study in Studio Art

Prerequisite: Permission of the instructor. (Credit, full course.) Staff

Asian Studies

Department Website: <http://www.sewanee.edu/Asianstudies/>

Professor Goldberg, History

Professor O'Connor, Anthropology

Professor Peterman, Philosophy

Professor Mohiuddin, Economics

Associate Professor Wilson, Political Science, Chair

Associate Professor Wallace, Anthropology

Associate Professor S. Brown, Religion

Assistant Professor Takahashi, Japanese

Visiting Assistant Professor Ning, Asian Studies

Visiting Instructor Matsuzawa, Asian Studies

Home to well over half the world's population, Asia's rich and varied traditions invite study as well as reflection. A major in Asian Studies combines study in Asia with courses in Sewanee so that a student may experience Asia, learn one of its languages, and explore its arts, history, cultures, religions, politics, and economics.

Major in Asian Studies: Asian Studies is an interdisciplinary major that requires the following:

- a. Completion of ten or more courses in Asian Studies from the lists below (requirements c-g) or from a study-abroad program (with the approval of the Asian Studies chair).
- b. Study abroad for a summer or semester in an Asian country.
- c. Completion of one or more courses in an Asian language at or above the 300 level or completion of an intensive language program abroad approved by the Asian Studies chair. (Meeting the major's language requirement does not necessarily meet the college's language requirement.)
- d. Asian Studies 100 or History 211 or History 212
- e. Three or more courses on Asia in at least two of the humanities fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad. At least one of these courses must be:

Asia 204: Introduction to Contemporary Chinese Cinema;

Asia 205: Reading Modern China through Fiction and Film;

Asia 207: Memory in Chinese and Japanese Cinema;

Asia 311: Modern China in Literature and Films: Memory, Identity, and Modern Narratives;

History 211 and 212: History of China and East Asia;

History 375: British India;

History 388: The United States and Vietnam since 1945;

Philosophy 215: Chinese Philosophy;

- Religion 162: Introduction to Asian Religions;
 Religion 205: Women and Religion;
 Religion 262: Buddhism;
 Religion 263: Chinese Religion;
 Religion 264: Hinduism;
 Religion 364: Buddhist Ethics;
 Religion 361: New Religions;
 Religion 363: Zen.
- f. Three or more courses on Asia in at least two of the social science fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad:
- Anthropology 340: Families in Asia;
 Anthropology 341: Culture and History of Southeast Asia;
 Anthropology 342: Southeast Asia: An Introduction through Literature;
 Economics 309: Women in the Economy;
 Economics 310: Economic Development in the Third World;
 Economics 345: Policies for Economic Development;
 Political Science 249: China and the World;
 Political Science 250: States and Markets in East Asia;
 Political Science 326: Comparative Asian Politics;
 Political Science 360: Chinese Politics.
- g. Asian Studies 444 or International and Global Studies 400
- h. A comprehensive exam in two parts: a) a written set of questions that integrate courses taken by the student(s) b) a written set of questions on specific courses taken by the student(s).

Minor in Asian Studies: A minor in Asian Studies requires five courses, including:

1. two courses in an Asian language
 2. Asian Studies 100 or History 211 or History 212
 3. two electives in Asian Studies, to be approved by the Asian Studies chair
- No comprehensive examination.

To earn honors in Asian Studies a student must satisfy the following criteria: 1) a 3.33 grade point average from courses within the major, 2) awarding of a “B+” or better on the senior thesis, and 3) awarding of “distinction” on the comprehensive examination.

Summer program in China and India: Under the direction of Professor Yasmeen Mohiuddin, Sewanee students may take advantage of summer study in China/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.)

Summer program in Southeast Asia, China, or Japan: Under the direction of Professors Harold Goldberg and Daniel Backlund, Sewanee students may take advantage of summer study that rotates with three different itineraries: one summer in Southeast Asia, then one summer in China, then one summer in Japan. The continuing issue of the program is history and theatre and the relationship between those areas in each country. (Note: does not fulfill the study-abroad requirement for Asian Studies.)

COURSES

100. Introduction to Asian Studies

How have Asia's philosophical and religious traditions shaped its twentieth-century economies, politics, and societies? Class discussion focuses on Shinto, Buddhism, Confucianism, and Islam with illustrative cases from East and Southeast Asia. Students explore Asian conceptions of economic systems, morality, community, the nation, and statecraft. (Credit, full course.) Staff

110. Asian American Experience (also American Studies)

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 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. Prerequisite: none. (Credit, full course.) Staff

204. New Chinese Cinema

This course examines film works of major Chinese directors that have contributed to the rise of "new Chinese Cinema" since the mid-1980s. Emphasis is given to the discussion of each individual director's film style and the following topics: film tradition and innovation; domestic censorship and market economy; film as a form of cultural translation of China; national and transnational cinema; memory and history; and issues of gender and sexuality. Students also learn to develop a film-critical vocabulary. All films have subtitles, and readings are in English. This course does not fulfill a general distribution requirement. Prerequisite: None. (Credit, full course.) Staff

205. Reading Modern China through Fiction and Film

Throughout the 20th century, modern Chinese literature has been laden with the issues of modernity, nation-building, and cultural identity. In this course students analyze modern Chinese fictional works and contemporary films in light of topics such as the origin of modern Chinese literature, New Women in fiction and society, highbrow literature and lowbrow literature, nationalism and colonialism, traumatic memory and "scar literature," é localism and globalism in contemporary Chinese cinema." Course materials are in English translation. No previous knowledge of Chinese language or culture is required. Prerequisite: None. (Credit, full course.) Staff

206. Love in Chinese Literature

A study of love as represented in classical and modern Chinese literature. Students read poetry, legendary tales, episodes of drama and fiction to explore the multi-faceted and changing notion of love in Chinese culture and society. The course introduces both the artistry of Chinese literature and a non-western cultural perspective on this subject of universal significance. Prerequisite: none. (Credit, full course.) Staff

207. Memory in Chinese and Japanese Cinema

A study of the complex role memory plays in contemporary Chinese and Japanese filmmaking and reception. Students compare cinematic techniques used in representing, recreating and problematizing the past in the movies. Students also discuss the participatory role of cinematized memory in preserving and reconstructing cultural memory and national identity in both domestic and global contexts. Readings are in English. All films used for the class have English subtitles. This course does not meet any general distribution requirement. Prerequisite: None. (Credit, full course.) Staff

210. Heroes and Heroines in Japanese Literature and Film

From errant samurai and women warriors to eccentric monks and femme fatales, the Japanese literary and film traditions offer a lively cast of heroes and heroines. In what varying ways are these strong and suggestive characters represented, and how do these heroic representations function within the context of a culture often thought to curtail vivid expressions of individual will? How do these heroics relate to or differ from heroes from other traditions? The class explores these questions and others through readings of classics such as *The Tale of Genji*, and through screenings of films including *Princess Mononoke*. Prerequisite: None. (Credit, full course.) Takahashi

218. Comparative Environmental Movements in Asia (also Env. Studies)

An exploration of environmental activism in non-democratic regimes and also during democratic transitions in Asia, where environmental organizations were previously part of a larger social movement opposing authoritarianism and advancing democratic participation. Students consider environmental activism and its possible implications in China and assess case studies in South Korea, Thailand, the Philippines, Taiwan, and Hong Kong. Prerequisite: None. This course is approved for Easter Semester of 2008 only. (Credit, full course.) Matsuzawa

220. Technology, Love, and Terror in Modern Japan

This course brings together examples of modern and contemporary Japanese literature and film to investigate the relationship between humanity and technology. From Ringu to cyborg fiction to the atomic bomb, technology has inspired fear and desire. The course explores the significance of technological innovations such as nuclear development, robotics, and bio-engineering for modern Japanese culture. Prerequisite: None. (Credit, full course.) Takahashi

310. Japanese Aesthetics

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. Prerequisite: None. (Credit, full course.) Takahashi

311. Modern China in Literature and Films: Memory, Identity, and Modern Narratives

An introduction to various aspects of “modern China” and modern Chinese literature through an exploration of the rich meanings of “memory,” this course deals with the meaning of memory to individuals and collectivities. Questions discussed include: How is the notion of memory crucial to our understanding of self-identity? What does “remembering the past” particularly mean to China in its “search for the modern” and what does it mean to the overseas Chinese who are ambivalent towards their “cultural past?” Students analyze short stories, novellas, chapters of novels, and poems by writers from the Chinese diaspora as well as films by Chinese directors. Texts and discussion are in English. Prerequisite: None. (Credit, full course.) Staff

444. Independent Study

A reading and research paper on a topic agreed upon by a sponsored faculty member and the student. Restricted to Asian Studies majors. (Credit, full course.) Staff

OTHER COURSES

Anthropology 340. Families in Asia

A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students study anthropological approaches to understanding kinship and read and view contextualized accounts of family life from several time periods. These accounts 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 visit and share their family stories. (Credit, full course.) Wallace

Anthropology 341. The Culture and History of Southeast Asia

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. (Credit, full course.) O’Connor

Asian Studies 212. China’s Environmental Challenges

This course provides an overview of the environmental challenges that China currently faces. Since economic reforms begin in 1978, China’s unprecedented economic growth has brought high costs to its environment and public health. Students consider China’s environmental framework, institutional problems, and civic activism in regard to environmental protection. Prerequisite: None. This course is approved for Advent Semester of 2007 only. (Credit, full course.) Matsuzawa

Asian Studies 214. International Perspectives on Society and Culture in East Asia

An interdisciplinary exploration of the role of national boundaries and transnational relationships in East Asia. Prerequisite: None. This course is approved for Advent Semester of 2007 only. (Credit, full course.) Matsuzawa

Chinese 104. Elementary Chinese

A continuation of the intensive introduction to the fundamentals of the language and culture with emphasis on developing skills such as pronunciation. (Credit, full course.) Staff

Economics 309. Women in the Economy

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. (Credit, full course.) Mohiuddin

Economics 310. Economic Development in the Third World

The nature, causes, and possible solutions of hunger, malnutrition, and poverty in the Third World, with focus both on those countries and the role of the United States. (Credit, full course.) Gottfried, Mohiuddin

Economics 345. Policies for Economic Development

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. (Credit, full course.) Mohiuddin

History 211, 212. History of China and East Asia

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. (Credit, full course.) Goldberg

History 216. History of Japan

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. (Credit, full course.) Goldberg

History 375. British India

A study of British imperial rule in the wealthiest of England's colonies. It examines the colonial condition to determine the impact of British rule on Hindu and Muslim societies and the adjustments made by subjects to the British overlords. (Credit, full course.) Staff

History 388. The United States and Vietnam since 1945

The focus of this course is the history of Vietnam since World War II, French colonialism, 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 are topics of special interest. (Credit, full course.) Goldberg

Philosophy 215. Chinese Philosophy

An examination of philosophical texts of classical Confucianism and Taoism. Emphasis is given to the cultural context of these texts and to the evaluation of the worldview they articulate. (Credit, full course.) Peterman

Philosophy 226. Philosophical Issues in Daoism

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. (Credit, full course.) Peterman

Political Science 249. China and the World

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. Prerequisite: None. (Credit, full course.) Wilson

Political Science 250. States and Markets in East Asia

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students 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? (Credit, full course.) Wilson

Political Science 326. Comparative Asian Politics

A survey of the development of East Asian politics during the twentieth century, from the period of Japanese colonialism through the present. The course examines political developments in Japan, China, Taiwan, and South Korea. Particular attention is focused on the formation of centralized states, single-party rule, attempts to liberalize politics, and international integration. (Credit, full course.) Wilson

Political Science 360. Chinese Politics

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 focuses on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) Wilson

Political Science 361. South Asian Politics

This course addresses South Asian government and politics, primarily during the twentieth century, although historical foundations are also discussed. Students examine comparative topics such as democratization, development, political conflict, political culture, and political processes and institutions. Each of the eight countries of the region — Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka — are considered, but there is particular focus on the region's major actors, especially India. Foreign influences and involvements in the region are also considered. Prerequisite: None. (Credit, full course.) Staff

Religion 205. Women and Religion

An examination of how women's lives have been affected by religious traditions and how women have shaped religious traditions. Emphasis is placed on Christianity and Buddhism and the use of biographical and autobiographical works. (Credit, full course.) Brown

Religion 262. Buddhism

A philosophical and historical examination of Buddhism from its origins in India to more recent manifestations in the United States. Attention is paid to Buddhism as it has been and is currently being lived. (Credit, full course.) Brown

Religion 263. Chinese Religion

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*. (Credit, full course.) Brown

Religion 361. New Religions

A comparative study of new religious movements of the twentieth 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. (Credit, full course.) Smith

Religion 363. Zen

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: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

Religion 364. Buddhist Ethics

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of ahimsa, the inviolability or sanctity of life. Attention is 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: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

Theatre 226. Asian Theatre

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. (Credit, full course.) Backlund

Biochemistry

Professor H. Croom, Biology

Professor Kirven, Chemistry

Professor Palisano, Biology

Associate Professor Summers, Chemistry, Chair

Assistant Professor Lively, Biology

Major in Biochemistry: The biochemistry major is an interdisciplinary major administered by the departments of Biology and Chemistry. The field of biochemistry comprises the following courses:

Group A

Biology 306: Biochemistry

Chemistry 201: Organic Chemistry I

Chemistry 202: Organic Chemistry II

Chemistry 307: Mechanistic Biochemistry

Chemistry 352: Thermodynamics and Kinetics

Group B

Chemistry 308: Inorganic Chemistry

Chemistry 311: Chemical Analysis

Group C

Biology 301: Genetics

Biology 321: Cellular Biology

Biology 330: Immunology

Biology 350: Environmental Physiology and Biochemistry of Animals

Chemistry 417: Advanced Biochemistry

To major in biochemistry a student must successfully complete all of the courses listed in Group A, at least one course listed in Group B, and at least two courses listed in Group C.

Additional requirements are Biology 132, Chemistry 102, Math 102, and Physics 101 and 102.

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 444), 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 in Biochemistry: A minor in biochemistry requires the successful completion of Biology 306 and Chemistry 307, and at least three of the following courses: Biology 132, 301, 321, 330, 350, and Chemistry 201, 202, 417.

For course descriptions, please refer to the appropriate department.

Biology

Biology Website: <http://www.sewanee.edu/biology/top.html>

Professor H. Croom

Professor Jones

Professor Palisano

Professor Berner

Professor Evans

Associate Professor Haskell, Chair

Associate Professor McGrath

Assistant Professor Zigler

Assistant Professor Lively

Visiting Instructor Kuppinger

The biology department provides an outstanding and rigorous classroom- and laboratory-based education to majors and non-majors and is committed to developing and supporting interdisciplinary innovations. The department places a high value on developing skills in critical thinking, collaborative work, communication, and problem solving, while also fostering the values of integrity, responsibility, and empathy for other organisms. Promoting science as an integral part of the liberal arts, students are prepared for careers addressing societal challenges. A broad biological foundation combined with opportunities for exploration of specific areas is emphasized.

The biology department offers the following three majors:

Biology explores life at scales ranging from molecules and cells to populations and ecosystems (the requirements are more fully described below).

Biochemistry is offered in collaboration with the chemistry department and addresses the molecular basis of life, exploring the interface of biology and chemistry (see the catalog section on Biochemistry for requirements).

Environmental Studies: Ecology and Biodiversity is offered in collaboration with environmental studies and integrates biology with other disciplines, engaging students in both applied and theoretical aspects of environmental challenges (see the catalog section on Environmental Studies for requirements).

Major in biology: The Department of Biology requires seven courses for a major in biology: Biology 131, 132, 301, and four additional courses at the 200 or 300 level, only one of which may be a non-laboratory course. Students may receive college credit for more than two 200- or 300-level biology courses taught by the same professor. However, no more than two may be counted among the five required for the major. Neither 100-level courses with numbers less than 131 (designed for non-majors) nor Biology 140 or 240 count toward the major. Additional requirements are (1) Math 101 or 102, (2) Chem 101 and 102 — or Chem 102 and one additional laboratory class in Chemistry or Biology at the 200 level or above, and (3) Physics 101 and 102. A student who takes only one course in physics in Sewanee must then take six upper level courses in biology — five of which must be laboratory courses. Or a student may take no physics

courses in Sewanee but then must take seven upper division courses in biology — five of which must be laboratory courses. However, students considering professional careers in biology or medicine should be aware that most graduate and medical schools specify physics and organic chemistry among their entrance requirements. Students contemplating a career in research should consider taking courses in statistics and computer science.

Minor in biology: The requirements for the minor in biology may be met by choosing one of the following two options: 1. Successful completion of Biology 131, 132, and three additional biology courses at the 200 or 300 level. 2. Successful completion of four courses at the 200 or 300 level. No comprehensive examination is required for a minor in biology. Biology majors or minors 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. No student may take more than one of the following courses for credit: Biology 100, 105, 106, and 116; and credit for even one is not granted for a student who has already completed 131 or 132.

COURSES

100. Biology and Human Affairs

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 Biology 105, 131, or 132. (Credit, full course.) Staff

105. Biology and People

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 Biology 100, 131, or 132. (Credit, full course.) Staff

107. People and the Environment

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 how the earth works, how we are stressing the earth's life support systems, and how to deal with the environmental challenges humans face. Specific topics include biodiversity loss and conservation, agriculture and biotechnology, toxicology and environmental health, air and water pollution, and climate change. Not open for credit to students who have completed Biol 131. Non-laboratory course. (Credit, full course.) McGrath

108. Biology of Birds

An introduction to the science and natural history of birds. Students explore major themes in avian ecology, evolution, conservation, physiology, and anatomy, with an emphasis on the birds of the southeastern United States. The course includes field trips emphasizing methods used to study wild bird populations. This course fulfills the college's requirement

for a non-laboratory science course. May not be taken for credit if the student has already received credit for Biology 201. (Credit, full course.) Haskell

109. Food and Hunger: Contemplation and Action

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 distribution requirement. Prerequisite: None. (Credit, full course.) Haskell

110. Biology and Women

A topical study of the biological nature of women and their role in the natural order. Topics include the following: women and scientific inquiry; genetics, evolutionary theory and women; social Darwinism and sociobiology; physiology and women's health; sex differentiation, hormones and a non-deterministic model of human sexuality; and biology from a feminist, ecological and third-world perspective. Contributions of women to biological knowledge are included. Non-laboratory course. (Credit, full course.) Croom

113. Great Ideas in Science

An historical and philosophical approach to selected scientific ideas that have had a profound impact on the development of Western civilization. Emphasis is on the evidence supporting the ideas and controversies that arose during their introduction into our general store of knowledge. Class discussion is encouraged. Non-laboratory course. (Credit, full course.) Palisano

114. An Introduction to Botany

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. (Credit, full course.) Evans, Jones

115. Conservation Biology

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. (Credit, full course.) Evans

119. The Human Mind: Artistic and Scientific Creativity

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 distribution requirement. Prerequisite: None. (Credit, full course.) Palisano

131. Evolution, Ecology and Biodiversity

An introduction to the study of biology. Topics include evolution, Mendelian genetics, ecology, conservation biology, and a survey of the diversity, structure, and function of major groups of organisms. Laboratory class. (Credit, full course.) Evans, McGrath

132. Cellular, Molecular and Physiological Biology

An introduction to the study of biology. Topics include the molecular basis of life, bioenergetics, molecular genetics, the structure and function of cells and vertebrate physiology. Biology 131 is not a prerequisite for this course. Laboratory class. (Credit, full course.) Lively

144. Directed Research

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. Prerequisite: Permission of instructor. (Credit, half or full course.) Staff

200. Entomology

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, including the use of scanning electron microscopy. Non-laboratory course. Prerequisite: Biology 131 or permission of instructor. (Credit, full course.) Staff

201. Ornithology

A comprehensive examination of avian biology. Lectures include student presentations on readings from the scientific literature. Laboratory emphasizes field methods used to study wild birds. A field research project is required. Laboratory course. Prerequisite: Biology 131 or 132 or permission of instructor. (Credit, full course.) Haskell

202. Invertebrate Zoology

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 requires experimental and field observation, a semester project, and a field trip to a marine laboratory. Laboratory course. Prerequisites: Biology 131 or 132 or permission of instructor. (Credit, full course.) Staff

203. Comparative Vertebrate Anatomy

This comparative study of vertebrate anatomy emphasizes functional adaptations to various habitats and the evolution of homologous structures. Laboratory course. Prerequisites: Biology 131 or 132 or permission of instructor. (Credit, full course.) Berner

206. Plant Ecology

A study of plants and their interaction with the environment, with other plants, and with animals emphasizes 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 focus on methods for analyzing population and community dynamics. Laboratory course. Prerequisite: one course in biology or permission of instructor. (Credit, full course.) Evans

207. Biology of Lower Plants

A survey of the taxonomy, morphology, ecology, physiology, and economic importance of fungi, algae, bryophytes, and certain early vascular plant forms. Laboratory course. Prerequisite: one college course in biology. (Credit, full course.) Jones

208. Neurobiology

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 semester of biology or psychology, or permission of the instructor. (Credit, full course.) Berner

209. Advanced Conservation Biology

A study of the scientific basis for conservation of biological diversity. A case-study approach is used to address problems relating to species decline, habitat loss, and ecosystem degradation at local, regional, and global scales. Course emphasizes population modeling and GIS applications. Non-laboratory course. Prerequisite: Biology 131 or consent of instructor. (Credit, full course.) Evans

210. Ecology

A survey of the principles and applications of ecological science. Lecture covers the ecology of individuals, populations, communities, and ecosystems. Lab emphasizes field experimentation in the local environment. Prerequisites: Biology 131 or permission of instructor. A laboratory course. (Credit, full course.) Evans or Haskell

213. Evolutionary Biology

A study of the evolutionary changes that have taken place in biological populations and the mechanisms that underlie these changes. Emphasis is placed on the integration of data with evolutionary ideas and theory, and the application of evolutionary thought to other areas of biology. Non-lab course. Prerequisite: Biol 131 and Biol 132, or permission of instructor. (Credit, full course.) Haskell

214. Bioterrorism

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 are the pathophysiology and epidemiology 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-lab course. Prerequisite: Biol 132 or permission of the instructor. (Credit, full course.) Palisano

215. Fungi

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 distribution requirement in natural science. (Credit, half course.) Jones

216. Algae and Bryophytes

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 distribution requirement in natural science. (Credit, half course.) Jones

219. The Molecular Revolution in Medicine

A survey of major molecular mechanisms of human disease, which includes approaches to testing, prevention, treatment, and cure of disease conditions. Among the topics covered are cancer; inborn errors of metabolism; microbial and viral pathogenesis; immune disorders; and neurological, skeletomuscular, and cardiovascular disease. Non-laboratory class. Not open for credit to students who have completed Biol 220. Prerequisite: Biol 132 or permission of the instructor. (Credit, full course.) Croom

220. The Molecular Revolution in Medicine

A survey of major molecular mechanisms of human disease, which includes approaches to testing, prevention, treatment, and cure of disease conditions. Among the topics covered are cancer; inborn errors of metabolism; microbial and viral pathogenesis; immune disorders; and neurological, skeletomuscular, and cardiovascular disease. Laboratory class. Not open for credit to students who have completed Biol 219. Prerequisite: Biol 132 or permission of the instructor. (Credit, full course.) Croom

221. Environmental Physiology of Plants

A study of how plant interaction with surrounding physical, chemical and biological environments influences plant growth, reproduction and geographic distribution. The course focuses on basic principles of energy and carbon balance, water and nutrient relations, and interactions with other organisms. Students examine evolutionary hypotheses related to plant traits, as well as the ecological ramifications of these traits in different environments. Adaptations in plant physiological ecology in response to environmental stress and human alterations of global-scale processes are also discussed. Laboratories focus on instrumentation and field methods for quantifying plant responses to environmental factors under natural and stressful conditions. Prerequisite: Biol 131 or For 121 with consent of instructor. (Credit, full course.) McGrath

222. Advanced Conservation Biology

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. Not open for credit to students who have completed Biol 209. Laboratory course. Prerequisite: Biol 131 or consent of instructor. (Credit, full course.) Evans

232. Human Health and the Environment

This course incorporates concepts of environmental and health science with emerging issues associated with environmental threats to human health. Topics include human population growth and food security, toxicity and toxins, food borne illness, emerging disease, waste and wastewater, air pollution and assessing human risk. Field trips provide applied learning experiences in the science underlying environmental stress and disease. To explore the interaction of poverty, environmental degradation and disease firsthand, students

take a one-week outreach trip over spring break to a developing country and participate in projects addressing local environmental problems. Laboratory course. Prerequisite: Biol 131. (Credit, full course.) McGrath

250. Molecular Evolution

An examination of the evolution of nuclear, viral, and organellar genomes and of protein structure and function. Topics covered include the origin of life, the evolution of globin and other families of proteins encoded by nuclear genes, mitochondrial and chloroplast DNA, and molecular phylogenetic analysis. Use of computer algorithms for analyzing both nucleic acid and protein sequences are introduced in the classroom. Prerequisites: Biol 132 or permission of instructor. Non-laboratory course. (Credit, full course.) Croom

301. Genetics

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. Non-laboratory course. Prerequisites: one year of college chemistry and Biol 131 and 132. (Credit, full course.) Jones

302. Plant Growth and Development

A study of growth and developmental processes in plants, especially as they are influenced by environmental factors and by hormones or plant growth substances. Prerequisites: one college course in biology and one year of college chemistry or permission of instructor. (Credit, half course.) Jones

304. Plant-Animal Interactions

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. Prerequisites: Biol 131 and either one other biology course or permission of instructor. (Credit, full course.) Staff

305. Plant Physiology

The principal functions of higher plants, including photosynthesis, gas exchange, water and solute relations and transport, mineral nutrition, plant hormone action, and environmental responses. Prerequisites: one college course in biology and one year of college chemistry or permission of instructor. (Credit, full course.) Jones

306. Biochemistry

A one semester survey of biochemistry. The following topics are 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 permission of instructor. (Credit, full course.) Croom

308. Genetically Modified Organisms

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 132. (Credit, full course.) Staff

309. Ecology and Biodiversity Seminar

An examination of the disciplines of Ecology and Biodiversity through readings from the primary scientific literature, presentations from research scientists, and engagement with advanced field and laboratory techniques. Prerequisite: Biol 131. Open only to declared Ecology/Biodiversity or Biology majors. (Credit, full course.) Staff

310. Plant Evolution and Systematics

A comprehensive survey of trends in vascular plant diversity and the evolutionary mechanisms underlying these trends. Laboratory course. Prerequisites: one course in biology or permission of instructor. (Credit, full course.) Evans

311. Behavioral Ecology

A study of animal behavior from an ecological and evolutionary perspective. Lecture focuses on the ecological interactions that affect the evolution of behavior. Lectures include student presentations on readings from the scientific literature. Laboratory emphasizes field methods used to study animal behavior, including experimental design and statistical analysis. A field research project is required. Laboratory course. Prerequisite: Biol 131 or 132 or permission of instructor. (Credit, full course.) Haskell

312. General and Human Physiology

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. Prerequisite: Biol 132 and two semesters of college chemistry, or permission of the instructor. (Credit, full course.) Berner

313. Ecosystems and Global Change

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. The course examines environmental consequences of alterations in regional and global biogeochemical cycles, such as loss of ecosystem productivity and diversity, degradation of air and water quality, and global climate change. Field labs allow students to evaluate the sustainability of land use locally by quantifying elemental cycles in natural and human-altered ecosystems. Laboratory course. This course cannot be taken for credit by a student who has already received credit for Biol 312. Prerequisites: one course in Chemistry and one course in Biology; Forestry may be substituted for Biology with instructor permission. (Credit, full course.) McGrath

316. Biochemistry of Metabolism and Molecular Biology (also Chem 316)

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. Prerequisites: Biol 132 and Chem 202, or permission of instructor. (Credit, full course.) Lively

32I. Cell Biology

An extension of topics introduced in Biol 132 relevant to the structure, function, and organization of eukaryotic cells. Modern cellular and molecular biology techniques are applied in the laboratory to establish the tools of the cell biologist and understand aspects of yeast and mammalian cell function. Laboratory course. Prerequisites: Biol 132 and one year of college chemistry, or permission of instructor. (Credit, full course.) Lively

33O. Immunology

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. Prerequisites: Biol 132 or permission of instructor. (Credit, full course.) Palisano

33I. Immunology

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. Prerequisite: Biol 132 or permission of instructor. (Credit, full course.) Palisano

333. Developmental Biology

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. Not open for credit to students who have completed Biol 334. Prerequisite: Biol 131 and Biol 132. (Credit, full course.) Staff

339. Studio Course in Microbiology

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. The course does not count as a laboratory science course. A student cannot receive credit for this course and also for Biol 340. Prerequisites: Biol 132 and one year of college chemistry. (Credit, full course.) Palisano

340. Microbiology

This survey of the structure and functions of bacteria/viruses and introduction to immunology emphasizes the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microor-

ganisms and disease. Other topics of discussion include microbiology of foods, soil, and wastewater. Laboratory course. Prerequisites: Biol 132 and one year of college chemistry. (Credit, full course.) Palisano

350. Environmental Physiology and Biochemistry of Animals

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. Prerequisites: Biol 132 and one year of college chemistry. (Credit, full course.) Berner

401. Biology Tutorial

Supervised study projects involving a topical survey of existing texts and/or periodical literature. May be taken more than once for credit. (Credit, half course.) Staff

444. Independent Study

Supervised field or laboratory investigation. May be taken more than once for credit. (Credit, half or full course.) Staff

Chemistry

Chemistry Website: <http://www2.sewanee.edu/chemistry>

Professor Bordley

Professor Kirven, Chair

Professor Durig

Associate Professor Shibata

Associate Professor Summers

Associate Professor Bachman

Assistant Professor Miles

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 introducing all the major chemistry topics: physical chemistry, organic chemistry, biochemistry, analytical chemistry, and inorganic chemistry. Courses in the major amplify these topics in individual courses. 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 give presentations as well as to listen to talks by outside speakers.

The Department of Chemistry offers the following three majors:

Chemistry examines the composition, structure, properties, and transformation of matter, from which the material world is constituted. Topics examined range from atomic structure to the functioning of biomolecules and modern materials. The courses offered and requirements for the major are more fully described below.

Biochemistry, offered in collaboration with the Department of Biology, explores the molecular basis of life. The major provides a sound foundation in biology and chemistry as well as a thorough exploration of the interface between these two traditional disciplines. (See the catalog section on Biochemistry for requirements.)

Environmental Studies: Environmental Chemistry, offered in collaboration with the Environmental Studies Program, illuminates the chemical nature of the environment and environmental issues through a multidisciplinary course of study. (See the catalog section on Environmental Studies for requirements.)

Entering students with an interest in any of the above majors are strongly encouraged to discuss their academic planning with faculty in the Department of Chemistry as early as possible in their academic career. Students interested in advanced placement into Chemistry 102 or 201 should consult the department chair.

Major in Chemistry – Requirements for a major:

- ◆ Chemistry 102 or 111 or advanced placement as recommended by the department. Completion of this requirement is a prerequisite to all courses numbered 201 or higher.
- ◆ Chemistry 201 and 202.
- ◆ Chemistry 308, 311, 352.

- ◆ Chemistry 307 or 316.
- ◆ Chemistry 301 and 401 (one-half course each).
- ◆ One 400-level course beyond 401.
- ◆ Mathematics 102. [Mathematics 207 is strongly recommended].
- ◆ Physics 101, 102

In order to receive honors in chemistry, a student must have a 3.00 or higher GPA in chemistry, 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 Chemistry 444), 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.

A student may minor in chemistry by taking Chemistry 101 and/or 102, 201, 202 and two of the following: 307, 308, 311, 352, and 422.

COURSES

101. General Chemistry

A study of the general concepts and basic principles of chemistry. Topics include stoichiometry, properties of the states of matter, atomic and molecular structure, and bonding theory, with emphasis on problem solving, conceptual understanding and analytical reasoning. Applications will be drawn from current issues in fields such as environmental and biological chemistry. The laboratory program, which emphasizes the basic principles discussed in lecture, focuses on quantitative measurements and the interpretation of data. This course is the normal entry point for the chemistry and biochemistry curriculum. Lecture, three hours; laboratory, three hours. Prerequisite: None. (Credit, full course.) Staff

102. General Chemistry

Continuation of CHEM 101, with emphasis on chemical thermodynamics, equilibria, acid-base chemistry, oxidation and reduction processes, kinetics, and biochemical structures. Laboratory program includes significant synthetic and analytical work. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 101, placement exam, or permission of the instructor. (Credit, full course.) Staff

103. Earth, Air, Water and Fire: 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: None. (Credit, full course.) Bachman

104. 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 anthropogenic 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. The course description is the same as for Chem 103 except that this course is a non-lab course. A student who has received course credit for Chem 103 cannot receive credit for this course. Prerequisite: None. (Credit, full course.) Bachman

108. Chemistry and Art

A study of the chemistry underlying some topics that are of particular interest to artists and art historians. Topics may include: papermaking; pigments, dyes, and binders; photography; glass and ceramics; metals; and printmaking. The course is designed for the general students and meets the laboratory science requirement of the college. Lecture, three hours; laboratory, three hours. (Credit, full course.) Bordley

110. The Science of Food and Cooking

An introduction to the science of food and food preparation. 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 relationship between diet and health is a continuous theme. The course is designed for the general student and serves as a non-laboratory course in partial fulfillment of the general distribution requirement in natural science. Lecture, three hours. Prerequisite: None. (Credit, full course.) Miles

III. Advanced General Chemistry

An introduction to the fundamental chemical concepts with emphasis on problem solving, conceptual understanding and analytical reasoning. Discussion will include an array of topics from fields such as environmental and biological chemistry that illuminate the role chemistry plays in determining the world around us. The laboratory program focuses on collection and interpretation of empirical data. The course is intended as a one-semester alternative to the one-year general chemistry sequence for students with significant previous background in chemistry. Lecture, three hours; laboratory, three hours. Prerequisite: None. (Credit, full course.) Bachman/Shibata

201. Organic Chemistry

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 and one-half hours. Prerequisite: Chem 102. (Credit, full course.) Staff

202. Organic Chemistry

A continuation of Chemistry 201. A portion of the course is devoted to the study of important classes of biochemical compounds. Prerequisite: Chem 201. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Staff

301. Chemistry Seminar for Juniors

A series of lectures by faculty, students, and invited speakers. Junior majors give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. Required for junior chemistry majors. (Credit, half course.) Staff

306. Biochemistry

Introduction to the major areas of biochemistry. Prerequisite: Chem 201 and Biol 132, or permission of instructor. Lecture, three hours. (Credit, full course.) Staff

307. Mechanistic Biochemistry

An examination of all aspects of protein science, including protein biosynthesis, protein structure, and the mechanisms of enzyme catalysis, with particular emphasis on the detailed chemical mechanisms of enzyme catalysis. Prerequisite: Chemistry 202 and Biology 132, or consent of instructor. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Summers

308. Inorganic Chemistry

A detailed examination of the chemistry of the elements, with a particular emphasis on structure and bonding, structure-property relationships, and reaction energetics. Course topics include organometallics and catalysis, aquatic chemistry of the metals, solid-state chemistry, and the role of metals in biology. Prerequisite: Chem 201. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Bachman

311. Chemical Analysis

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 and one-half hours. Prerequisite: Chem 102. (Credit, full course.) Miles

316. Biochemistry of Metabolism and Molecular Biology (also Biol 316)

A one-semester survey of biochemistry which addresses the topics of metabolism and cellular bioenergetics, protein structure and function, enzyme function, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. A student may not receive credit for this course and also for Biol/Chem 306. Prerequisites: Biol 132 and Chem 201. (Credit, full course.) Lively

352. Thermodynamics and Kinetics

An introduction to thermodynamics and kinetics. Prerequisites: Chem 102, Math 102, and Physics 101 or permission of the instructor. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Shibata

401. Chemistry Seminar for Seniors

A series of lectures by faculty, students, and invited speakers. Senior majors give talks on topics agreed upon with a faculty mentor. Talks describing student research are encouraged. Required for senior chemistry majors. (Credit, half course.) Staff

405. Advanced Topics in Organic Chemistry

Students in this course consider selected topics in modern organic chemistry such as synthetic methods, physical organic chemistry and bioorganic chemistry. The course surveys relevant primary literature. Topics may vary from year to year. Prerequisite: Chem 202 or permission of instructor. (Credit, full course.) Kirven

408. Advanced Topics in Inorganic Chemistry

Selected topics in modern inorganic chemistry, such as bioinorganic chemistry, materials chemistry, and organometallic chemistry. The course surveys relevant primary literature in one or more of the these arrays. 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 or permission of instructor. (Credit, full course.) Bachman

412. Advanced Environmental Geochemistry

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. Prerequisite: Chem 102 or permission of instructor. Lecture, three hours. (Credit, full course.) Bachman

417. Advanced Biochemistry

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 are addressed in detail. Prerequisite: One of the following: Biol 306, Biol 316, Chem 306, Chem 307, or Chem 316. Lecture, three hours. (Credit, full course.) Summers

422. Quantum Chemistry and Spectroscopy

An introduction to quantum mechanics in chemistry and spectroscopy. Prerequisites: Chem 102, Math 102, and Physics 102 or permission of the instructor. Lecture, three hours. (Credit, full course.) Shibata

424. Topics in Physical Chemistry

Students consider selected topics in physical chemistry such as statistical thermodynamics, chemical reaction dynamics, advanced quantum chemistry, and the physical chemistry of macromolecules. Topics may vary from year to year. Prerequisites: Chem 352 and 422 or permission of instructor. Lecture, three hours. (Credit, full course.) Shibata

Chinese

Visiting Assistant Professor Ning

Chinese is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. It is not possible to major or minor in Chinese, but it is possible to satisfy the college's foreign language requirement.

COURSES

103. Elementary Chinese

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. (Credit, full course.) Staff

203. Intermediate Chinese

An intensive study of Chinese grammar and further development of conversational skills, reading, and writing of pinyin and Chinese characters. Prerequisite: Chinese 104 or approval of the instructor. (Credit, full course.) Staff

301. Advanced Chinese

A course in Chinese language with emphasis on developing reading and writing skills in addition to conversational practice. Students read and discuss materials from Chinese newspapers, magazines, and modern literature. Students write short essays in simplified Chinese characters. Prerequisite: Chinese 203 or equivalent. (Credit, full course.) Staff

Classical Languages

Classical Languages website: <http://www.sewanee.edu/classics>

Professor Seiters

Associate Professor McDonough, Chair

Visiting Assistant Professor Huber

Visiting Instructor Ring

Major and Minor in Greek or Latin and in Classical Languages: The department offers a major in Greek, a major in Latin, and a major in Classical Languages. Each student's major program is designed in consultation with the chair of the department.

Greek Major — The normal requirement for a Greek major is eight courses in Greek, one course in Greek History, one survey course in Greek literature, and one course to be determined by the chair in consultation with the student's advisor. Greek majors planning graduate studies in classics should complete courses in Latin at least through 301.

Latin Major — The normal requirement for a Latin major is eight courses in Latin, one course in Roman history, one survey course in Latin literature, and one course to be determined by the chair in consultation with the student's advisor. Latin majors planning graduate studies in classics should complete courses in ancient Greek at least through 301.

Classical Languages Major — The normal requirement for a major in Classical Languages is a minimum of six classes in the language of emphasis (ancient Greek or Latin), one survey course in the language of emphasis, and three additional courses from the Classics Department. The precise determination of these three courses is made by the chair in consultation with the student and the student's advisor.

Minor in Greek or Latin — The department also offers a minor in Greek (which requires any six courses in ancient Greek) and a minor in Latin (which requires four courses in Latin numbered above 301).

Minor in Classical Languages — A minor in Classical Languages is offered for students who complete a four-course sequence in either language, plus any two appropriate courses from within or from outside the department to be determined in consultation with the student's advisor and the chair.

A student accepted to any of these majors in the Classics Department 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. 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.

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.

GREEK COURSES

103, 104. Beginning Greek

An intensive, introductory course in classical and koine Greek emphasizing forms and syntax and with extensive readings. Four class hours per week. (Credit, full course.) Staff

203. Intermediate Greek

A continuation of the study of grammar with readings from a variety of classical authors. Four class hours per week. (Credit, full course.) Staff

301, 302. Homer

Selected books of the *Iliad* (301) or the *Odyssey* (302) with supplementary reading. (Credit, full course.) Staff

303, 304. Greek Historians

In 303, portions of Herodotus are read; in 304, of Thucydides. (Credit, full course.) Staff

305. Greek Lyric Poets

Selections from the elegiac, iambic, and melic poets are read. (Credit, full course.) Staff

307, 308. Greek Orators

Reading of selections from the Attic orators. (Credit, full course.) Staff

310. New Testament

One gospel and one epistle are read. Prerequisite: Greek 203. (Credit, full course.) Staff

401, 402. Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides are read. (Credit, full course.) Staff

403. Greek Comedy

Selected plays of Aristophanes and Menander are read. (Credit, full course.) Staff

404. Greek Philosophers

Selected works of the pre-Socratics, Plato, and Aristotle are read. Pre-requisite/Co-requisite: Concurrent or previous enrollment in any Greek course numbered 300 or higher, or instructor consent. (Credit, full course.) Staff

440. Directed Reading

Specific readings for advanced students. May be taken more than once for credit. (Credit, half or full course.) Staff

444. Independent Study

For students who offer an acceptable proposed course of study. May be taken more than once for credit. (Credit, half or full course.) Staff

LATIN COURSES**103, 104. Beginning Latin**

An intensive, introductory course in Latin emphasizing forms and syntax and with extensive readings. Four class hours per week. (Credit, full course.) Staff

203. Intermediate Latin

A continuation of the study of grammar with readings from a variety of authors. Four class hours per week. (Credit, full course.) Staff

301. Introduction to Latin Epic

A study of selected passages from Latin epic poetry. (Credit, full course.) Staff

303, 304. Lyric Poetry

Study of Latin lyric poetry from the reading of the poems of Catullus (303) and selected odes of Horace (304). (Credit, full course.) Seiters, Huber

305. Elegiac Poets

A study of Roman elegy through readings of selections from the works of Tibullus, Propertius, and Ovid. (Credit, full course.) Seiters

306. Roman Satire

Reading of selected satires of Horace and Juvenal. (Credit, full course.) Staff

307. Ovid

Readings from the *Ars Amatoria* and *Metamorphoses*. (Credit, full course.) Staff

308, 309. Roman Historians

Study of Latin historical prose from the reading of selected portions of the works of Livy (308) and Tacitus (309). (Credit, full course.) Staff

310. The Roman Novel

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: Latin 301 or permission of instructor. (Credit, full course.) McDonough

401, 402. Roman Drama

At least one comedy by Plautus or Terence or a tragedy by Seneca is read in class each semester. (Credit, full course.) Seiters

404. Cicero

A study of Cicero as seen in selections from his various types of writing. (Credit, full course.) Staff

405. Medieval Latin

Selections from the Latin prose and poetry of the fourth through fourteenth centuries, A.D. (Credit, full course.) Staff

407. Vergil

Readings in the *Ecloques*, *Georgics*, and *Aeneid*. (Credit, full course.) Seiters

409. Caesar

A study of the life, times, and writings of C. Julius Caesar with readings in the *Commentaries on the Gallic and Civil Wars*. (Credit, full course.) Staff

440. Directed Reading

Specific readings for advanced students. May be taken more than once for credit. (Credit, half or full course.) Staff

444. Independent Study

For students who offer an acceptable proposed course of study. May be taken more than once for credit. (Credit, half or full course.) Staff

CLASSICAL STUDIES COURSES**101. Classical Mythology**

Survey of the principal Greek and Roman myths with selected readings in English from ancient and modern sources. (Credit, full course.) Staff

110. Myth and Monuments

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. (Credit, full course.) Huber

207, 208. Classical Archaeology

An introduction to the archaeology of ancient Greece and Rome. (Credit, full course.) Staff

301. Classical Etymology in English

A study of the derivation of English words from Latin and Greek, with discussions of grammar and of language history. No prerequisites. (Credit, full course.) Staff

345. Literature and Myth: The Tradition of Classical Mythology in European Literature

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: Classical Studies 101 or permission of the instructor. (Credit, full course.) Seiters

350. The Women of Greek Poetry in Social and Intellectual Context (also Women's Studies)

This course surveys the women represented in Greek literature from Homer through the Hellenistic period, tracing the evolution of the central types of figure: faithful wife, adulteress, bride, self-sacrificing virgin, captive, nursemaid, courtesan. It addresses how the different genres of Greek literature — epic, lyric and satiric poetry, tragedy and comedy, oratory and historical prose — express quite different sentiments on women and their traditional roles. Some comparative material from Greek art is included. (Credit, full course.) Staff

351. Greek Literature in Translation

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. (Credit, full course.) Staff

353. Latin Literature in Translation

This course offers a survey in English translation of Latin literature of the Republican and early Augustan periods. Special attention is given to the comedies of Plautus and Terence, *de Rerum Natura* of Lucretius, selected works of Cicero, and Vergil's *Aeneid*. (Credit, full course.) Staff

Economics

Economics Website: <http://www.sewanee.edu/Economics/index.html>

Center for Applied Economics Website: <http://www.sewanee.edu/cae>

Professor Gottfried

Professor Mohiuddin

Associate Professor Williams, Chair

Instructor St-Pierre

Lecturer Heinemann

Visiting Associate Professor B. Ford

Visiting Assistant Professor Ott

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.

Major in economics: The major requires a minimum of nine courses in economics. Four courses are prescribed for all majors: 101, 305, 306, and either 410 or 411. Economics 305 and 306 should be completed in the junior year and 410 or 411 during the senior year. Five electives at the 300 level or above are required. In addition, Mathematics 101 (calculus) and Mathematics 204 (statistics) are also required for the economics major and should be completed during the sophomore year. Courses in accounting do not count toward the nine-minimum-course requirement, nor do such grades count in the grade point average in the major. All majors in this department are required to pass a written comprehensive examination.

To be eligible for honors in economics, the student must demonstrate distinguished performance in three areas: 1) major coursework; 2) the research seminar (Economics 410); and 3) the comprehensive examination. Distinguished performance is determined at the discretion of the economics faculty though a minimum grade point average of 3.0 is necessary in the area of major coursework.

Minor in economics: The department of economics offers a minor in economics. Six courses are required for a minor. The minor requires three core courses (101, 305, and 306) and three electives at the 300 level or above. In addition, Mathematics 101 (calculus) and Mathematics 204 (statistics) are also required for the economics minor and should be completed during the sophomore year. A comprehensive exam is not required for the minor. Courses in accounting do not count toward the six-minimum-course requirement.

COURSES

101. Introduction to Economics

Explores essential concepts for understanding modern economic activity and economic issues involving public policy. (Credit, full course.) Staff

110. Women, Family, and Work in the Muslim World

The seminar focuses on an analysis of the status of women and men in the family and in the labor market in different regions of the Muslim world. It considers the images, expectations, roles, and relations that both differentiate and connect the experiences of men and women in the United States and Muslim countries in South Asia, Southeast Asia, North Africa, the Middle East, and West Asia. Issues of women's work, access to resources, occupational segregation, political leadership, feminization of poverty, and women's rights are analyzed for Pakistan, Bangladesh, Iran, Turkey, Indonesia, Saudi Arabia, Nigeria and Sudan. No prerequisite. (Credit, full course.) Mohiuddin

113. Economics of Social Issues

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. (Credit, full course.) Mohiuddin

201. Quantitative Methods in Economics

Application of quantitative methods to the study of economic phenomena and problems include development of measures of central tendency and dispersion, probability, sampling distributions, estimation and hypothesis testing, regression, time series analysis, index numbers, and the structure of economic models. Prerequisites: Economics 101 and Mathematics 101. Not open for credit with Math 204. (Credit, full course.) Williams

215. Fundamentals of Financial Accounting

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. (Credit, full course.) Heinemann

216. Fundamentals of Managerial Accounting

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: Economics 215. (Credit, full course.) Heinemann

301. Money and Banking

A study of the American monetary and banking systems, with particular attention to commercial banking, the Federal Reserve System, monetary theory, and monetary policy. (Credit, full course.) Staff

302. Economics of Financial Markets

This course examines the economics of financial markets, with a focus on stock and security markets. Emphasis is on the economic theory and concepts that underlie financial markets and corporate finance. Topics include the capital budgeting decision of firms, asset pricing models, portfolio theory, efficient markets theory, security analysis and financial derivatives, including forward markets, future markets and options. Prerequisite: Econ 101. (Credit, full course.) Williams

304. Labor Economics

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. (Credit, full course.) Williams

305. Microeconomic Theory

Studies the behavior of consumers, firms, and industries, and the conditions of equilibrium in output/input markets and in the economy as a whole. (Credit, full course.) Gottfried

306. Macroeconomic Theory

The theory of economic growth, employment, and the price level. (Credit, full course.) Mohiuddin

307. Income, Distribution, Poverty and Public Policy

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. (Credit, full course.) Staff

309. Women in the Economy

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. (Credit, full course.) Mohiuddin

310. Economic Development in the Third World

The nature, causes, and possible solutions of hunger, malnutrition, and poverty in the Third World, with focus both on those countries and the role of the United States. (Credit, full course.) Gottfried, Mohiuddin

315. Industrial Organization and Public Policy

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. (Credit, full course.) Staff

320. Investments

This course focuses on modern portfolio theory and risk management. Topics include equilibrium models of security prices (including CAPM, multifactor models and arbitrage pricing theory), the empirical behavior of security prices, performance evaluation, market efficiency and behavioral finance. The emphasis in this course is on common stocks but fixed income securities (e.g., bonds) and derivatives (options and futures) are also analyzed. Prerequisite: Econ 302. (Credit, full course.) Staff

316. Public Policies toward Business

The nature and effects of U.S. governmental policies on the business sector focuses on theoretical and empirical analyses of antitrust, public utility regulation, environmental controls, consumer protection, and labor relations. (Credit, full course.) Staff

326. Growth Theory

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, technology, deficits, graft, and institutional analysis. Prerequisite: Econ 101. (Credit, full course.) Staff

329. Law and Economics

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 result from various legal rules and to evaluate which legal rules are “best” in terms of economic efficiency. (Credit, full course.) Williams

330. Dynamics of the Financial System

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 301. (Credit, full course.) Staff

331. Public Finance and Fiscal Policy

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. (Credit, full course.) Staff

333. Econometrics

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. Prerequisites: Economics 101 and either Math 204 or Econ 201. (Credit, full course.) Staff

335. Environmental Economics

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. (Credit, full course.) Gottfried

337. International Economics

Presents historical, institutional, and theoretical study of international trade, finance, and the international monetary system. The position of the United States in the world economy is examined. International economic institutions, such as the International Monetary Fund, are analyzed. Attention is given to current developments and problems. (Credit, full course.) Staff

340. Introduction to Mathematical Economics

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. (Credit, full course.) Staff

345. Economic Development in China

More information: <http://www.sewanee.edu/summerinchina/home>

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. This course is offered as part of the Summer in China Program. (Credit, full course.) Mohiuddin

346. Emerging Capital Markets in East Asia

This course provides a generic introduction to the various kinds of financial markets such as the markets for money, bonds, stocks, and foreign exchange. It focuses on the factors that affect the bond and the stock markets in general and in a group of emerging capital markets in South East Asia in particular. Case studies include China, South Korea, Singapore, Thailand, and Malaysia. The course deals with a theoretical and empirical study of the bond and stock markets in China, the only country in the group that has the unique characteristics of a transition economy. (Credit, full course.) Staff

347. Microfinance Institutions in South Asia

More information: http://www.sewanee.edu/economics/South_Asia_broch.pdf

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. The course cannot be used in fulfillment of the general distribution requirement in social science. This course is being offered as part of the Summer in South Asia Program. (Credit, full course.) Mohiuddin

381. The Political Economy of Sustainable Development (Also PoliSci 381)

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. Course is identical to Econ 461 with the exception that special attention is given to research in 461. Students taking this course may not take PolS 461. (Credit, full course.) Brockett

401. History of Economic Thought

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. (Credit, full course.) Staff

410. Research Seminar in Economics

An introduction to specific fields of literature and the empirical methods of research used to produce that literature. The first half of the semester is devoted to learning econometric modeling methods and the second half to applying these methods. All students are required to produce a major paper based on original empirical research. This course is restricted to senior economics majors. Prerequisites: Econ 333 and senior standing. (Credit, full course.) Staff

411. Policy Seminar in Economics

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. Prerequisite: This course is restricted to senior economics majors. (Credit, full course.) Staff

444. Independent Study

Advanced work for selected students. May be repeated. Particularly recommended for candidates for honors in economics. Also open to students other than economics majors. (Credit, full course.) Staff

Education

Education Website: <http://www.sewanee.edu/Education/>

Associate Professor Wallace, Chair

Assistant Professor Bateman

Visiting Assistant Professor Lyle

Adjunct Assistant Professor Sells

We believe that teachers need to be knowledgeable about their subjects, human learning and development and the contexts, cultures and purposes of education. We also believe that teachers 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. Working toward these goals we offer courses that include research, practice and participation in Franklin, Grundy and Marion County schools. Our facilitation of the South Cumberland Rural Teacher Network in these counties focuses on teacher-led professional development and school improvement and provides students with research and leadership experiences.

The Minor in Education

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, rather 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, training in business and higher education.

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement, which 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. Peabody representatives come to campus each fall to discuss opportunities for graduate studies in education and to help students plan for them.

The minor in education entails five full courses (20 hours).

Course Requirements

Two courses are required: Education 161: Introduction to Educational Psychology (four hours) and one methods course: EITHER Education 341: Methods and Materials of Teaching (four hours), OR Education 343: Materials and Methods for Teaching Art (four hours), OR Education 355: Methods and Materials of Teaching Theatre (four hours).

Three elective courses (twelve hours) are also required. With advance approval by the Chair of Education, one course may be taken at another college or university.

Admission to the Minor

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. We encourage students to contact the education program chair early in their academic careers so we may tailor the program best suited to each student's goals.

University policy stipulates that students must complete all courses in the minor with a “C” or higher.

The Tennessee Teaching Licensure Program

This program is available to students graduating in 2008 – 2010. For students graduating in later years, the licensure program will no longer be available.

The Teacher Education Program offers opportunities for Sewanee students to earn Tennessee teaching licenses at the secondary level (grades 7 to 12) in English, mathematics, foreign languages (French, Spanish, Latin, and German), sciences (biology, chemistry, physics, and earth science) and social studies (history, history and economics, and history and government) and Tennessee teaching licenses (K to 12) in the visual and theatre arts.

Students interested in teaching should meet with the chair of the program during the freshman or sophomore year in order to ensure completion of the requirements during the usual, four-year undergraduate period. Juniors may also be able to complete the Education Program while at Sewanee as well.

All students who successfully complete a licensure program have also completed the minor in education. This designation appears on the transcript along with the major. University policy stipulates that students must complete all courses in the minor with a “C” or higher.

Program Admission

While everyone is welcome to take most education courses at any time in their academic career, students who want to earn Tennessee teaching licenses must apply for admission to the program during the second semester of the sophomore or junior year.

The Teacher Education Committee requires applicants to have:

- ◆ an overall grade point average of 2.50;
- ◆ satisfactory scores on the SAT or ACT;
- ◆ two favorable faculty recommendations;
- ◆ and an interview with a member of the teacher education committee.

General Licensure Requirements

1. Students must fulfill the requirements of the core curriculum.
2. Students major in the content area/s they wish to teach. Economics and political science are the only exceptions to this. In these areas students major in history and minor in economics or political science. For most majors and minors, the Education Program requires that students take particular courses that will help to prepare them for teaching. These course requirements are available at the program office in Thompson Union Annex and are also listed on the program website <<http://www.sewanee.edu/education>>
3. Students are also required to complete thirty-two hours of professional education coursework successfully, which culminates with a full-time, semester-long student teaching apprenticeship in the spring of the senior year. The education course requirements are:
 - ◆ Education 161: Introduction to Educational Psychology (four hours),
 - ◆ Education 201: Instructional Technology: Digital Literacy and Learning (four hours),
 - ◆ Education/Anthropology 204: Anthropology of Education (four hours),

- ◆ Education 255: Introduction to Special Education (four hours),
- ◆ Education 341: Methods and Materials of Teaching (four hours), OR
- ◆ Education 343: Materials and Methods for Teaching Art (four hours), OR
- ◆ Education 355: Methods and Materials of Teaching Theatre (four hours),
- ◆ Education 342: Student Teaching (eight hours), and
- ◆ Education 401: Senior Seminar (four hours)

This is a new curriculum that began in 2004–2005. Students graduating 2006 and 2007 may substitute Ed 163 and 164 for Ed 255, and/or Ed 279 for Ed 201. Credit is not given for both Ed 163 and Ed 255. See course descriptions to follow.

4. In addition to the satisfactory completion of the required program and a final grade point average of 2.50, passing scores on the Pedagogy and Specialty Area tests of the PRAXIS Examinations (of the Educational Testing Service) are also required for licensure.

On-going advising and assessment

Prior to registering for courses each semester, licensure and minor students must consult with the Education Program chair as well as with their major advisors.

Late in the fall semester of the senior year, students in the licensure program are evaluated by the Teacher Education Committee. The committee determines whether each student is eligible to student teach. During the student teaching semester, each student is closely mentored by local teachers and a college faculty member.

COURSES

161. Introduction to Educational Psychology

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. Includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity and cognitive and behavioral learning theories. Includes observation in local schools. An active learning experience. (Credit, full course.) Wallace

201. Instructional Technology: Digital Literacy and Learning

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. (Credit, full course.) Sells, Lyle

204. Anthropology of Education (Writing-Intensive) (Also Anthropology 204)

A school-based research course through which we study the cultural contexts of schools and classrooms, families and youth cultures, multiculturalism and diversity. Also includes service learning in a classroom and reflection on responding to diversity. (Credit, full course.) O'Connor, Wallace

205. Introduction to Environmental Education

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. Prerequisite: None. This course has the attribute of Environmental Studies. (Credit, full course.) Lyle

220. Methods of Teaching Writing

Surveys the expectations for successful writing in several disciplines and explores various strategies peer and professional tutors employ to help student writers attain their goals. Participants examine samples of student writing, discuss possible responses, and develop model interactions between tutors and students. (Credit, one-fourth course.) W. Clarkson

245. Urban Education

The exploration of the social and cultural contexts in which teaching and learning occur in the urban school environment. Students critically examine the implications of difference for students, development and learning and for school climates. Participants are encouraged to challenge their beliefs, attitudes, assumptions, and practices involving gender, culture, ethnic, and racial groupings as well as other aspects of diversity in the urban setting. The course includes field trips to schools in nearby urban areas for observations and projects. Prerequisite: None. (Credit, full course.) Staff

255. Introduction to Special Education

The nature, origin, instructional needs, and psychological characteristics of students with diverse and exceptional learning needs. Exceptionalities considered include specific learning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, gifted and talented students and English language learners. Includes observation in local schools. (Credit, full course.) Bateman

279. History of American Education (also History 279)

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. (Credit, full course.) Register

341. Methods and Materials of Teaching

Study and practice of secondary school teaching focusing on a wide variety of planning, teaching, assessment and improvement strategies. Also includes work with instructional technologies, media and materials and classroom management techniques. Students observe and reflect on local classrooms and develop and teach their own lessons. Prerequisite: permission of instructor. (Credit, full course.) Staff

342. Student Teaching

A full-time, fifteen-week student teaching apprenticeship experience in the student's major field(s). The student is supervised by effective teachers at the middle and high school levels.

Art and theatre students, working toward K to 12 certification, also work with teachers at the elementary school. Prerequisite: Education 341 and permission of the Teacher Education Committee. This course must be taken concurrently with Education 401: Senior Seminar. (Credit, two full courses.) Staff

343. Materials and Methods for Teaching Art

An examination of elementary and secondary art education and of teaching methods and practices. Studies motivation and evaluation related to developmental stages of growth in visual schemata. Practical experience supplemented by a study of educational abstracts and texts. Prerequisite: One painting or drawing course taken at Sewanee. (Credit, full course.) Staff

355. Methods and Materials of Teaching Theatre

An examination of elementary and secondary theatre education, methods and practices including objectives and strategy, planning, instructional media, teaching models, classroom management techniques, and the development of creative drama. Practical field experience supplemented by a study of educational periodicals and texts. (Credit, full course.) P. Smith

401. Senior Seminar

Focus on problem-solving and effective teaching. A synthesis of study in the major and education with student teaching experiences. The goal is for student teachers to reflect on their own students' learning in order to improve instruction. Students construct a webfolio that demonstrates proficiencies in subject knowledge, teaching and assessment including responsiveness to diverse learners. The course must be taken concurrently with ED 342, Student Teaching. (Credit, full course.) Staff

402. Action Research in Education

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. Students may enroll once each academic year during the 2005-2008 period of the supporting duPont grant. The course is offered only on a pass-fail basis. Prerequisite: One education course. (Credit, half course.) Wallace

444. Independent Study

To meet the needs and interests of selected students. May be taken more than once for credit. (Credit, variable half or full course.) Staff

English

English Website: <http://www.sewanee.edu/English/>

Professor Reishman

Professor D. Richardson

Professor Carlson

Professor Benson

Professor Clarkson

Professor Prunty

Professor Macfie, Chair

Professor J. Grammer

Professor Gatta

Professor (Emeritus) Arnold

Professor Michael

Assistant Professor Outka

Assistant Professor Malone

Visiting Assistant Professor E. Grammer

Visiting Assistant Professor Craighill

Visiting Assistant Professor Engel

**Visiting Assistant Professor and Tennessee Williams Playwright-in-Residence
Lincks (stage name Arlene Hutton)**

Visiting Instructor Wilson

Visiting Instructor Tuggle

Major in English: English majors must plan their academic curriculum carefully with their advisor. All majors are expected to take English 357 and 358 (Shakespeare) and at least two other courses in English literature before 1750. Potential or actual English majors are strongly urged to take English 200: Representative Masterpieces. Almost all majors take the full complement of eleven courses in English.

A student majoring in English is required to pass a written comprehensive examination, which must be taken in the final semester. Majors who intend to qualify for teacher certification should check on the specific requirements for the program. At the beginning of the final semester, an English major with an average of 3.5 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 English 452, assigned a tutor for direction, and write a major essay as a step toward departmental honors. Students enrolled in English 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.

The beginning and advanced creative writing courses (English 409, 410, and 411; and English 419, 420, and 421) are excluded from coverage on the comprehensive examination, and they count as courses outside the major.

COURSES

101. Literature and Composition

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 students writing a frequent topic for classroom discussion. Most sections are writing-intensive. A student who receives credit for the Humanities Sequence 101 through 202 may not receive credit for English 101. (Credit, full course.) Staff

200. Representative Masterpieces

An examination of several masterpieces of Western literature, including Homer's *Iliad* and Dante's *Divine Comedy*. Some sections are writing-intensive. Prerequisite: Engl 101, or Humn 101-102. (Credit, full course.) Staff

207. Women in Literature (also Women's Studies)

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: None. (Credit, full course.) Staff

210. Studies in Poetry

An examination of poems from British and American literature selected by the instructor. Writing-intensive some semesters. Prerequisite: Eng 101 or Humn 101-102. (Credit, full course.) Michael

211. Studies in Fiction

An examination of novels and short fiction from British and American literature selected by the instructor. Writing-intensive some semesters. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) Clarkson, J. Grammer, Outka

212. Studies in Literature

A course which examines texts in various genres and which may focus on a particular theme chosen by the instructor. Prerequisite: Eng 101 or Humn 101-102. (Credit, full course.) Staff

216. Studies in Literature: American Literary Journalism

Students examine, compare, and analyze the journalistic and literary writings of nineteenth- and twentieth-century American writers such as Walt Whitman, Mark Twain, Fanny Fern, Ernest Hemingway, and Katherine Anne Porter. They also study twentieth-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: None. (Credit, full course.) Craighill

218. Studies in Literature: Literature and Religion – Writings of the Spiritual Quest

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: None. (Credit, full course.) Gatta

351. Non-Chaucerian Medieval Literature

A study of several key works in translation from the Anglo-Saxon and Middle English, chiefly *Beowulf*, *Sir Gawain and the Green Knight*, some extracts from Malory, and a number of shorter Anglo-Saxon poems. (Credit, full course.) Benson

352. Chaucer

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. (Credit, full course.) Benson

353. English Drama to 1642

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. Offered in alternate years. (Credit, full course.) Engel

357. Shakespeare I

A study of several plays written before 1600. (Credit, full course.) Macfie, Richardson, Malone

358. Shakespeare II

A study of several plays after 1600. (Credit, full course.) Macfie, Richardson, Malone

359. Renaissance Literature I

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*. (Credit, full course.) Macfie

360. Renaissance Literature II (writing-intensive)

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. (Credit, full course.) Macfie, Malone

362. Milton

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*. Offered in alternate years. (Credit, full course.) Staff

365. Restoration and Earlier 18th Century

A study of selected works by Dryden, Swift, Pope, and Fielding. Reading of other writers such as Pepys, Prior, Addison, and Gay is required. (Credit, full course.) Richardson

367. Origins and Development of the English Novel I (writing-intensive)

A study of the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. (Credit, full course.) Reishman

369. Classicism to Romanticism: the Late 18th Century

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. (Credit, full course.) Michael

370. British Romanticism: the Early 19th Century

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. (Credit, full course.) Michael

371. Blake

A study of the poetry and designs of William Blake in the context of his revolutionary era. Selected readings from Milton and the *Bible* are assigned as essential background; prior knowledge of these sources is helpful but not required. Digital resources aid in the study of the visual art, and students read and report on selected critical works. (Credit, full course.) Michael

373. Victorian Prose and Poetry

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. (Credit, full course.) Reishman

374. Origins and Development of the English Novel II

A study of the fiction of Charlotte and Emily Brontë, Dickens, Trollope, Eliot, and Hardy. (Credit, full course.) Reishman

377. American Literature I

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. (Credit, full course.) E. Grammer

378. American Literature II

A study of American writing from the 1830s to 1900, including works by Dickinson, Mark Twain, Chesnut, James, Jewett, Stephen Crane, and others. (Credit, full course.) E. Grammer

379. The American Novel

A study of major nineteenth- and early twentieth-century American novels. Representative authors include Hawthorne, Melville, Twain, James, and Wharton. (Credit, full course.) Carlson, E. Grammer

381. Modern British Poetry (writing-intensive)

A study of the modern period in British poetry that examines representative poems by Hardy, Hopkins, Yeats, Lawrence, Auden, Thomas, and others. (Credit, full course.)
Carlson, Clarkson

382. Modern British Fiction, 1900-1930

A study of twentieth-century British fiction from turn-of-the-century decadence to high modernism. The course examines the novel as it emerges from Victorian realism and the fin-de-siècle to challenge existing notions of narrative form and literary authority. Authors include Conrad, Forster, Lawrence, Ford, Mansfield, Joyce, and Woolf. (Credit, full course.) Outka

383. Contemporary British Fiction, 1930-present

A consideration of British fiction from the 1930s to the present. The course explores the new kinds of fiction that emerge from high modernist innovations, as well as from changing cultural conditions, such as Britain's decline as a political and economic power. Authors covered include Greene, Orwell, Bowen, Waugh, Murdoch, Rushdie, Byatt, and others. (Credit, full course.) Outka

386. Joyce (writing-intensive)

A study of Joyce's increasingly innovative forms, including *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. Offered in alternate years. (Credit, full course.) Outka

390. Modern Drama

An exploration of modern drama from Ibsen's naturalism to contemporary drama's innovations. The course investigates the relationship between the theatre and social reform, and considers issues of performance as well as close analysis of the plays themselves. The course covers British, American, and important Continental dramatists, including Ibsen, Wilde, Shaw, Chekhov, Beckett, Pirandello, Williams, Stoppard, Churchill, Vogel, Wilson, and others. (Credit, full course.) Outka

391. Modern American Poetry

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. (Credit, full course.)
Clarkson

392. Modern American Fiction

A survey of American fiction from the late nineteenth-century through World War II including novels and short stories by James, Wharton, Fitzgerald, Hemingway, Faulkner, Warren, and Ellison. (Credit, full course.) Carlson

393. Faulkner (writing-intensive)

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 is the presentation and peer criticism of one or more student papers. (Credit, full course.) Carlson

394. Literature of the American South (also American Studies)

A study of the Southern Literary Renaissance emphasizing poetry written by Ransom, Tate, Davidson, and Warren, and fiction written by Faulkner, Warren, Lytle, Welty, Porter, and O'Connor. The course includes discussion of eighteenth- and nineteenth-century writers from the American south, and also focuses on writers associated with the University of the South. (Credit, full course.) Carlson, J. Grammer

395. African-American Literature (also American Studies 395)

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. (Credit, full course.) E. Grammer

396. American Environmental Literature (also American Studies, Environmental Studies)

A study of writings from the colonial era to our own day reflecting the 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: none. (Credit, full course.) Gatta

397. Contemporary American Fiction (writing-intensive) (also American Studies)

A seminar focusing on American fiction published after World War II with an emphasis on analysis of fictional techniques. Students read one novel or collection of short stories each week and lead classroom discussions of assigned topics. The syllabus changes each semester. Representative authors have included Percy, Styron, McCarthy, Morrison, DeLillo, Pynchon, and Gaines, with a major emphasis on fiction written in the past twenty years by writers such as Barbara Kingsolver, Robert Stone, and Tim O'Brien. (Credit, full course.) Carlson, Clarkson

398. Contemporary American Poetry

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 are also considered. (Credit, full course.) Staff

399. World Literature in English

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: none. (Credit, full course.) Outka

401. Literary Criticism (writing-intensive)

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. (Credit, full course.) D. Richardson

409. Creative Writing: Poetry (writing-intensive)

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Staff

410. Creative Writing: Fiction (writing-intensive)

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) K. Wilson

411. Creative Writing: Playwriting (writing-intensive)

Discussions center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) Staff

413. Creative Writing: The Song Lyric

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: None. (Credit, half course.) Huber

419. Advanced Creative Writing: Poetry

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: English 409 or permission of instructor. (Credit, full course.) Prunty

420. Advanced Creative Writing: Fiction

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: English 410 or permission of instructor. (Credit, full course.) Staff

421. Advanced Creative Writing: Playwriting

Discussions center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Writing-intensive. Prerequisite: English 411 or permission of instructor. (Credit, full course.) Staff

444. Independent Study

To meet the needs and particular interests of selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff

452. English Tutorial (writing-intensive)

Graduating seniors only. Permission of the chair of the department is required. (Credit, full course.) Staff

Environmental Studies

Environmental Studies Website: <http://www.sewanee.edu/EnvStudies/>

Associate Professor Brown, Chair, Religion

Professor Palisano, Biology

Professor Evans, Biology

Associate Professor Haskell, Biology

Associate Professor McGrath, Biology

Professor Potter, Forestry and Geology

Professor Shaver, Forestry and Geology

Professor M. Knoll, Forestry and Geology

Professor Torreano, Forestry and Geology

Professor Kuers, Forestry and Geology

Associate Professor Ray, Anthropology

Professor Keith-Lucas, Psychology

Professor Hart, Physics

Professor Durig, Physics

Associate Professor Shibata, Chemistry

Associate Professor Bachman, Chemistry

Professor Smith, Religion

Associate Professor Smith, Forestry and Geology

Assistant Professor Levine, History

Professor Brockett, International and Global Studies

Associate Professor Dale, Mathematics and Computer Science

Associate Professor Pond, Art

Visiting Instructor Lyle, Education

Program Mission

The Environmental Studies Program brings together students, faculty, and staff from thirteen academic departments to study, discuss, and research environmental issues at local, national, and international scales. The goal is to expose the students to a variety of viewpoints concerning environmental issues, and to give them the interdisciplinary tools they need to become environmental problem solvers before they graduate from Sewanee.

Majors offered

Four majors and a minor are offered in the Environmental Studies Program. The four majors include Environmental Policy, Ecology and Biodiversity, Natural Resources and the Environment, and Environmental Chemistry. There are eleven required courses for each of the majors, including a senior capstone course.

Minor offered

The minor in Environmental Studies consists of six courses taken from the approved Environmental Studies course list. The minor requires EnSt 200 (Introduction to Environmental Studies), two social science/policy courses (from the approved list), two science courses (from the approved list), and an additional sixth course of their choosing (from the approved list).

Environmental Studies — Policy: An interdisciplinary major designed to examine important environmental issues and the political, social, and biological ramifications of environmental policy.

Eleven courses required:

EnSt 200. Introduction to Environmental Studies

EnSt 400. Seminar in Environmental Studies (Capstone - seniors only)

Two of the Introductory Natural Sciences:

EnSt 240. Island Ecology (summer program)

Biol 131. Evolution, Ecology and Biodiversity

Fors 121. Introduction to Forestry

Geol 121. Physical Geology

Chem 103. An introduction to Environmental Chemistry

Each of the following:

Econ 335. Environmental Economics [prerequisite: Econ 101]

PolS 208. Environmental Policy

Biol 209 or Biol 222. Advanced Conservation Biology

Fors 201. Natural Resource Issues and Policies

Phil 230. Environmental Ethics

Econ/PolS 381. Political Economy of Sustainable Development

Elective

One course from the approved Environmental Studies catalog list

—or—

One course from the following list:

Econ 304. Labor Economics

Econ 305. Microeconomic Theory

Econ 309. Women in the Economy

Econ 315. Industrial Organization and Public Policy

Econ 329. Law and Economics

Econ 331. Public Finance and Fiscal Policy

PolS 203. The Presidency

PolS 204. Legislative Process

PolS 328. Parties, Interest Groups and Elections in the United States

PolS 331. Introduction to Constitutional Law

PolS 332. Contemporary Constitutional Law

PolS 346. Contemporary Social Movements

Recommended for graduate school:

Math 204. Elementary Statistics

Econ 305. Microeconomic Theory

Environmental Studies — Ecology and Biodiversity: An interdisciplinary major that integrates coursework in biology, ecology, and evolution with other environmental disciplines.

Eleven courses required:

EnSt 200: Intro to Environmental Studies
 Biology 131
 Biology 132
 Fors 121 OR Geol 121

Two from the following in Ecology and Conservation:

Biol 206: Plant Ecology OR
 Biol 210: Ecology
 Biol 209 OR 222 Adv. Conservation Biol
 Biol 221: Environmental Physiology of Plants OR
 Biol 305: Plant Physiology
 Biol 304: Plant/Animal Interactions
 Biol 311: Behavioral Ecology
 Biol 312: Global Change Biology OR
 Biol 313: Ecosystems and Global Change

Two from the following in Biodiversity and Evolution:

Biol 200: Entomology
 Biol 201: Ornithology
 Biol 202: Invertebrate Zoology
 Biol 207: Biology of Lower Plants OR
 Biol 215: Fungi AND 216: Algae & Bryophytes
 Biol 213: Evolutionary Biology
 Biol 250: Molecular Evolution
 Biol 310: Plant Evolution and Systematics
 Biol 340: Microbiology

Students who have completed the Island Ecology summer program may count the program as one course in either the “Ecology and Conservation” list or as one course in the “Biodiversity and Evolution” list.

Two from Envir. Policy/Social Science list or Costa Rica Program

Required: Biol 309: Ecology and Biodiversity Seminar

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

Math 101 or 102, and Stat 204
 Chem 101 OR 102

Note: The major field is defined as all Biology and Environmental Studies classes.

Environmental Studies — Natural Resources and the Environment: An interdisciplinary major that integrates coursework in forest ecosystems and geology with other environmental topics.

Eleven and one-half courses required:

1. EnSt 200: Intro to Environmental Studies
2. Forestry 121: Intro to Forestry
3. Geology 121: Physical Geology
4. One Biology Lab course
5. One of: Fors 303: Soils or Geol 314: Hydrology

6. Three of the following:
 - Fors 211: Dendrology
 - Fors 305: Forest Ecology
 - Fors 312: Silviculture
 - Fors 319: Natural Resource Mgmt & Decisions
 - Geol 215: GeoResources
 - Geol 221: Mineralogy
 - Geol 222: Historical Geology
 - Geol 225: Sedimentology
7. Two additional courses (Forestry, Geology, or other) from the Environmental Studies catalog list
- 7.5. Fors/Geol 322: Jr. Presentations (0.5 credit)
8. Fors/Geol 432: Sr. Interdisciplinary Field Project (0.5) (Capstone)

Required for B.S. (but not for B.A.) in Natural Resources

One Chemistry lab course

One Biology lab course

Two other math or science courses not in FOR/GEO

Environmental Studies: Environmental Chemistry: An interdisciplinary major that integrates coursework in chemistry with other environmentally related disciplines.

Eleven courses required:

EnSt 200: Intro to Environmental Studies

Chemistry 101: General Chemistry I

Chemistry 102: General Chemistry II

Chemistry 201: Organic Chemistry

Chemistry 308: Inorganic Chemistry

Chemistry 311: Chemical Analysis

EnSt 400 OR Island Ecology OR environmentally-related Chemistry 444A or 2 pre-approved Chem 444B (Capstone)

AND a secondary area of study which includes four approved courses from the Ecology and Biodiversity, Natural Resources and Environment, or Environmental Policy Requirements (refer to following lists).

Recommended (outside the major) BS track

Math 102: Calculus II

Math 204: Statistics

Phys 101 and 102 OR

Phys 105 and one additional lab science outside of chemistry

Secondary Area of Study for Environmental Chemistry Majors: 4 courses from one of the following groups:

Group I Ecology and Biodiversity:

Biol 131 AND Biol 132

Two courses from the Ecology and Conservation list OR the Biodiversity and Evolution list

Group II Natural Resources and the Environment:

Fors 121 AND Geol 121

Two courses numbered between 200 and 400 in either Forestry or Geology EXCEPT For/Geo 332, For 307, and For/Geo 432

Group III Environmental Policy:

Two courses from A. Policy Analysis and one from B. Ethics (Note: Please refer to the catalog section for prerequisites in planning course selections.)

A. Policy Analysis:

Econ 335: Environmental Economics

Pols 208: Environmental Policy

Biol 222 or 209: Conservation Biology

Fors 201: Natural Resource Issues and Policies

B. Ethics:

EnSt 300: Ecology and Ethics

Phil 230: Environmental Ethics

Relg 341: Religion and Ecology

Relg 353: Buddhism and the Environment

Elective (one course from the following OR one not previously taken from Policy Analysis/Ethics list above):

Anth 298: Ecological Anthropology

Fors 212: Forestry in the Developing World

EnSt 283: Environmental History

Econ/Pols 381: Political Economy of Sustainable Development

Costa Rica Program

Island Ecology Program

I. Humanities/Social Science list:

Anthropology 201: Global Problems: Anthropology and Contemporary Issues

Anthropology 298: Ecological Anthropology

Anthropology 307: Archaeology of Southeastern United States

Anthropology 313: Method and Theory in Archaeology

Anthropology 357: Field School in Archaeology

Asian Studies 212: China's Environmental Challenges

The Costa Rica Program (Sustainable Development in Costa Rica)

Economics 335: Environmental Economics

Economics 381: Political Economy of Sustainable Development

English 396: American Environmental Literature

Environmental Studies 100: Walking the Land

Environmental Studies 140: Readings in Island Ecology

Environmental Studies 200: Introduction to Environmental Studies

Environmental Studies 201: Organic Agriculture

Environmental Studies 283: Environmental History

Environmental Studies 300: Seminar in Ecology and Ethics

Environmental Studies 301: Introduction to Spatial Information Systems
and Field Mapping

Environmental Studies 400: Seminar in Environmental Studies

Forestry 201: Natural Resource Issues/Policy

History 100: Environmental History
 History 386: African Environmental History
 Philosophy 230: Environmental Ethics
 Political Science 208: Environmental Policy
 Political Science 381: Political Economy of Sustainable Development
 Religion 307: Religious Environmentalism
 Religion 341: Religion and Ecology
 Religion 353: Buddhism and the Environment
 Religion 393: Rural Religion

2. Sciences list:

Biology 107: People and the Environment
 Biology 109: Food and Hunger: Contemplation and Action
 Biology 114: Botany
 Biology 131: Principles of Biology I
 Biology 200: Entomology
 Biology 201: Ornithology
 Biology 202: Invertebrate Zoology
 Biology 204: Parasitology
 Biology 206: Plant Ecology
 Biology 207: Biology of Lower Plants
 Biology 209: Conservation Biology
 Biology 210: Ecology
 Biology 215: Fungi
 Biology 216: Algae and Bryophytes
 Biology 221: Environmental Physiology of Plants
 Biology 232: Human Health and the Environment
 Biology 250: Molecular Evolution
 Biology 305: Plant Physiology
 Biology 310: Plant Evolution & Systematics
 Biology 311: Behavioral Ecology
 Biology 313: Ecosystems and Global Change
 Biology 340: Microbiology
 Chemistry 104: Environmental Chemistry
 Chemistry 103: Earth, Air, Water and Fire
 Computer Science 120: Introduction to Environmental Computing
 Environmental Studies 201: Organic Agriculture
 Environmental Studies 302: Ecology, Evolution, and Agriculture
 Forestry 121: Introduction to Forestry
 Forestry 204: Forest Wildlife Management
 Forestry 211: Dendrology
 Forestry 212: Forestry in the Developing World
 Forestry 230: Urban Forest Management
 Forestry 303/Geology 303: Soils
 Forestry 305: Forest Ecology
 Forestry 312: Silviculture
 Forestry 314/Geology 314: Hydrology
 Forestry 316: Tropical & Boreal Forest Ecosystems

Forestry 319: Natural Resource Management
 Geology 121: Physical Geology
 Geology 215: Geological Resources
 Geology 222: Historical Geology
 Geology 230: Paleoecology
 Geology 235: Earth Systems and Climate Change
 Geology 323: Geology of the Western US
 Physics 105: Environmental Physics
 Psychology 353: Animal Behavior

COURSES

100. Walking the Land

A field-oriented geology and writing course conducted on the Cumberland Plateau and surrounding provinces. The emphasis is 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 are also emphasized. Extensive walking and hiking. Field journals are part of the writing-intensive approach. Four hours (one afternoon) a week. (Credit, full course.) Potter

120. Perspectives on the Environment

The course examines the community in the largest sense and approaches environmental issues from a sociological perspective. The environment is viewed as a socially and technically shaped milieu in which there are competing values. Issues considered include the Bhopal disaster in India, mercury pollution in Canada, mad cow disease, and the environmental impact of genetic engineering. Prerequisite: None. This course is approved for Advent Semester of 2007 only. (Credit, full course.) Matsuzawa

140. Readings in Island Ecology

Supervised readings in geology, coastal marine biology, botany, and animal behavior as preparation for the interdisciplinary summer program in island ecology. No prerequisite. Normally not open to seniors. (Credit, half course.) Evans, Potter, Keith-Lucas

200. Introduction to Environmental Studies

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. Prerequisite: none. (Credit, full course.) Staff

201. Organic Agriculture

A study of the principles and practice of organic agriculture. Topics include the scientific and economic meanings of sustainability in agricultural systems, the ethical and spiritual dimensions of growing food and fiber, the effects of agriculture on native biodiversity, and the roles of activism, marketing, and government policy in the production and sale of organic food. Class involves reading, writing, discussions, invited speakers, field trips, and the development and care of an organic garden. (Credit, full course.) Haskell

216. Global Environmental Problems and International Politics

This course provides a broad introduction to the international policies and politics relating to global environmental problems. In the light of topics such as climate change and biodiversity conservation, participants examine the roles of environmental movement organizations; multilateral environmental agreements; and the institutions advocating, implementing, and financing global environmental protection. The course involves discussion of International Non-governmental Organizations (INGOs), such as World Wildlife Fund (WWF), Greenpeace, and Friends of the Earth as well as positions and contributions of key countries in United Nations conferences on such topics. Prerequisite: None. This course is approved for Easter Semester of 2008 only. (Credit, full course.) Takahashi

217. Fundamentals of GIS

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. Prerequisite: Environmental Studies major or permission of instructor. (Credit, full course.) Staff

240. Island Ecology

An interdisciplinary field course combining the study of geology, hydrology, marine biology, invertebrate zoology, marine plant communities, and wildlife ecology in a single coastal island ecosystem. Prerequisite: completion of Environmental Studies 140 and acceptance into the Island Ecology Program. Satisfies the science and laboratory science requirements and one writing-intensive credit. Offered each summer. (Credit, two full courses.) Evans, Potter, Keith-Lucas

283. Environmental History

A study of critical environmental issues, particularly in Africa and the Middle East, with a focus on the increasing scarcity of renewable resources and the consequent rise of violent conflicts. (Credit, full course.) Staff

300. Seminar in Ecology and Ethics

Students analyze and evaluate scientific and ethical arguments from selected environmental issues. Emphasis is on exploring the relationship between science and ethics. A research project is required. Fulfills the capstone experience of the Environmental Studies concentration. Prerequisite: one course from each of the two groups of Environmental Studies courses (science and humanities/social science) or permission. This course counts as hours outside the major field for all majors unless it is accepted in fulfillment of a requirement for a specific major. (Credit, full course.) Peters and Haskell

301. Introduction to Spatial Information Systems and Field Mapping

An introduction to the ArcView Geographic Information System and the concepts and uses of Spatial Information Systems, the analytic side of GIS. The course focuses on the use of GIS in natural systems but has modules and exercises in the social science aspects including crime mapping and human demographics. The course contains three modules on field mapping. No prerequisites but 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 Forestry/Geology 410. (Credit, full course.) Staff

317. Advanced Applications of GIS

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. Laboratory course. Prerequisite: EnSt 217. (Credit, full course.) Staff

302. Ecology, Evolution, and Agriculture

An investigation of the reciprocal interaction between humans 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 also focuses on the relationship between food production and hunger. Class involves reading, writing, and discussions, invited speakers, field trips, and the study of ecological processes and natural history in and around an organic garden. (Credit, full course.) Haskell

400. Seminar in Environmental Studies

A capstone experience for the Environmental Studies concentration. An examination of selected environmental issues from a variety of perspectives in the natural and social sciences and humanities. Special emphasis is on student research on the Domain and in the region. (Credit, full course.) Staff

Forestry and Geology

Forestry and Geology Website: http://www.sewanee.edu/Forestry_Geology/ForestryGeology.html

Professor Potter

Professor Shaver

Professor M. Knoll

Professor Torreano, Chair

Professor Kuers

Associate Professor K. Smith

Visiting Assistant Professor Lentile

Visiting Assistant Professor Dolan

Visiting Assistant Professor Reynolds

Department Mission

Forestry, geology, and environmental study are the emphases of the Department of Forestry and Geology. Students analyze the physical, biological, 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.

Majors offered: Three majors are offered within the department: forestry, geology, and natural resources and the environment. Students may select either a B.S. or B.A. degree from each of these. Offerings available to both majors and non-majors include introductory to advanced courses in forestry and geology, including environmentally applicable coursework in hydrology, forest ecology, tropical forestry, resource management, and natural resource policy.

All three majors emphasize an interdisciplinary study of the natural world and the interrelationships between geological and forest ecological processes. Excellent forest and geological exposures on the University Domain and its environs 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 forestry, geology, or natural resources and the environment 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. Students

interested in careers in forestry or environmental study may also participate in a 3-2 program with Duke University, with three years of work at Sewanee and two years at Duke, to obtain both a Sewanee bachelor's degree and a Duke master's degree.

In geology, all courses count toward fulfilling the college distribution requirements in the sciences. In forestry, all courses except Forestry 201 and 319 fulfill the science distribution requirement.

Natural Resources and the Environment Major: An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with other environmental coursework.

Natural resources and the environment majors must take at least two geology and two forestry courses, plus two additional departmental courses that complement their specific interests in forestry and/or geology or one additional departmental course plus the Island Ecology course. They must also take Introduction to Environmental Studies (EnSt 200) and one biology lab course. A total of seven full department courses, plus the junior presentations and senior project seminars, are required.

Required courses in the department are: Introduction to Forestry (Forestry 121), Physical Geology (Geology 121), one of Soils (Forestry 303) or Hydrology (Geology 314), one of Dendrology (Forestry 211), Forest Ecology (Forestry 305), or Silviculture (Forestry 312), one of Economic Geological Resources (Geology 215), Natural Resource Management and Decisions (Forestry 319), or Field and Structural Geology (Geology 325), and one of Mineralogy (Geology 221), Historical Geology (Geology 222), or Sedimentology (Geology 225). In addition, majors must take two other Forestry or Geology courses or Island Ecology and one other Forestry or Geology course. All majors must take Junior Presentations (Forestry or Geology 332) and Senior Interdisciplinary Field Project (Forestry or Geology 432).

Statistics (Math 204), and General Chemistry 101, 102, 104, or 111 are recommended.

Note: Four science and/or math courses outside of the department are required for a Bachelor of Science degree.

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

Forestry majors at Sewanee must be broadly trained and must integrate traditional forestry coursework (dendrology, silviculture, biometrics, forest ecology, and natural resource management) with courses outside the department in economics, biology, chemistry, and mathematics. Courses in soils, hydrology, tropical and boreal forestry, wildlife management, and natural resource policy are also encouraged or required. A total of nine full department courses, plus the junior presentations and senior project seminars, are required.

Required departmental courses are: Introduction to Forestry (Forestry 121), Physical Geology (Geology 121), Dendrology (Forestry 211), Silviculture (Forestry 312), Forest Ecology (Forestry 305), Biometrics (Forestry 307), Natural Resource Management (Forestry 319), Natural Resource Issues and Policies (Forestry 201), and either Soils (Geology 303) or Hydrology (Geology 314), plus Junior Presentations (Forestry 332) and Senior Interdisciplinary Field Project (Forestry 432).

Requirements outside the Department of Forestry and Geology include Economics 101, Chemistry 101, one semester of Calculus (Math 101 or higher), and one course in Biology (131 or 132 or 210).

Additional courses that are strongly encouraged but not required include Chemistry 102

or 104, either Environmental Ethics (Philosophy 230) or Religion and Ecology (Religion 341), Statistics (Math 204), and one additional upper level (200+) Biology laboratory course.

Geology Major: A study of processes affecting the earth — geological, hydrological, and chemical.

Geology majors study present-day and past 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. A total of nine full department courses, plus the junior presentations and senior project seminars, are required.

Required departmental courses include Physical Geology (Geology 121), Introduction to Forestry (Forestry 121), Historical Geology (Geology 222), Mineralogy (Geology 221), Igneous and Metamorphic Petrology (Geology 321), Sedimentology (Geology 225), Structural Geology (Geology 325), either Paleogeology (Geology 230) or Hydrology (Forestry 314), plus Junior Presentations (Geology 332) and Senior Interdisciplinary Field Project (Geology 432).

Requirements outside the department are two semesters of general chemistry (101 and either 102 or 104), and two courses in math/computer science (chosen in consultation with the department). A summer geology field camp taken at another institution is strongly recommended and required for admission to many graduate schools. Physics 101 and 102 are also recommended.

FORESTRY COURSES

121. Introduction to Forestry

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. (Credit, full course.) K. Smith

201. Natural Resource Issues and Policies

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. (Credit, full course.) K. Smith

204. Forest Wildlife Management

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 also addresses 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 interact with wildlife management professionals in Tennessee and design and implement a field

study to quantify the effects of vertebrate animals on forest growth and development. Fall of even-numbered years. (Credit, full course.) Torreano, K. Smith

211. Dendrology

This course explores the biology and morphology of trees, with emphasis on the major forest species of North America and selected forest types elsewhere in the world. 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 Southeast. Lecture, three hours; laboratory and weekend field trips. (Credit, full course.) Kuers

212. Forestry in the Developing World

An introduction to the use and management of trees in the developing world. Social and technical aspects of forestry are considered. Topics 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. (Credit, full course.) K. Smith

230. Urban Forest Management

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. Prerequisites: For 121 or Biol 106, or permission of instructor. Lecture and field trips. Spring of odd-numbered years. (Credit, full course.) Kuers

240. Special Topics in Forestry

A seminar on a topic related to forestry and natural resources. May be taken more than once for credit. (Credit, half or full course.) Staff

303. Soils

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. Prerequisites: Geol 121 and Chem 101; or permission of the instructor. Lecture, three hours; laboratory and field trips. (Credit, full course.) K. Smith, Torreano

305. Forest Ecology

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. Prerequisites: For 121 or 211, and Biol 114 or 305, or permission of the instructor. Spring of even-numbered years. Lecture, three hours; laboratory and field trips. (Credit, full course.) Kuers

307. Biometrics

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. Prerequisites: For 121 and either Math 101 or 204; or permission of the instructor. Fall of odd-numbered years. (Credit, full course.) Torreano

312. Silviculture

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. Prerequisites: For 121 and 211, or permission of the instructor. Lecture, three hours; laboratory and field trips. Spring of odd-numbered years. (Credit, full course.) Kuers, Torreano

314. Hydrology

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. Prerequisite: Geol 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll

316. Tropical and Boreal Forest Ecosystems

A detailed examination of important components and processes in tropical and boreal forest ecosystems, which collectively comprise over seventy-five percent of the earth's forests. Topics 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. Prerequisites: For 121, or Biol 114, or Biol 131 with permission from instructor. Spring of odd-numbered years. (Credit, full course.) K. Smith

332. Junior Presentations in Forestry and Geology

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. Prerequisites: Junior status in forestry, geology, or natural resources. (Credit, half course.) Staff

432. Senior Interdisciplinary Field Project

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. Prerequisites: Senior status in Forestry, Geology, or Natural Resources. (Credit, full course.) Staff

444a. Independent Study

An opportunity for student majors to explore a topic of interest in an independent or directed manner. (Credit, full course.) Staff

444b. Independent Study

(Credit, half course.) Staff

GEOLOGY COURSES**121. Physical Geology**

A study of the geological features and processes that shape the earth's surface and sub-surface. 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). (Credit, full course.) M. Knoll, Potter, Shaver

215. Economic Geological Resources

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. Prerequisite: Geol 121 and Chem 101, 102, or 103. Lecture, three hours; laboratory and field trips, (Credit, full course.) Shaver

221. Mineralogy

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. Fall of odd-numbered years. (Credit, full course.) Shaver

222. Historical Geology

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. Prerequisite: Geol 121. Lecture, three hours; laboratory and field trips. Fall of odd-numbered years. (Credit, full course.) Potter

225. Sedimentology

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. Prerequisite: Geol 121. Lecture, three hours; laboratory and field trips. Fall of even-numbered years. (Credit, full course.) Potter

230. Paleoecology

A study of individuals, populations, and communities of plants and animals of the geologic past: their taphonomic histories, interactions with changing environments, and relation-

ships to the sedimentary rock record. One weekend field trip. Prerequisite: Geol 121. Fall of odd-numbered years. (Credit, full course.) M. Knoll

235. Earth Systems and Climate Change

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: None. (Credit, full course.) M. Knoll

240. Island Ecology

This interdisciplinary field course combines the study of geology, oceanography, marine biology, botany, and wildlife behavior in a single coastal island ecosystem. Taken in conjunction with Biol 240 and Psych 240. Prerequisite: completion of Biol 140 and acceptance into the Island Ecology Program. Offered each summer. (Credit, full course.) Evans, Keith-Lucas, Potter

303. Soils

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. Prerequisites: Chem 101, or permission of the instructor. Lecture, three hours; laboratory and field trips, three hours. (Credit, full course.) K. Smith, Torreano

314. Hydrology

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. Prerequisite: Geol 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll

320. Igneous and Metamorphic Petrology

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics 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. Prerequisite: Geol 221. Lecture, three hours; laboratory and field trips. Spring of even-numbered years. (Credit, full course.) Shaver

322. Geology of the Western United States

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 western United States. Prerequisite: Geol 121 and permission of the instructor (Credit, half or full course, depending upon the specific term in which the course is offered.) Potter

323. Geology of the Western U.S.

A detailed field notebook is kept by students on this three-week trip. Early summer of even-numbered years. (Credit, half course.) Potter

325. Field and Structural Geology

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. Prerequisite: Geol 121. Lecture, three hours; laboratory and field work. Spring of odd-numbered years. (Credit, full course.) Potter

330. Invertebrate Paleontology

Identification, classification, and history of the major invertebrate phyla. Special emphasis on the use of fossil marine invertebrates and trace fossils as stratigraphic and sedimentologic tools. Prerequisite: Geol 121. Lecture, three hours; laboratory and field trips, three hours. Fall of even-numbered years. (Credit, full course.) M. Knoll

332. Junior Presentations

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. Prerequisites: Junior status in forestry, geology, or natural resources. (Credit, half course.) Staff

432. Senior Interdisciplinary Field Project

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 evaluate critically 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. Prerequisites: Senior status in forestry, geology, or natural resources. (Credit, half course.) Staff

444a. Independent Study

An opportunity for students to explore a topic of interest in an independent or directed manner. (Credit, full course.) Staff

444b. Independent Study

(Credit, half course.) Staff

French and French Studies

French website: <http://www.sewanee.edu/french>

Professor Poe

Professor McCrady

Associate Professor Rung

Associate Professor Ramsey

Associate Professor Mills, Acting Chair

Assistant Professor Glacet

Visiting Instructor Choplin

The study of French language, culture, and literature provides Sewanee students with a paradigmatic set of tools for a lifetime of cultural exploration and a sympathetic understanding of otherness.

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 two major tracks — one in French and one in French Studies, with minors available in both areas. These two programs offer Sewanee students the opportunity, in the former case, to deepen their understanding of French literature and thought through an approach interweaving period with theme, or, in the latter case, to obtain a firm grounding in the evolution of French and Francophone history, culture, and language.

Major in French: The minimum requirement for a French major is seven full courses beyond French 300. Along with 314, majors are normally expected to take at least two additional 300-level courses, one of which must be 360, before registering for 400-level courses. A minimum of three 400-level, French-major courses is expected. Senior French majors also participate, during their final semester, in the 410 seminar which ties together their upper-level coursework and prepares them for their comprehensive examinations. In addition, French majors must study in a French-speaking country for at least a semester (the department helps students find appropriate programs). For double majors only, upon receiving a satisfactory petition explaining the impossibility of studying in a Francophone country for a full semester, the department will then be willing to offer one of the following two alternatives in fulfilling this requirement: study abroad for a summer (5 to 8 weeks, 2 course credits) and take one additional 400-level, French-major course in the department; or take two additional 400-level, French-major courses in the department.

Minor in French: The requirement for a French minor is six full courses beyond French 300. For these six courses, 314 is required, along with at least one additional 300-level course and two 400-level literature courses. For the other two courses, minors may choose either to participate in a summer-abroad program in a French-speaking country for 5-8

weeks for 2 course credits (Sewanee's own summer program when offered, or a similar program approved by the department in off-years) or to take two additional 400-level courses at Sewanee.

Major in French Studies: The French Studies major is an interdisciplinary program combining substantial core work of six courses in the department of French and French Studies and abroad on the language, history, culture, and society of France and of other Francophone countries, with complementary coursework in at least two related fields outside of the department (four courses); acceptable courses in related fields are specified in the program layout below. Senior French Studies majors also participate, during their final semester, in the 420 seminar which ties together their upper-level coursework and prepares them for their comprehensive examinations. Study abroad for at least a semester is required of students majoring in French Studies. For double majors only, upon receiving a satisfactory petition explaining the impossibility of studying in a Francophone country for a full semester, the department will then be willing to offer one of the following two alternatives: study abroad for a summer (5 to 8 weeks, 2 course credits) and take one additional 400-level, French Studies-major course in Sewanee; or take two additional 400-level, French Studies-major courses in the department.

Six core French courses at Sewanee (and one advanced French language course abroad; any other core coursework proposed to be taken abroad must be approved by the Department of French prior to departure):

The following three courses:

FREN 311: Composition, or FREN 312: Conversation, or FREN 313: Contemporary Language (With another advanced language course abroad)

FREN 314: Introduction to Literature of the French-Speaking World

FREN 420: French Studies Senior Research Tutorial

Three of the five following courses:

FREN 411: Culture through History

FREN 413: Modern France through Films and Other Texts

FREN 415: History of French Cinema

FREN 417: Topics in Francophone Studies

FREN 419: Introduction to French Linguistics

One advanced French language course abroad, as approved by the Department.

Four related courses in at least two of the following departments at Sewanee, with at least one course below in art history, music, or theatre (Fren 415 can count for this fine arts expectation). Courses proposed as substitutes to be taken abroad must be approved by the Department of French prior to departure.

ANTH 303: Peoples and Cultures of Europe

ANTH 304: Peoples and Cultures of Africa

ArtH 320: Medieval Art

ArtH 332: 17th- and 18th-Century Art

ArtH 335: 19th-Century Art

ArtH 345: Modern Art

HIST 219: History of Africa: Traditional Africa

HIST 220: History of Africa: Modern Africa

HIST 270: Women in European History Since 1750
 HIST 272: France Since 1815
 HIST 303: Constructing Christendom: the West from Constantine to the First Crusade
 HIST 304: Medieval Europe
 HIST 305: The Renaissance
 HIST 306: The Reformation Era
 HIST 307: 17th-Century Europe
 HIST 308: The Revolutionary Era
 HIST 309: Politics and Society in Europe 1815-1914
 HIST 311: Politics and Society in Europe after 1914
 HIST 345: The Age of Enlightenment
 HIST 356: Diplomatic History of Europe 1813-1914
 HIST 384: African Art and Culture
 HIST 395: War and Society in the Modern Period
 HIST 396: The Origins and Conduct of the First World War, 1900-1919
 HIST 397: The Origins and Conduct of World War II

MUS 205: Music of the Baroque Era
 MUS 207: Music of the Romantic Period
 MUS 208: Music of the Twentieth Century
 MUS 225: Music and Drama
 MUS 301: History of Music I
 MUS 302: History of Music II

PHIL 204: Modern Philosophy from Descartes to Kant

POLS 103: Comparative Politics
 POLS 227: Africa in World Politics
 POLS 260: European Political Relations
 POLS 303: Women and Politics
 POLS 329: Comparative African Politics
 POLS 356: Diplomatic History of Europe 1813-1914
 POLS 364: The European Union
 POLS 401: Research Seminar in European Politics

THEA 106: History of Film

NOTE: *One of the department's upper-level French literature courses, or a literature course abroad, may possibly be substituted for one of the four "related courses" above, upon special arrangement with the department, or prior to departure in the case of a literature course to be taken abroad.*

Minor in French Studies: The requirement for a French Studies minor is six full courses beyond French 300. For these six courses, 314 is required, along with 311, 312, or 313, one 400-level French Studies course, and one related course outside the department. For the other two courses, minors may choose either to participate in a summer-abroad program in a French-speaking country for 5-8 weeks for 2 course credits (Sewanee's own summer program when offered, or a similar program approved by the department in off-years) or

to take two additional 400-level courses at Sewanee.

All majors (and minors where possible) are expected to try to live in the French House for at least one semester; application forms are obtainable from 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*.

Majors in French and French Studies may obtain honors by achieving a 3.5 departmental GPA, including the grade for culminating work done in 410 or 420.

The department also participates in interdisciplinary programs such as International and Global Studies and Women's Studies.

COURSES

103. Elementary French: Intensive Course

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. (Credit, full course.) Staff

104. Elementary French: Intensive Course

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 by department. (Credit, full course.) Staff

203. Intermediate French: Intensive Course

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 by department. (Credit, full course.) Staff

300. Advanced French

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 normal course for completing the language requirement. Prerequisite: Fren 203 or placement by department. (Credit, full course.) Staff

311. Composition

Advanced language review and emphasis on accuracy of expression in written French, with writing exercises constructed around thematic and compositional material. Enrollment limited. Prerequisite: Fren 300 or permission of the department. (Credit, full course.) Staff

312. Conversation

Development of oral expression and vocabulary expansion. Materials used include audio, video, and electronic sources, as well as readings. Labwork required. Enrollment limited. Prerequisite: Fren 300 or permission of the department. (Credit, full course.) Staff

313. Contemporary Language and Usage

A one-semester advanced language course designed to increase oral and written language skills, with particular attention to advanced syntax and to vocabulary expansion. Prerequisite: Fren 300 or permission of the department. (Credit, full course.) Ramsey

314. Introduction to Literature of the French-Speaking World

Readings in representative authors and periods from France and from other Francophone countries. The entry course to major or minor work in either French or French Studies. Prerequisite: Fren 300 and preferably 311, 312, 313, or permission of the department. (Credit, full course.) Staff

320. Advanced Language Abroad

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 French 321. Prerequisite: Fren 300 and permission of the department. Next scheduled for the summer of 2008 and alternating summers. (Credit, full course, Pass/Fail grading.) Ramsey

321. Studies in Culture and Literature Abroad

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: Fren 300 and permission of the department. Next scheduled for the summer of 2008 and alternating summers. (Credit, full course.) Ramsey

360. *Explication de Textes*

An introduction to the technique and extended applications of *explication de textes* as a methodological and analytical tool. Oral presentation of explication by the students in class. Required of all French majors. Enrollment limited. Prerequisite: Fren 314 or equivalent. Not open to students having taken Fren 322. (Credit, full course.) Mills

401. Early French Literature

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. Prerequisites: Fren 314 and one other French course numbered 311 or higher. Not open to students having taken Fren 409 or 410. (Credit, full course.) Glacet

403. The 17th Century

Readings in baroque poets, Descartes, Pascal, La Fontaine, moralistes, Boileau, as well as in the great dramatists of the century: Corneille, Molière, and Racine. Not open to students having taken Fren 401. (Credit, full course.) Rung

405. The 18th Century

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 Charrière, André Chénier, among others. Not open to students having taken Fren 403. (Credit, full course.) Poe

407. The 19th Century

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. Not open to students having taken Fren 404. (Credit, full course.) Mills

409. Contemporary Literature

A study of twentieth-century poetry, prose, and theater through cultural analysis. Not open to students having taken Fren 408. (Credit, full course.) Glacet

410. French Senior Seminar

Preparation for comprehensive exams (written and oral), directed readings, and preparation of an in-depth research paper on a topic approved by the professor pertaining to an aspect of French literature. Research strategies for obtaining source materials in French are explored, and writing techniques and style are fine-tuned. Readings and discussions about the major literary movements in France. Required of all French majors. Not open to students having taken Fren 435. (Credit, full course, writing intensive.) Staff

411. Culture through History

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. Not open to students having taken Fren 376. (Credit, full course.) Poe

413. Modern France through Films and Other Texts

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.) Not open to students having taken Fren 377. (Credit, full course.) Poe

415. History of French Cinema

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 Lumières brothers to Méliès, from Pathé and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carné), and from "New Wave" (Resnais, Godard, Truffaut) to "Modern Cinema" (Lelouch, Malle). Prerequisite: Fren 311 or higher. Not open to students having taken Fren 378. (Credit, full course.) Glacet

417. Topics in Francophone Studies

An examination of the French-speaking world and its literature, culture, art, music, and political life. Topics vary from year to year, but the course would typically include novels, short stories, poetry, film, and drama from France, French-speaking Europe, North and West Africa, Quebec, and the Antilles. This course is repeatable for credit when the course topic is different from the one studied in a semester for which the student has already received course credit. Prerequisite: Fren 311 or higher. (Credit, full course.) Staff

419. Introduction to French Linguistics

An introduction to French linguistics. A survey of historical and theoretical issues in the area of 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. Not open to students having taken Fren 381. (Credit, full course.) Ramsey

420. French Studies Senior Research Tutorial

Preparation for comprehensive exams (written and oral), directed readings, and preparation of an in-depth research paper on a topic approved by the professor pertaining to French language, history, or culture. Research strategies for obtaining source materials in French are explored, and writing techniques and style are fine-tuned. Readings and discussions on issues relating to contemporary France not covered in other French Studies courses. Required of all French Studies majors. Not open to students having taken French 436. (Credit, full course, writing intensive.) Staff

440. Directed Reading

This is a course designed to help majors who, for exceptional reasons, may need to complete reading in a certain area. Open only to French or French Studies majors. (Credit, full course.) Staff

444. Independent Study

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 3.5 GPA in French, or in French Studies, and a brief abstract of the proposed study must be submitted to the department for approval prior to enrollment in the course. (Credit, full course.) Staff

German

German Website: <http://www.sewanee.edu/german/index.html>

Professor Davidheiser, Chair

Professor Zachau

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.

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.

Major in German: The requirement for majors in German is eight full courses at the 300 level and above. At least three of these courses must be at the 400 level. Also required is a period of study in Germany, Austria, or Switzerland. Those planning to continue the German major in graduate school may wish to take more credit hours in the department. Both language and cultural proficiency are emphasized, along with reading and discussing literary texts.

Minor in German: A student wishing to increase proficiency in German and complement another field of study, such as economics, English, geology/forestry, history, political science, religion or the sciences, may minor in German by taking at least five courses in German language, literature and culture at the 300 level and above. A period of study/work abroad is desirable. No comprehensive exam is required.

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.

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 German 444 course (one to four credits). Students demonstrating excellence in both this paper and their written comprehensives are awarded departmental honors.

COURSES

103. Elementary German: Intensive Course

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. (Credit, full course.) Davidheiser, Zachau

104. Elementary German: Intensive Course

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. (Credit, full course.) Davidheiser, Zachau

203. Intermediate German: Intensive Course

Grammar review and reading of cultural and short literary works, together with increased emphasis on conversation. Prerequisite: Ger 103, 104. (Credit, full course.) Davidheiser, Zachau

301. Advanced Readings

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) Davidheiser

302. Advanced Readings

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) Davidheiser

303. Kafka and Werfel

Selected readings of works of Franz Kafka such as *Die Verwandlung* and Franz Werfel such as *Jacobowsky und der Oberst*. (Credit, full course.) Davidheiser

304. Hesse and Mann

Readings from the works of Hermann Hesse (*Demian* and *Siddhartha*) and Thomas Mann (*Tonio Kroger* and *Tristan*). (Credit, full course.) Davidheiser

305. Brecht and the Modern Theatre

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, Müller, and others. (Credit, full course.) Zachau

306. Modern Swiss Authors

A reading of one major work by both Friedrich Dürrenmatt (*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. (Credit, full course.) Davidheiser, Zachau

307. Modern Austrian Authors

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. (Credit, full course.) Staff

308. Heinrich Böll

A reading of one major work by Heinrich Böll such as *Und sagte kein einziges Wort* or *Die verlorne Ehre der Katharina Blum* together with selected short stories and essays by Böll. (Credit, full course.) Zachau

309. Kästner and Fallada

Readings of two of the best known authors of the Weimar Republic, Erich Kästner and Hans Fallada, such as Kästner's children's novels *Emil und die Detektive* or *Das fliegende Klassengericht* and Fallada's classic novel about the Depression, *Kleiner Mann, was nun?* (Credit, full course.) Zachau

310. The Fairy Tale in German Literature and Culture: From the Brothers Grimm to Kafka and Hesse

An examination of the fairy tales of the Brothers Grimm (e.g., *Snow White*, *Hänsel 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 eighteenth century to the present will also cover their operatic and cinematic versions. Class consists of reading, discussion, and viewing of videos of films and operas spawned by the fairy tales. (Credit, full course.) Davidheiser

311. German Culture and Composition

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), 312 emphasizes social and political issues (advanced). Either 311 or 312 is required of all majors. Prerequisite: Ger 203. (Credit, full course.) Davidheiser, Zachau

312. German Culture and Composition

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), 312 emphasizes social and political issues (advanced). Either 311 or 312 is required of all majors. Prerequisite: Ger 203. (Credit, full course.) Davidheiser, Zachau

313. Contemporary Language and Usage

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: 200-level courses. (Credit, full course.) Davidheiser

314. Advanced Conversation and Problem Solving

An examination of current topics, such as unemployment, immigration, “skinheads,” and European integration, using the internet and printed materials. Students not only increase their German vocabulary and speaking and writing ability but also their analytical skills by confronting problems facing contemporary Germans/Germany. Group and pair work. Prerequisite: Ger 203. (Credit, full course.) Staff

315. Contemporary German Films

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: Ger 203. (Credit, full course.) Zachau

321. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course.) Davidheiser, Zachau

322. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course.) Davidheiser, Zachau

324. Literature of Berlin

A survey of Berlin's literature, including excerpts of novels by Theodor Fontane, Wilhelm Raabe, Alfred Döblin, Erich Kästner, and Christa Wolf. The course is taught in German. Prerequisite: Ger 203. (Credit, full course.) Zachau

332. Advanced Grammar and Stylistics

Concentration on advanced grammatical structures, vocabulary enhancement, and various writing styles through analysis of German short stories. Emphasis as well on improvement of essay and letter writing. (Credit, full course.) Davidheiser

333. Studies in German Grammar and Syntax

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: Ger 203. (Credit, full course.) Davidheiser

344. Junior Tutorial

Intensive practice in analyzing and comparing the style of outstanding German writers and in writing German. Introduction to the use of research materials. Required of all majors. (Credit, full course.) Davidheiser, Zachau

350. Berlin — Impressions of a City (also History 350)

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. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

351. Masterpieces of German Literature in Translation

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. Does not satisfy the language requirement. (Credit, full course.) Davidheiser, Zachau

352. Kafka/Grass in Translation

Reading and discussion of the main works of Franz Kafka and Günter Grass in English translation, including *The Trial*, *The Castle*, *The Country Doctor*, *The Judgment*, *The Tin Drum*, and *Cat and Mouse*. Does not fulfill the language requirement. (Credit, full course.) Davidheiser

353. German Film

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 Süss* 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*). Does not satisfy the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

354. Modern German Civilization

An analysis of Germany's development in the twentieth century with emphasis on literary, social, industrial, and cultural movements. The course is taught in English but is also open to German students who do some reading and writing in German. Does not satisfy the language requirement. (Credit, full course.) Davidheiser

355. Once Upon a Time: The Literature and Culture of Fairy Tales

An examination of major fairy tales by the Brothers Grimm and their international variants. The class includes 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. Not open for credit to those who have completed NonD 101. Does not satisfy the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Davidheiser

356. The Nazi Period (also History 353)

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. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course is taught in English and does not fulfill the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

403. German Literature from the Age of Enlightenment through the Storm and Stress

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 Klingner. (Credit, full course.) Davidheiser

405. German Romanticism

Readings in the principal writers of the Romantic Movement, including Novalis, Tieck, Eichendorff, Brentano, and Hoffmann. (Credit, full course.) Davidheiser

407. 19th-Century Literature

Readings from the age of Poetic Realism. (Credit, full course.) Zachau

408, 409. 20th-Century German Literature

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. (Credit, full course.) Davidheiser, Zachau

410. Goethe Seminar

Götz, Werther, Faust, Iphigenie, and other selected works are read and analyzed, along with Goethe's poetry. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Davidheiser

411. Schiller, Hölderlin, Kleist

Schiller's dramas and poetry, Hölderlin's *Hyperion* and poetry, and Kleist's *Der zerbrochene Krug*, along with his prose works, are read and analyzed. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Davidheiser

413. Kafka and His Times

Examination and discussion in German of major works from the first quarter of the twentieth century by Kafka, Hesse, Mann, and Werfel. Prerequisite: at least two courses at the 300 level or above. (Credit, full course.) Davidheiser

421. Lyric Poetry

Representative works of various German poets from the seventeenth century to the present. (Credit, full course.) Zachau

422. German Drama

A survey of major German playwrights, including Schiller, Kleist, Goethe, Buchner, Hauptmann, Brecht, Frisch, and Weiss. The students have the opportunity to perform selected scenes of the plays discussed in class. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Zachau

427. East German Literature

An investigation of the connection between literature and society in East Germany. The course shows the historical development of East Germany through its literature. Readings include works by Wolf, Plenzdorf, Strittmatter, Kant, Heym, and Kunze. (Credit, full course.) Zachau

444. Independent Study

For selected students. Prerequisite: German 321, 322 or the equivalent. (Credit, half to full course.) Staff

History

History Website: <http://www.sewanee.edu/history/>

Professor Goldberg

Professor Perry

Professor Ridyard, Chair

Professor Willis

Professor Register

Professor McEvoy

Associate Professor Roberson

Associate Professor Berebitsky

Assistant Professor Mansker

Assistant Professor Levine

Assistant Professor McCahill

Visiting Instructor Walker

Visiting Instructor Goode

Major in history: Students who choose history as a major must select a field of concentration from among the following: 1) United States, 2) Europe, 3) Great Britain, 4) Africa/Asia/Latin America. A member of the faculty assigned as the student's advisor helps the student plan a coherent program of study.

Required of all majors: 1) a GPA in history courses no lower than 2.00; 2) History 100 or equivalent credit from the humanities sequence; 3) five courses in history in the field of concentration; 4) four courses outside the field of concentration, one of which must be in the Africa/Asia/Latin America field; 5) History 352; 6) a passing grade on the written comprehensive examination in the last semester of the senior year.

Required for honors in history: 1) a GPA in courses in history no lower than 3.50; 2) a grade of honors on a major research paper written during the first semester of the senior year; 3) a grade of distinction on the written comprehensive examination in the last semester of the senior year.

Students enrolled in or credited with humanities courses do not receive credit for History 100, and no student receives credit for more than one section of History 100.

Minor in history: In order to minor in history, students must complete five courses above the 100 level, excluding History 352. No comprehensive examination is required.

COURSES

100. Topics in Western Civilization

Topics and themes related to the development and impact of Western civilization upon the human community. This subject is analyzed through an intensive examination of a specific historical theme, issue or period. (Credit, full course.) Staff

201, 202. History of the United States

A general survey of the political, constitutional, economic, and social history of the United States. (Credit, full course.) Berebitsky, Register, Willis

203. Manifest Destiny and American Expansionism in the 19th Century (also Amer. Studies)

An examination of the motivations and policies behind the rapid territorial expansion of the United States and its rise to world influence in the 19th century. The course deals with the period from Jefferson's call for an "empire of liberty" to the consequences of the Spanish-American War. It emphasizes the American determination to rid the hemisphere of any European presence; the origins and progression of the ideology of manifest destiny and its domestic, cultural and political implications; the Indian removal; the Mexican War; the role of economic opportunity in fostering expansionist impulses; and the advent of American colonialism. Prerequisite: None. This course is approved for Easter Semester of 2008 only. (Credit, full course.) Walker

205, 206. History of England

A general survey of the political, constitutional, economic, and social history of England and the British Empire since the Anglo-Saxon conquest. (Credit, full course.) Perry

207, 208. History of Russia

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 are explored. (Credit, full course.) Goldberg

209. Early Modern Europe, 1450-1800

An overview of European history in the early modern era, a period of transition from the medieval way of life to the recognizably modern. The course explores this dynamic age from the Renaissance through the Protestant and Catholic Reformations, the age of exploration, the Religious Wars, absolutism and constitutionalism, the European witch-hunt, the Scientific Revolution and Enlightenment, and the French Revolution. Issues addressed include the evolution of the nation-state, the quest for empire, and the rise of science, religious pluralism, and secular culture. Prerequisite: none. (Credit, full course.) McCahill

210. Early Modern Cities

A survey of urban life in Europe between 1400 and 1750. The course begins by examining how mercantile culture, religious and ritual life, and political and artistic patronage shaped the urban experience in Florence and Venice. It then proceeds north of the Alps and explores the ways in which German, English, and French urban life influenced and intersected with the development of Protestantism, the wars of religion, the English civil war, and the emergence of absolutism. Prerequisite: none. (Credit, full course.) McCahill

211, 212. History of China and East Asia

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. (Credit, full course.) Goldberg

213. Early Modern Courts

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. Prerequisite: none. (Credit, full course.) McCahill

215. Southern African History

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. Prerequisite: none. (Credit, full course.) Levine

216. History of Japan (also Asian Studies)

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. (Credit, full course.) Goldberg

217. History of the Near East: Islamic Civilization

Among the subjects addressed in this course are Mohammed, Islam, conquests undertaken during the caliphates, reasons for the breakup of Islamic civilization, Islam's subsequent revival by the Seljuk and Ottoman Turks, the entrance of the Europeans into the Middle East, and the development of the Shia. (Credit, full course.) Staff

218. History of the Middle East since 1914

A contemporary history of the Middle East embracing such topics as Arab and Israeli politics, sources of the Arab/Israeli conflict, modernization in traditional societies, terrorism and counterterrorism, American foreign policy in the area, and Islamic revival. This continuation of History 217 may also be taken independently. (Credit, full course.) Staff

219. History of Africa to 1880

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. Prerequisite: none. (Credit, full course.) Levine

220. History of Africa since 1880

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. No prerequisite. (Credit, full course.) Levine

223. Latin American History to 1825

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. (Credit, full course.) McEvoy

224. Latin American History after 1826

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. (Credit, full course.) McEvoy

225. Empire in the New World: Incas and Aztecs

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. (Credit, full course.) McEvoy

226. Politics and Society in Contemporary America

This course surveys the history of the United States since World War II. It focuses on the nation's emergence as an international superpower and the domestic political and social upheavals that accompanied this development. (Credit, full course.) Register

227, 228. Intellectual and Cultural History of the United States

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. (Credit, full course.) Register, Roberson

231. African-American History to 1865

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 provide the central theme, but the course addresses the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention is given to the development of such institutions within this community as family, religion, and education. (Credit, full course.) Roberson

232. African-American History Since 1865

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 also explores some of the historiographical themes that have catalyzed current scholarship and analyzes diverse theories about the black experience in America. (Credit, full course.) Roberson

237. Women in U.S. History, 1600-1870

A survey of the history of American women which considers 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. (Credit, full course.) Berebitsky

238. Women in U.S. History, 1870 to the Present

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 is given to the movements for women's rights. (Credit, full course.) Berebitsky

241. Global Women's Movements Since 1840 (also Women's Studies)

An exploration of nineteenth- and twentieth-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. (Credit, full course.) Staff

270. Women in European History Since 1750

This course surveys the roles and experiences of European women from the Enlightenment era to the present. With emphasis on individual lives and outlooks, the study illuminates women's quest for equality and dignity in the public sphere in Britain, France, and Germany. Themes covered include the development of feminist movements, modern feminism, and sexual liberation. (Credit, full course.) Staff

272. France Since 1815

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. Prerequisite: none. (Credit, full course.) Mansker

279. History of American Education (also Education 279)

Issues and institutions in the development of American education from the seventeenth century to the present day. (Credit, full course.) Register

283. Environmental History

A study of critical environmental issues, particularly in Africa and the Middle East, with a

focus on the increasing scarcity of renewable resources and the consequent rise of violent conflicts. (Credit, full course.) Staff

301. Ancient Greece

Selected topics in the history of Ancient Greece from the early Bronze Age to the death of Alexander. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

302. Ancient Rome

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

303. Constructing Christendom: the West from Constantine to the First Crusade

This course examines the centuries from c.300 to c.1100 in which the political and cultural traditions of what we now know as Europe were constructed on the foundations of the Classical and “barbarian” worlds. It focuses especially on how contemporaries imagined and attempted to create a specifically Christian society by the conversion of the pagan Roman empire and, later, the Germanic pagans of Western Europe — a process which culminates in the “church militant” of the First Crusade. A further unifying theme is the legacy of empire in the cultural and political life of the post-Roman West. Attention is also given to the role of women, especially royal women, in the creation of the Christian culture of the early Middle Ages. Reading and discussion of primary sources, including the visual arts, are central to this course. Seminar. (Credit, full course.) Ridyard

304. Medieval Europe

Selected topics in the history of western Europe during the Middle Ages for the period c.1000 to c.1450. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

305. The Renaissance

The history of Europe during the fourteenth, fifteenth, and early sixteenth centuries, with emphasis on the Renaissance in Italy and in northern Europe and the emergence of Christian humanism. (Credit, full course.) McCahill

306. The Reformation Era (also Religion 306)

The history of Europe, principally in the sixteenth century, with attention to ideas and the interaction of religion and society; includes the Protestant and the Catholic Reformations and the beginning of the era of religious wars. (Credit, full course.) McCahill

308. The Revolutionary Era

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. (Credit, full course.) Mansker

309. Politics and Society in Europe 1815-1914

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. (Credit, full course.) Staff

311. Politics and Society in Europe after 1914

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. (Credit, full course.) Staff

312. 18th-Century England

A seminar in eighteenth-century English studies with emphasis on social and cultural development. (Credit, full course.) Perry

313. Family, Gender, and Sexuality in Early Modern Europe (also Women's Studies)

During the early modern period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. In this seminar, students examine these transformations in cultural and social understandings of gender as they relate to the body, marriage and the family, and sexuality. Students also consider the fashioning of gender norms and related senses of self as well as the larger historiographical issue of the use of gender as a tool of historical analysis. No prerequisite. (Credit, full course.) Staff

315. Saints, Witches, and Heretics in Early Modern Europe

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: none. (Credit, full course.) McCahill

316. The African-American Church in Slavery and Freedom

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: None. This course has the attribute of American Studies (Credit, full course.) Roberson

317. African-American Intellectual History

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 Chesnut, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcolm X, Martin Luther King Jr., Toni Morrison, and Cornel West. (Credit, full course.) Roberson

318. African-American Women and Religion (also Women's Studies)

This class examines African-American Women's participation and critical role in religious life in America. It explores 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 investigates black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course addresses the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it explores 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. (Credit, full course.) Roberson

319. Movements toward Christian Unity in Late Reformation Europe (also Religion 319)

An investigation of the ideas, policies, and programs that focused on finding a basis for religious unity among the divergent churches and religious points of view in Europe from about 1560 to 1648. Attention is given to the political and cultural as well as religious context of these developments. The chief focus is on Britain, France, and Germany. (Credit, full course.) Staff

320. Victorian and Edwardian Britain

This seminar studies British history from the passing of the Great Reform Bill to World War I, with special attention to cultural and political developments. (Credit, full course.) Perry

321. English Identities

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. Prerequisites: none. (Credit, full course.) Perry

322. Southern Lives

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. (Credit, full course.) Willis

323. The Depression-Era South (also American Studies)

This seminar explores both the perceptions and realities of the Depression-era South. Short lectures on the economic, political, and social conditions of the time serve as a foundation for extended attention to the literature, journalism, films, and academic movements of the era. (Credit, full course.) Willis

325. Revolutionary America

A study of the development and challenges of early American nationalism. Students 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. (Credit, full course.) Willis

327. The Old South

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. (Credit, full course.) Willis

329. The New South

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. (Credit, full course.) Willis

331. Modern Cities: Capital, Colonial, Global

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 nineteenth and twentieth centuries. (Credit, full course.) McEvoy

332. Twentieth-Century American Culture (also American Studies)

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 concentrates on texts and images from the periods under examination, with special attention to the production and consumption of popular culture. (Credit, full course.) Register

334. Mass Culture and Popular Amusements in the United States, 1870-1945

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 is 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. (Credit, full course.) Register

339. The Making of Modern America, 1877-1920 (also American Studies)

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 is special attention to transformations of gender relations and identities at the turn of the century. (Credit, full course.) Register

341. Rome in the Renaissance

A seminar addressing the intellectual, artistic, political, religious, and social history of the city of Rome between 1400 and 1600. The course considers the concept of cultural rebirth and parses the range of ways in which scholars, artists, and churchmen used antiquity as they sought to assert the power and authority of the Catholic Church. Particular attention

is paid to the interplay between “high” and “popular” culture and the broader question of what cultural history is and how it can be utilized. Prerequisite: none. (Credit, full course.) McCahill

342. Topics in British History

Studies of important political, social, and intellectual movements in British History. (Credit, half to full course.) Staff

345. The Age of the Enlightenment

An examination of the political, social, and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. Includes the extension of European power and influence in other parts of the world. Attention is also given to the ideas and events of the age in relation to the Revolutionary era that followed. (Credit, full course.) McCahill

346. History of Socialism

A study of the development of socialism as an ideology in the nineteenth and twentieth centuries. Among the major topics discussed are: utopian socialism, Marxism, anarchism, German social democracy, Russian Marxism, and Chinese Marxism. (Credit, full course.) Goldberg

347. The American Civil Rights Movement

This seminar surveys 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, the course examines the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis is 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. (Credit, full course.) Roberson

348. The Mexican Revolution

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, are the main topics of discussion. The heterogeneity and ambiguity of the Mexican Revolution are explored by examining different approaches to the insurrection through biographies, novels, political theory, and historical account. (Credit, full course.) McEvoy

349. American Women's Cultural and Intellectual History

This discussion-based seminar examines women's experience from the mid-nineteenth century to the present. Topics include changes in understandings of motherhood and female sexuality, popular women's fiction, and representations of women in music, film, and television. (Credit, full course.) Berebitsky

350. Berlin – Impressions of a City (also German 350)

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. (Credit, full course.) Zachau

352. Junior Tutorial

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. Required of all junior majors. (Credit, full course.) Staff

353. The Nazi Period (also German 356)

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. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course is taught in English and does not fulfill the language requirement. (Credit, full course.) Zachau

354. Renaissance Humanism

An examination of the intellectual movement that first emerged in Italy in the fourteenth 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. (Credit, full course.) McCahill

357. Latin American Biographies

Through the reading of biographies, this course examines major topics in Latin American history. Important issues explored include: the Spanish conquest, the colonial experience, wars of independence, national projects, imperialism, and social revolutions. Among the historical actors whose lives are 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. (Credit, full course.) McEvoy

358. Women in Latin America

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 examine several theoretical approaches to gender studies together with specific case studies. (Credit, full course.) McEvoy

359. United States and Latin America Since 1898

This seminar deals with the historical interaction of Latin America with the United States from 1898 to the present. Specific topics 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 discusses the goals, perceptions, and actions of the United States and various Latin American governments during this period. (Credit, full course.) McEvoy

360. Latin American Topics

A seminar designed to analyze a theme, period, or topic of significance in the development of Latin America from colonial times to the present. (Credit, full course.) McEvoy

363. Peasant Resistance and Rebellion in Latin America, 1500-1990

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 examine theories of the peasantry as a social group as well as forms and cases of rural collective action in Latin American history. (Credit, full course.) McEvoy

364. Topics in Russian History

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. (Credit, full course.) Goldberg

365, 366. Medieval England

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

367. Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America: 1810-present (also Spanish 367)

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. (Credit, full course.) McEvoy, Spaccarelli

368. Saints and Society in Late Antiquity and the Middle Ages

This course explores the place of Christian saints in the society and culture of the late Roman and medieval worlds. It analyzes changing ideals of sanctity and their relationship to broader social, religious and cultural developments. It also focuses on the varied functions of saints in society — as healers of physical ills, solvers of social problems, and symbols of political and religious “causes.” Emphasis throughout is on the close relationship of religious ideals, ecclesiastical and secular politics, and social and cultural change. The course is a seminar with emphasis on reading, class participation, and papers. (Credit, full course.) Ridyard

369. Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain

A study of the rise of al-Andalus and the caliphate of Cordoba. The succeeding Taifa kingdoms, Almohad and Almoravid dynasties, and the Nasrid rule in Granada are studied

as well as the Reconquest by the Christian kingdoms of the north. Special attention to the concepts of *convivencia* and *mudejarismo*. This course is part of the Sewanee Semester in Spain. (Credit, full course.) Cepeda / Chico

370. Ritual and Worship in the Long English Reformation

This seminar examines the role of ritual and worship in the religious and cultural history of England, ca.1530 to ca.1700. It begins with a look at the religious culture of pre-reformation England, then addresses the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural context in which they occurred. (Credit, full course.) Turrell

371. Tudor England: 1485-1603

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. (Credit, full course.) Turrell

372. Stuart England: 1603-1714

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. (Credit, full course.) Turrell

373. English Puritanism, 1558-1700

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: none. (Credit, full course.) Turrell

374. Anglicanism, 1350-1662 (also Religion 374)

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 is also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines are considered in the contexts both of English and European history and of the intellectual currents of the period. (Credit, full course.) Lytle, Turrell

378. Sexuality and the Self in Modern Europe

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: None. (Credit, full course.) Mansker

379. Honor, Shame, and Violence in Modern Europe (also Women's Studies)

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: none. (Credit, full course.) Mansker

380. Crimes and Scandals in the Historical Imagination, 18th–20th Centuries (also Women's Studies)

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 analyses of criminality, memoirs of notorious criminals, and detective novels. No prerequisite. (Credit, full course.) Mansker

381. Travel Cultures, Global Encounters, 1800–1950

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 learn how to analyze the discourses and practices that give meaning to experience. (Credit, full course.) McEvoy

382. Science, Segregation, and Popular Culture in 20th-Century South Africa

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: none. (Credit, full course.) Levine

385. Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam

This seminar examines the introduction and dramatic expansion of Christianity and Islam throughout Africa from the pre-colonial 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 the seminar focuses on secondary sources and historiography, primary sources are also considered. No prerequisite. (Credit, full course.) Levine

386. African Environmental History

A survey of African environmental and agrarian history, focusing on the historical inter-relationship 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: None. (Credit, full course.) Levine

387. Slavery and the Slave Trade in Africa

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: None. (Credit, full course.) Levine

388. The United States and Vietnam since 1945

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 are topics of special interest. (Credit, full course.) Goldberg

389. European Cultural and Intellectual History, 1750–1890

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 utopian 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. No prerequisite. (Credit, full course.) Mansker

391, 392. Intellectual History of Contemporary Europe

Selected problems in the development of European intellectual culture from 1890 to the present with special attention to writings illustrating culture from an irrationalist view of life. (Credit, half to full course.) Staff

393. America’s Civil War

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America and considers 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 employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. (Credit, full course.) Willis

394. Reconstructing the South

This seminar investigates a variety of post-bellum 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. (Credit, full course.) Willis

397. The Origins and Conduct of World War II

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. (Credit, full course.) Goldberg

400. Vietnam, Cambodia, and Thailand

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: None. (Credit, full course.) Goldberg

402. History of Imperial China

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. (Credit, full course.) Goldberg

440. Honors Seminar

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 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. Permission of the department chair is required for registration. (Credit, full course.) Staff

Humanities

Humanities Website: <http://www.sewanee.edu/humanities/>

Professor Peters, Philosophy

Associate Professor Mansfield, Art History

Associate Professor Miller, Music

Associate Professor Brennecke, Art History

Associate Professor Conn, Philosophy

Associate Professor Raulston, Spanish

Associate Professor McKeen, Political Science

Associate Professor Parker, Religion

Associate Professor McDonough, Classical Studies

Assistant professor Malone, English

Assistant Professor Mansker, History

Assistant Professor McCahill, History

Visiting Assistant Professor Huber, Classical Studies, Director

Visiting Assistant Professor Engel, English

Visiting Assistant Professor Skomp, Russian

Visiting Instructor Moser, Philosophy

The Interdisciplinary Humanities Program is a sequence of four chronologically arranged writing-intensive courses, ordinarily intended for freshmen and sophomores, which introduces the cultural history of the Western world. The program is team-taught, with joint lectures for all students and smaller discussion sections. It focuses on major phenomena in Western arts, literature, history, philosophy, and religion.

Those who complete the entire humanities sequence receive credit for four college course requirements: philosophy/religion, History 100, art, and English 101, and satisfy the two-course requirement for writing-intensive courses. These credits also satisfy 100-level prerequisites for upper-level courses in English, history, philosophy, religion, music history, and theatre history, and for the upper-level courses in art for which Art 103 is prerequisite. A student who receives credit for the full Humanities sequence may not receive credit for either English 101 or History 100.

Those who complete only part of the humanities sequence receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Students who complete two humanities courses receive one writing-intensive course credit. For students who complete the humanities sequence and go on to major in English, art, or history, the equivalent of one full course (four semester hours) is considered part of the major field, and three courses (twelve hours) count as work done outside the major.

Individual courses are open to all students in the college for elective credit, when space is available.

COURSES

101. Tradition and Criticism in Western Culture: The Ancient World

This interdisciplinary study of the ancient world emphasizes the central aesthetic and philosophical achievements of Greece and Rome, as well as the religious traditions of Judaism and early Christianity, and is designed as an introduction to the cultural roots and ideological tensions of Western civilization. Sophocles' *Antigone*, Plato's dialogues, Homer's *Odyssey*, Vergil's *Aeneid*, Greek architecture, the writings of Thucydides on the Peloponnesian War, and creation accounts in Genesis are representative subjects for study. (Credit, full course.) Brennecke, Peters, McKeen, Huber

102. Tradition and Criticism in Western Culture: The Medieval World

This interdisciplinary study of the medieval world emphasizes the evolution and complexity of medieval society, institutions, and thought. Central monuments and texts include St. Augustine's *Confessions*, Dante's *Inferno*, selections from Chaucer's *Canterbury Tales*, and Chartres Cathedral. The practice and ideals of pilgrimage, and the motives for and consequences of the Crusades receive attention. (Credit, full course.) Huber, Conn, Engel, McCahill, Raulston

201. Tradition and Criticism in Western Culture: The Early Modern World

An interdisciplinary study of the period spanning 1486-1787, which emphasizes the diverse and sometimes contradictory legacies of Renaissance humanism, the Protestant Reformation, and the Enlightenment. Central texts include the writings of Machiavelli and Descartes, Shakespeare's *Tempest*, Milton's *Paradise Lost*, the artwork of the Sistine Chapel, Handel's *Messiah*, and Mozart's *Don Giovanni*. (Credit, full course.) McCahill, Mansfield, Miller

202. Tradition and Criticism in Western Culture: The Modern World, Romantic to Post-Modern

This interdisciplinary study of the period reaching from the late eighteenth century to the present day emphasizes the philosophical and aesthetic responses to the political, industrial, economic, and scientific revolutions of modernity. Designed as an introduction to the radical critiques of the humanities in the contemporary university, the course features such texts as Burke's *Reflections on the Revolution in France*, Beethoven's *Ninth Symphony*, Dickens' *Hard Times*, Marx and Engels' *Communist Manifesto*, Darwin's *Origin of Species*, Nietzsche's *Twilight of the Idols*, Verdi's *La Traviata*, Freud's *Future of an Illusion*, Eliot's *Waste Land*, and Wiesel's *Night*. Includes consideration of noncanonical texts and artists. (Credit, full course.) Mansker, Skomp, Moser, Schrader

International and Global Studies

International and global studies is a new major first offered in Advent semester of 2006.

Transition: With the establishment of the major in International and Global Studies the current majors in Social Science/Foreign Language and Third World Studies are no longer offered by the college. In addition, current programs in German Studies and in Russian Studies are incorporated into the IGS major. Seniors and juniors (as of Fall 2006) with majors in these fields had the option of continuing with their declared major or of switching to the IGS major, provided they met all of the IGS requirements for graduation.

Professor Brockett, International Studies, Chair

Program Committee:

Professor Zachau, German

Professor Dunn, Political Science

Professor Mohiuddin, Economics

Associate Professor Rung, French

Associate Professor Sánchez Imizcoz, Spanish

Assistant Professor Preslar, Russian

Assistant Professor Levine, History

Assistant Professor Murdock, Anthropology

The major in International and Global Studies offers the student numerous tracks of focused study, grouped into two sets: Area Studies and Global Studies. The Area Studies tracks enable majors to deepen their knowledge of a particular region and to understand that region as part of broader global interactions. The Global Studies tracks lead students to examine the world as an interconnected economic, political, and cultural system although individual students may also focus on a particular region.

A. Area Studies

Africa

Francophone World*

Germany*

Hispanic World*

Latin America

Russia*

**language intensive*

B. Global Studies

Global Relations

International Development

Course Requirements

The degree requirements for student majoring in IGS consist of eleven full courses and a comprehensive examination to be taken in the senior year. Students should be aware that in addition some tracks have prerequisite courses and/or requirements outside the

major. No more than five of the eleven courses may be taken from any one department. There are two sets of required courses for the major — introductory courses and a senior research seminar.

1. Introductory courses

Majors are required to take at least two of the following introductory level courses, normally during their freshman and sophomore years. These courses must be taken from two different departments.

Anth 104: Cultural Anthropology

Econ 113: Economics of Social Issues

Hist 100: From the classes specifically designated The World in the Twentieth Century, Age of Discovery, or Environment in History (Note: Only one Hist 100 of any designation may be taken by any student.)

PolS 103: Comparative Politics

PolS 150: World Politics

2. Senior Research Seminar in International Studies

All IGS majors are required to take the senior seminar. This seminar is normally offered in the fall, in part to reintegrate majors who were abroad in the spring as well as to draw best on the study abroad experience while still fresh.

Comprehensive Examination

Each student takes a comprehensive examination in the second semester of their senior year. The exam is written and graded by the program committee of each track. During the pre-registration period preceding their final semester, each student determines in consultation with their track director the eleven courses in the major for which they are responsible on their comprehensive exam. The appropriate form is signed by the student, the track director, and the chair.

Study Abroad and Language Requirements

IGS is committed to (1) study abroad and (2) engagement with citizens of the host country while the student is abroad. For most tracks students are expected to study a dominant language of the host country. The intention is a program with clear expectations for majors but at the same time with sufficient flexibility to accommodate unique situations.

IGS majors are expected to study abroad at least one semester (or the summer equivalent) in a country relevant to their track. The choice of the study abroad program should conform to the individual shape of each major's academic plan, including preparation for the senior thesis. Exceptions are considered by the chair in consultation with the track director only on written petition (for example, when the student's academic program might be better served by a more limited summer program).

Majors in most tracks take at least one course taught in the language of the host country (e.g., while studying in Argentina, either a Spanish language course or a course on Argentine history taught in Spanish). Exceptions must be approved in advance by the chair, in consultation with the track director.

For language intensive tracks (i.e., Francophone World, Germany, Hispanic World, Russia), at least four courses are required at the 300 level or above in the relevant language department. In writing their senior seminar paper, majors in these tracks are expected to utilize their foreign language in the way established by the program committee of each track.

For all other tracks any language requirements beyond the College requirement (i.e., for Africa, Global Relations, International Development, Latin America) is to be determined by the program committee of each track.

The college form for approval of courses to be taken while abroad is signed by the student, the track director, and the chair.

Honors

Students who meet the following conditions receive honors in the major: 1) a grade point average in the major of at least 3.4; 2) distinction on the comprehensive examination; 3) a grade of distinction on the senior seminar paper; and 4) public presentation of the senior paper.

Minor

Students may minor in International and Global Studies by taking any six courses from the list from any specific IGS track or one course from the list of introductory courses for the major and five courses from a specific track list. Courses used in fulfillment of this minor cannot, however, be used in fulfillment of any other major or minor.

TRACK REQUIREMENTS

Area Studies

AFRICA

The region for this track is defined as both Sub-Saharan Africa and North Africa. The approach envisaged is comparative and interdisciplinary in order to incorporate such issues as unresolved conflict, challenge of democratization, global inequality, development, environment, human rights, gender issues (e.g., progress for women), population, the changing international legal order, regional cooperation. The role of the region in the development of an international order that is more equitable and just is addressed. Eleven courses, which include the following:

1. Three courses required of all IGS majors:

Two introductory International Studies courses, taken freshman and sophomore years

The Senior Research Seminar in International Studies

2. Relevant courses are drawn from the departments of political science, economics, history, anthropology, biology/forestry, and environmental studies from the following list, with no more than five courses from any one department:

Anth 201: Global Problems

Anth 205: International Development in Anthropological Perspective

Anth 314: Colonialism and Culture

Econ 309: Women in the Economy

Econ 310: Economic Development in the Third World

Econ 337: International Economics

Hist 215: Southern African History

Hist 219: History of Africa to 1880

Hist 220: History of Africa from 1880

Hist 241: Global Women's Movement since 1840

- Hist 382: Science, Segregation and Popular Culture in Twentieth-Century South Africa
 Hist 385: Missionaries, Mullah, and Marabouts
 Hist 386: African Environmental History
 Hist 387: Slavery and the Slave Trade in Africa
 PolS 227: Africa in World Politics
 PolS 230: Politics in Nigeria and South Africa
 PolS 315: Global Migration
 PolS 319: Gender and Politics from a Global Perspective
 PolS 329: Comparative African Politics
 PolS 333: Human Rights
 PolS 420: Democratization
 PolS 423: Research Seminar on Post Conflict Development

FRANCOPHONE WORLD

1. Three courses required of all IGS majors:
 Two introductory International Studies courses, taken freshman and sophomore years
 The Senior Research Seminar in International Studies
2. Five courses in the French and French Studies Department:
 314;
 311, or 312, or 313;
 one advanced language course abroad;
 two 400-level courses from those listed in the catalog between French 401 and French 419, at least one of which should be a “French Studies” course from the following list:
 - French 411: Culture through History
 - French 413: Modern France Through Films and Other Texts
 - French 415: History of French Cinema
 - French 417: Topics in Francophone Studies
 - French 419: Introduction to French Linguistics
3. Three other related courses in other departments, from the following list:
 - Anth 303: Anthropology of Europe
 - Hist 210: Early Modern Cities
 - Hist 213: Early Modern Courts
 - Hist 219: History of Africa to 1880
 - Hist 220: History of Africa from 1880
 - Hist 270: Women in European History Since 1750
 - Hist 272: France Since 1815
 - Hist 308: The Revolutionary Era
 - Hist 378: Sexuality and the Self in Modern Europe
 - Hist 379: Honor, Shame and Violence in Modern Europe
 - Hist 380: Crimes and Scandals in the Historical Imagination, 18th-20th Centuries
 - Hist 389: European Cultural and Intellectual History, 1750-1890
 - PolS 227: Africa in World Politics

PoLS 260: European Political Relations
 PoLS 329: Comparative African Politics
 PoLS 356: Diplomatic History of Europe 1813-1914
 PoLS 364: The European Union
 PoLS 401: Research Seminar in European Politics

ADDED NOTE: *IGS: Francophone World students should participate, at a minimum, in a summer program in a French-speaking country and courses may substitute for one in 2 or 3 above.*

GERMANY

This interdisciplinary program studies the society, culture, and literature of German-speaking countries. Students design their own programs of study by selecting courses in the humanities and social sciences related to German civilization. Selections are normally from the fields of German language, culture, literature, history, and political science; however, related courses may be chosen from other fields of study. The comprehensive examination at the end of the senior year is designed in accordance with the student's elected program of study. Majors in German studies must take the three courses required of all IGS majors, six core track courses listed below, and two related courses chosen from the list (also below) based on the student's area(s) of interest in German studies. A period of study in a German-speaking country is required, and courses may substitute for requirements in 2 or 3 below.

1. Three courses required of all IGS majors:
 - Two introductory International Studies courses, taken freshman and sophomore years
 - The Senior Research Seminar in International Studies
2. Required Core Courses (6 courses):
 - Ger 321 and 322: Survey of German Literature
 - Ger 408 or 409: 20th-Century German Literature
 - Ger 410: Goethe
 - Hist 268: German History since 1500
 - PoLS 401: European Politics
3. Related Courses (2 courses):
 - Any other 300- and 400-level German literature and culture course listed in the catalog under German.
 - Anth 303: Anthropology of Europe
 - ArtH 326: Northern Renaissance Art
 - ArtH 335: 19th-Century Art
 - Hist 309, 311: Politics and Society in Europe
 - Hist 396: The Origins and Conduct of the First World War, 1900-1919
 - Hist 397: The Origins and Conduct of World War II
 - Mus 206: Music of the Classical Period
 - Mus 208: Music of the Romantic Period
 - Phil 319: 19th-Century Philosophy
 - PoLS 322: United States Foreign Policy

HISPANIC WORLD

The Hispanic World track provides students with an opportunity to pursue integrative, interdisciplinary and transnational study with a concentration in the Spanish language, culture, art, history, literature, and politics of Spanish speaking countries. Since students cannot count any courses in the major toward another major or minor, Hispanic World majors are encouraged to plan any additional major or minor in close collaboration with the faculty advisor in the Spanish department.

The program has three principal requirements: 1) three courses in International Studies; 2) five courses in Spanish above the 200 level; 3) three courses in at least two interrelated fields. As for all tracks, a major comprehensive examination is required.

Study abroad: Majors are expected to study abroad in a Spanish speaking country for at least a summer (but preferably for a semester). The course of study or other program must be approved by the student's program advisor in the Department of Spanish.

1. Three courses required of all IGS majors:
Two introductory International Studies courses, taken freshman and sophomore years
The Senior Research Seminar in International Studies
2. Spanish (5 courses):
One class in Spanish Culture and Civilization
One class in Hispanic American Culture and Civilization
Two additional courses at the 300-level or above
Topics in Literature (one course at the 400-level taken at the University of the South)
3. Electives (3 courses):
Three related courses from at least two departments at the University of the South
Anthropology
Anth 305: Cultures of Latin America
Anth 311: Gender and Class in Latin America
Art History
ArtH 214: Spanish Art, Western Art, and the Road to Santiago (Semester Program)
ArtH 315: Islamic Spain and Spanish Art (Semester in Spain)
ArtH 318: Spanish Medieval Art
ArtH 350: Spanish Painting from El Greco to Picasso
History
Hist 223: Latin American History to 1825
Hist 224: Latin American History after 1826
Hist 225: Empire in the New World: Incas and Aztecs
Hist 348: The Mexican Revolution
Hist 357: Latin American Biographies
Hist 358: Women in Latin America
Hist 359: U.S.-Latin American Relations
Hist 360: History of Chile
Hist 360: Intellectuals and Politics in Latin America
Hist 363: Peasant Resistance and Rebellion in Latin America

Hist 364: War and Nationalism in Latin America

Hist 367: Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America: 1810-present

Hist 369: Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain (Semester in Spain)

Political Science

PolS 311: Politics of Central America and the Caribbean

PolS 318: Comparative Politics: South America and Mexico

LATIN AMERICA

1. Three courses required of all IGS majors:

Two introductory International Studies courses, taken freshman and sophomore years

The Senior Research Seminar in International Studies

2. Electives. Eight (8) courses from the following list from at least three departments with no more than four courses from any one department:

Anth 305: Cultures of Latin America

Anth 311: Gender and Class in Latin America

Hist 223: Latin American History to 1825

Hist 224: Latin American History after 1826

Hist 225: Empire in the New World: Incas and Aztecs

Hist 348: The Mexican Revolution

Hist 357: Latin American Biographies

Hist 359: U.S.-Latin American relations

Hist 360: History of Chile

Hist 360: Intellectuals and Politics in Latin America

Hist 363: Peasant Resistance and Rebellion in Latin America

Hist 364: War and Nationalism in Latin America

Hist 367: Writing the Nation: Nationalism and the Search for Identity in Latin America

PolS 311: Central America & the Caribbean

PolS 318: South America & Mexico

Span 303: Intro. to Latin American Literature I

Span 304: Intro. to Latin American Literature II

Span 305: 20th-Century Spanish-American Poetry

Span 312: Hispanic Culture and Civilization

Span 367: Writing the Nation: Nationalism and the Search for Identity in Latin America

Span 405: Spanish-American Novel

Span 406: Contemporary Hispanic Caribbean Literature and Culture

Span 410: Spanish-American Short Fiction and Film

Span 419: Sexual Alterity in Contemporary Spanish American Fiction

Span 430: Masterpieces of Spanish-American Literature

Span 431: The Contemporary Hispanic World

RUSSIA

This interdisciplinary track enables majors to combine advanced study in Russian language, literature, and culture with courses in history and the social sciences of anthropology, economics, and political science.

This track is comprised of four courses in Russian, one in history, and three electives from the list of core or related courses in Russian, History, Political Science, Economics, or Anthropology. As one of the core requirements majors write a senior interdisciplinary paper. Majors also select three related courses in history and the social sciences. Study abroad is strongly encouraged.

Major requirements are:

1. Three courses required of all IGS majors:
 - Two introductory International Studies courses, taken freshman and sophomore years
 - The Senior Research Seminar in International Studies
2. Six core courses for the track.
 - a. Rusn 301: Advanced Russian
 - b. One course selected from:
 - Rusn 302: Readings in Russian literature
 - Rusn 303: Introduction to Russian verse
 - Rusn 311: Composition and conversation
 - c. One course selected from:
 - Rusn 351: 19th-Century Russian Literature in English translation
 - Rusn 352: 20th-Century Russian Literature in English translation
 - Rusn 361: Tolstoy in English translation
 - Rusn 362: Dostoevsky in English translation
 - d. One course selected from:
 - Rusn 401: The 19th Century
 - Rusn 402: The 20th Century
 - Rusn 440: Advanced Readings
 - Rusn 450: Senior paper
 - e. Two courses selected from:
 - Hist 207: History of Russia I
 - Hist 208: History of Russia II
 - PolS 350: Eastern Europe and the Former Soviet Union
3. Electives. Two additional electives from either the core courses listed above or from the following related courses, chosen so that no more than five courses in the major are from any one department:
 - Hist 356: Diplomatic history of Europe 1813-1914 (also PolS 356)
 - Hist 397: Intelligence and Foreign Policy in the 20th century
 - Hist 398: Intelligence and Foreign Policy in the 20th Century
 - PolS 356: Diplomatic History of Europe 1813-1914 (also Hist 356)
 - PolS 368: Arms Control and International Security
 - PolS 401: Research Seminar in European Politics
 - PolS 402: Research Seminar: Political Economy
 - PolS 430: Research Seminar: Topics in International Security

Global Studies

GLOBAL RELATIONS

Global relations entails the study of social, economic, and political interactions among the world's populations. These interactions involve international governmental organizations, nation-states, non-governmental organizations, firms, cultures, and environmental phenomena such as diseases and shared natural resources. Majors study the theories that explain global relations as well as the global interactions listed above.

Curriculum

The major requirements are as follows:

- 1) a total of 11 courses;
- 2) no more than five of the eleven courses may come from one department (if a student completes more than eleven classes, the number in one department may rise);
- 3) at least four courses in each of one sub-field and at least one from each of the other sub-fields;
- 4) a comprehensive exam; and
- 5) a study abroad experience as required and defined by the International and Global Studies Program.

NOTE: *A course listed in two sub-fields may only apply to meeting the requirements in one sub-field.*

1. Three courses required of all IGS majors:

Two introductory International Studies courses, taken freshman and sophomore years (one must be PolS 103 Comparative Politics or PolS 150 World Politics)
The Senior Research Seminar in International Studies

2. Electives by sub-field (eight courses — at least four courses in one sub-field and at least one from each of the others):

Political, Economic, and Social Development

Anth 205: International Development in Anthropological Perspective

Anth 290: Women in Cross-Cultural Perspective

Anth 303: Anthropology of Europe

Anth 305: Cultures of Latin America

Anth 317: Anthropology of Development

Anth 341: The Culture and History of Southeast Asia

Econ 310: Economic Development in the Third World

Econ 337: International Economics

Hist 212: China and East Asia II

Hist 215: South African History

Hist 216: History of Japan

Hist 220: History of Africa II

Hist 223: Latin American History I

Hist 400: Vietnam, Cambodia, and Thailand

PolS 230: Politics in Nigeria and South Africa

PolS 250: States and Markets in East Asia

PolS 311: Central America & the Caribbean

PolS 318: South America & Mexico
 PolS 326: Comparative Asian Politics
 PolS 366: International Political Economy
 PolS 402: Globalization
 PolS 420: Democratization

Environmental Affairs*

Biol 209: Conservation Biology (no lab) OR Biol 222 Conservation Biology
 (with lab)
 Biol 313: Ecosystems & Global Change
 Econ 381: Political Economy of Sustainable Development
 Fors 212: Forestry in the Developing World
 Hist 386: African Environmental History
 PolS 381: Political Economy of Sustainable Development
 *Majors with this subfield focus should seriously considering also taking:
 Econ 335: Environmental Economics
 PolS 208: Environmental Policy

Inter-state Relations

Hist 359: U.S. and Latin America Since 1898
 Hist 388: The United States and Vietnam Since 1945
 Hist 398: Intelligence & Foreign Policy in the 20th Century
 PolS 227: Africa in World Politics
 PolS 230: Politics in Nigeria and South Africa
 PolS 249: China and the World
 PolS 260: European Political Relations
 PolS 311: Central America & the Caribbean
 PolS 322: U.S. Foreign Policy
 PolS 329: Comparative African Politics
 PolS 355: The Art of Diplomacy
 PolS 368: Arms Control & International Security
 PolS 370: International Law in International Relations
 PolS 390: The United Nations
 PolS 422: Seminar on Topics in International Organization
 PolS 423: Research Seminar on Post Conflict Development
 PolS 425: Seminar on International Politics
 PolS 428: Theory and Practice

Non-state Actors

Hist 241: Global Women's Movements since 1840
 Hist 385: Missionaries, Mullahs and Marabouts: African Encounters with
 Christianity and Islam
 Hist 387: Slavery and Slave Trade in Africa
 PolS 315: Global Migration
 PolS 319: Global Gender Issues
 PolS 333: Human Rights
 PolS 370: International Law in International Relations
 PolS 425: Seminar on International Politics

INTERNATIONAL DEVELOPMENT

The International Development major integrates core economics study with interdisciplinary study and prepares students for careers and lives in international contexts. The purpose of the track is to teach students to analyze the impact of global processes on economic development and the policy debates in the larger context of international studies.

Curriculum

The major requires a total of 11 courses:

- 1) three courses required of all IGS majors (two required introductory courses and a senior research seminar);
- 2) five courses in economics from the list of specified courses below, and
- 3) three additional courses from a set of electives in the social sciences.

In the five core courses in the economics department, students are introduced to the theoretical framework and methods of economic analysis, as well as issues in development economics pertaining to international trade, environment, agriculture, poverty and income distribution, market reforms, and gender. Majors also pursue studies abroad and engage with citizens of the host country through various means: a fieldwork-based economic development course in a developing country; fieldwork based student-faculty research in a developing country; an independent study in a developing country through, for example, Biehl or Kennedy-Owen research grants, or Tonya or Lilly internships. The study abroad component enables students to see first hand both the actual problems and their solutions, such as food aid, microfinance, and international agency and NGO interventions.

For the three elective courses in social science, the student has the option of taking courses specific to a particular region. These three courses can be chosen from the social sciences or humanities (anthropology, political science, religion, history, international relations) listed below.

Requirements for this track are:

1. Three courses required of all IGS majors:
 - Two introductory International Studies courses, taken freshman and sophomore years
 - The Senior Research Seminar in International Studies
2. Five courses in Economics (three from a and two from b)
 - a. Required courses in Economics:
 - Econ 305: Microeconomic Theory
 - Econ 306: Macroeconomic Theory
 - Econ 310: Economic Development in the Third World
 - b. Elective courses in Economics:
 - Econ 309: Women in the Economy
 - Econ 326: Growth Theory
 - Econ 335: Environmental Economics
 - Econ 337: International Economics
 - Econ 345: Economic Development in China
 - Econ 347: Microfinance Institutions in South Asia
 - Econ 381: The Political Economy of Sustainable Development
3. Three Elective Courses from Social Sciences and Humanities:
 - General Courses:
 - Anth 205: International Development in Anthropological Perspective

- Anth 290: Women in Cross-Cultural Perspective
 Anth 314: Colonialism and Culture
 Anth 317: The Anthropology of Development
 Hist 241: Global Women's Movements Since 1840
 PolS 150: World Politics
 PolS 319: Global Gender Issues
 PolS 333: Human Rights
 PolS 355: The Art of Diplomacy
 PolS 366: International Political Economy
 PolS 390: The United Nations
 PolS 420: Seminar on Democratization
 PolS 425: Seminar on International Politics
- Region-Specific Courses
- Africa
- Hist 219: History of Africa to 1880
 Hist 220: History of Africa from 1880
 Hist 384: African Art and Culture
 PolS 227: Africa in World Politics
 PolS 230: Politics in Nigeria and South Africa
 PolS 329: Comparative African Politics
- Asia
- Anth 340: Families in Asia
 Anth 341: The Culture and History of Southeast Asia
 Hist 211: History of China and East Asia
 Hist 217: History of the Near East: Islamic Civilization
 Hist 218: History of the Middle East Since 1914
 Hist 221: History of India
 Hist 375: British India
 PolS 249: China and the World
 PolS 250: States and Markets in East Asia
 PolS 326: Comparative Asian Politics
 PolS 360: Chinese Politics
 Relg 162: Introduction to Asian Religions
 Relg 262: Buddhism
 Relg 263: Chinese Religion
 Relg 264: Hinduism
- Latin America
- Anth 305: Cultures of Latin America
 Anth 311: Gender and Class in Latin America
 Hist 223: Latin American History to 1825
 Hist 224: Latin American History after 1826
 Hist 358: Women in Latin America
 PolS 311: Politics of Central America & the Caribbean
 PolS 318: Comparative Politics: South America & Mexico
 Recommended Courses in Addition to the 11 Required:
 Econ 333: Econometrics
 Math 204: Elementary Statistics
 Language Courses in Spanish, French, or Chinese

COURSES

400. International and Global Studies Senior Seminar

An interdisciplinary seminar required of all seniors in International and Global Studies. In addition to considering shared readings on key topics from across the program's various tracks, each student produces and presents a major research paper pertaining to the student's specific track. Prerequisite: The course is restricted to senior majors in Asian Studies or in International and Global Studies, as well as SSFL and Third World Studies for 2006-2008. (Credit, full course.) Staff

Italian

Instructor L. Richardson, Chair

Visiting Instructor Overstreet

Italian is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Only four semesters of Italian are offered; therefore, it is not possible to major or minor in Italian. It is, however, possible to satisfy the college's foreign language requirement with Italian 301.

COURSES

103. Elementary Italian: Intensive Course

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. (Credit, full course.) Staff

104. Elementary Italian: Intensive Course

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. (Course, full credit.) Staff

203. Intermediate Italian: Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary, and reading facility. Prerequisite: Italian 104. Students completing this class may register for Italian 301. (Credit, full course.) Staff

301. Introduction to Italian Literature

Readings in Italian folktales and selections from the works of Dante, Boccaccio, Petrarch, Ungaretti, Montale, and Calvino. Conducted in Italian. Prerequisite: Italian 203. (Credit, full course.) Staff

440. Directed Reading

A study of Italian literature from the twelfth century to the present. Texts selected vary each spring. Conducted in Italian. May be taken more than once for credit. Prerequisite: Italian 301. (Credit, full course.) Staff

Japanese

Instructor Takahashi

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.

COURSES

103. Elementary Japanese

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on minimal expressions. Acquisition of one of the three types of Japanese scripts: Katakana. (Full credit, four hours per week.) Staff

104. Elementary Japanese

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. (Full credit, four hours per week.) Staff

203. Intermediate Japanese

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. (Full credit, four hours per week.) Staff

301. Advanced Japanese

Further development of conversational skills. More free discussions. Many expressions related to family are introduced. Advanced reading and writing of Japanese texts. (Full credit, four hours per week.) Staff

Library Science

Librarian Sells, Chair

Instructor Syler

Instructor Reynolds

COURSES

101A. Library Resources in the Humanities

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. A student can only get credit for one LS101 course. (Pass/fail only, half course.) Syler

101B. Library Resources in the Social Sciences

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 social sciences. The Internet, CD-ROMs, and various electronic databases are included. A student can only get credit for one LS101 course. (Pass/fail only, half course.) Reynolds

Mathematics and Computer Science

Mathematics and Computer Science website: <http://mathcs.sewanee.edu/>

Professor F. Croom

Professor Priestley

Professor Parrish

Professor J. Cunningham

Professor Lankewicz

Professor Cavagnaro

Associate Professor Puckette, Chair

Associate Professor Dale, Program Director of Computer Science

Associate Professor Drinen

Assistant Professor Carl

Lecturer M. Clarkson

Lecturer T. Cunningham

Lecturer W. Haight

Visiting Assistant Professor Craft

Visiting Assistant Professor Mirani

The department offers two majors: mathematics and computer science. A student majoring in mathematics or computer science must present nineteen full course credits (seventy-six hours) from outside the major field. 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.

Major in mathematics: The standard entry-level course is Mathematics 101 (Calculus I). Students entering Sewanee with a strong background in mathematics may be invited to enroll in Mathematics 102 (Calculus II), Mathematics 207 (Multidimensional Calculus), or a more advanced mathematics course.

A major in mathematics must successfully complete the equivalent of Mathematics 101, 102, 207, 210, 215, and successfully complete the following two requirements:

- 1) Six advanced mathematics courses selected from differential equations and mathematics courses numbered 300 or above. These courses must include:
 - a) One course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology.
 - b) One two-course sequence selected from the following: abstract algebra, analysis, topology, probability and statistics.
- 2) The comprehensive exam in mathematics has three parts: a written exam covering Calculus I, Calculus II, Mathematics 207, 210, and 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.

Majors are strongly encouraged to take Computer Science 157.

A mathematic major with an average of at least 3.5 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 (A or B) on the comprehensive examination receives departmental honors at graduation.

Major in computer science: A major in computer science must take the introductory courses: Computer Science 157, 257, 270, advanced courses: Computer Science 320, 348, 428 and three elective courses in computer science chosen from among the computer science courses numbered 300 or above to be selected in consultation with the departmental advisor. Mathematics 301, which emphasizes both numerical and symbolic computing, may serve as one of the required computer science elective courses. In addition, computer science majors must take Mathematics 101, 102, and 215. With the permission of the department, students who are well prepared may begin their computer science sequence with Computer Science 257.

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 3.5 in computer science courses numbered 300 and higher;
- 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;
- 4) additional course work in computer science beyond the minimum requirement.

Minors: The department also offers a minor in mathematics and a minor in computer science. A minor in mathematics requires the successful completion of the calculus sequence through Mathematics 207 and any four mathematic's courses numbered above 207. A minor in computer science requires the successful completion of Computer Science 157 and 257 and three courses numbered 270 and above.

MATHEMATICS COURSES

100. Topics in Mathematics

The beauty and the power of mathematics are explored through an intensive study of an important area of mathematics. (Credit, full course.) Staff

101. Calculus I

An elementary course introducing the student to the basic concepts of calculus: functions, transcendental functions, limits, derivatives, and integrals. Emphasis on problem solving. (Credit, full course.) Staff

102. Calculus II

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. (Credit, full course.) Staff

103. Calculus II and Computer Modeling

This course is designed to cover the integration and series material of the standard Calculus II course. In addition, the course has a three-hour computer laboratory component so that

the material is applied to open-ended projects on which teams of students work. A general theme of these labs is modeling real-world systems (recycling, pricing, probabilities in biological settings, etc.) with differential equations, integrals, or series so that students can begin to see more in-depth applications of mathematics. Prerequisite: Math 101 or equivalent. (Credit, full course.) Puckette

104. Chance

Chance focuses on probability theory and its relationship to the science of statistics. Topics are selected from sets and counting, basic probability, random variables, Markov systems, descriptive statistics, confidence intervals and hypothesis testing. Students read, report on and discuss articles selected from newspapers, scientific and mathematics journals. Students are expected to have a background in calculus. (Credit, full course.) Cavagnaro

107. Secure Messages: Secure and Insecure Encryption

This course is an introduction to cryptology. The mathematics and history of encryption and decryption are studied, beginning with the Caesar Cipher and ending with present-day public key encryption techniques. Students learn the elementary number theory on which present encryption methods are based. The role of encryption in the past and in modern society are considered. No prerequisite. (Credit, full course.) Staff

204. Elementary Statistics

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 Economics 201. Does not satisfy college mathematics requirement. (Credit, full course.) Staff

207. Multidimensional Calculus

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: Mathematics 102. (Credit, full course.) Staff

210. Linear Algebra

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 eigenvalues and canonical forms are considered. Prerequisite or corequisite: Mathematics 102. (Credit, full course.) Staff

212. Differential Equations

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. Prerequisite: Mathematics 102. (Credit, full course.) Staff

215. Discrete Mathematical Structures

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 of current interest to both mathematics and computer science students. Prerequisite: Mathematics 102. (Credit, full course.) Staff

301. Numerical Analysis

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. Prerequisites: Math 207 and 215. (Credit, full course.) Staff

303. Analysis I

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. Prerequisites: Math 207 and 215. (Credit, full course.) Priestley

305, 306. Abstract Algebra

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. Prerequisite: Math 215. (Credit, full course.) Cavagnaro

311. Functions of a Complex Variable

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. Prerequisites: Math 207 and 215. (Credit, full course.) Priestley

313. Algebraic Number Theory

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. (Credit, full course.) Priestley

314. Topology

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. (Credit, full course.) Cavagnaro

321, 322. Probability and Statistics

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. Prerequisites: Math 207 and 215. (Credit, full course.) Puckette

330. History of Mathematics

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. (Credit, full course.) Priestley

332. Mathematical Modeling

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. Prerequisites: Math 215 and 212. (Credit, full course.) Cavagnaro

401. Analysis II

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. (Credit, full course.) Priestley

403. Honors Seminar

Study of a selected topic. Participants in the seminar include the mathematics faculty and invited students. (Credit, full course.) Staff

410. Mathematical Methods in Physics (also Physics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisites: Math 212. (Credit, full course.) Staff

416. Algebraic Topology

An introduction to algebraic and combinatorial 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. (Credit, full course.) Croom

420. Geometry

Topics in Euclidean and non-Euclidean geometry are discussed. Particular emphasis is on the axiomatic approach in the study of geometry. Prerequisite: Math 215. (Credit, full course.) Staff

430. Calculus on Manifolds

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 215, or consent of instructor. (Credit, full course.) Parrish

444. Independent Study

(Credit, half to full course.) Staff

COMPUTER SCIENCE COURSES

101. Introduction to Computer Science

An introductory survey of computer science designed for liberal arts students, including such topics as machine architecture, language translation, artificial intelligence, and non-computability. (Credit, full course.) Staff

120. Introduction to Environmental Computing

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. Prerequisite: None. (Credit, full course.) Dale

157. Introduction to Programming

An introduction to designing algorithmic solutions to problems and implementing algorithms in a programming language. Problem-solving methods emphasize modularity and reliability, and students develop the fundamental programming skills needed for later courses. (Credit, full course.) Dale

257. Data Structures

Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. Prerequisite: CprSc 157. (Credit, full course.) Staff

270. Computer Organization

Levels of computer organization, processors and related hardware components, instruction sets, program execution. Prerequisite: CprSc 157. (Credit, full course.) Staff

276. Multimedia Programming and Design

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: CprS 157 or permission of instructor. (Credit, full course.) Carl

310. Theory of Computation

An introduction to the theoretical foundations of computing including abstract models of computing machines, the grammars the machines recognize, and classes of languages. Prerequisite: Math 215 and CprSc 257. (Credit, full course.) Parrish

320. Analysis of Algorithms

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. Prerequisites: Math 215 and CprSc 257. (Credit, full course.) Dale, Lankewicz

326. Functional Programming

Data abstraction and data-driven recursion, procedures as values, managing state, syntax expansion, streams, continuations. Prerequisite: CprSc 257. (Credit, full course.) Parrish, Carl

344. Robotics

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 are provided as appropriate. Computer simulations

are used and students get hands-on experience with “real world” robotics through assignments using project component kits. Prerequisites: CprSc 257 and Math 215. (Credit, full course.) Dale

348. Databases

An introduction to the design of databases for the systematic collection, organization, and retrieval of large quantities of related information. The relational data model is 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. Prerequisites: CprSc 257 and Math 215. (Credit, full course.) Dale

356. Artificial Intelligence

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. Prerequisite: CprSc 326 or 376. (Credit, full course.) Staff

360. Principles of Interactive Computer Graphics

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 are included. Prerequisites: CprSc 257 and Math 215. (Credit, full course.) Dale

376. Programming Languages

Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Math 215 and CprSc 257. (Credit, full course.) Parrish

411. Computer Networks and Architecture

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. Prerequisite: CprSc 270. (Credit, full course.) Lankewicz

428. Operating Systems

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Math 215 and CprSc 270. (Credit, full course.) Staff

430. Machine Learning

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: Math 210 and CprSc 257. (Credit, full course.) Lankewicz

444. Independent Study

(Credit, half to full course.) Staff

Medieval Studies

Interdisciplinary Faculty

Professor R. Benson, Chair

Major in medieval studies: 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. The program consists of three parts:

I. Required Courses

Art: Medieval Art (320) full course

Classics: Medieval Latin (405) full course

English: Earlier Medieval Literature, Chaucer (351, 352) two full courses

History: Medieval Europe (303, 304) two full courses

Philosophy: History of Philosophy (203) full course, Medieval Philosophy (302) full course

Total: eight full courses

II. Research Project and Paper — 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.

III. Electives — 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.

Majors must pass a written comprehensive examination of interdisciplinary character devised and judged by an interdisciplinary panel. 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.

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.

Travel and study abroad are highly desirable for students electing this major. They are encouraged to participate in British Studies at Oxford, European Studies, or other established programs.

COURSES

444. Independent Study

May be taken more than once for credit. (Credit, half to full course.) Staff

Music

Music website: <http://www.sewanee.edu/musicdepartment>

Professor Shrader

Professor Delcamp, University Organist, Chair

Associate Professor Miller

Instructor Rupert

Instructor Lehman

Lecturer Reed

Visiting Assistant Professor Carlson

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.

NOTE: *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.*

Major in music: All music majors must earn at least nine course credits in music, including 101, 201, 301, and the series 260, 261, and 360, the equivalent of one course (two semesters of study) in performance at the 300 level, one elective course in music history, and the equivalent of one course (four semesters of participation) of ensemble. Some students are advised to take 102/103 (Fundamentals of Music I / II) before enrolling in 260 (Musicianship II); this does not count toward the major.

Students with strong applied skills may, with department consent, undertake a more rigorous course emphasizing music performance. Music performance concentrators must take the equivalent of two full courses in performance at the 300-level (in addition to the courses prescribed above) and must give a public recital of at least thirty-minutes duration. All majors must take a written comprehensive examination on the history and theory of music.

Music majors must demonstrate proficiency at the keyboard. Satisfactory completion of two semesters of 271 or 371 fulfills this requirement for students with little or no preparation in the keyboard instruments. Students who have already achieved intermediate or advanced proficiency at the keyboard may satisfy this requirement by examination. In addition, majors are expected to attend musical events sponsored by the department and by the University Performing Arts Series.

Music majors are advised that German, French, and Italian are the most useful languages in music research and are encouraged to fulfill their foreign language requirement by taking any two of these languages through the second-year level.

Minor in music: Music minors must have earned the equivalent of six course credits in music, including: 1) Music 101 or Music 201, 301; 2) Music 260; and 3) the equivalent of one course in ensemble participation and/or applied study of an instrument or voice. Music 102/103 does not count toward the minor.

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.

Students seeking departmental honors in music are expected to have a 3.5 average in music courses, must contribute to the musical life of the University, must pass the comprehensive exam with distinction, and must submit an honors thesis on a topic approved by a faculty advisor. For music performance concentrators, a public recital may be considered as the honors thesis.

Applied instruction is presently offered in piano, organ, voice, violin, viola, cello, guitar, and the orchestral woodwinds.

COURSES

The following courses are open to students; no previous musical experience is required.

101. Music of Western Civilization

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. (Credit, full course.) Lehman

102. Fundamentals of Music I

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 Music 103. No prerequisite. (Credit, half course.) Staff

103. Fundamentals of Music II

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 Music 260. Prerequisite: Music 102 or instructor permission. This course cannot be taken for credit by students who have already earned a full course credit for Music 102. (Credit, half course.) Staff

III. Knowing the Score: Music and Electronic Media

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 — are 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 entrée 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 Music 260. (Credit, full course.) Miller

201. Bach, Beethoven, and the Beatles: History of Music in the Modern Era

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 music — 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: Music 101. (Credit, full course.) Miller

205. Music of the Baroque Era

A survey of the history and literature of music from 1600 to 1750 culminating in the study of selected works by Bach and Handel. (Credit, full course.) Delcamp

206. Music of the Classic Period

A study of the formulation of the classical style and its evolution in the hands of the Viennese classicists: Haydn, Mozart, and Beethoven. (Credit, full course.) Shrader

207. Music of the Romantic Period

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. (Credit, full course.) Shrader

208. Music of the Twentieth Century

A study of the history and literature of music from the Impressionist period to the present day, encompassing neoclassicism, expressionism, serialism, and electronic music. (Credit, full course.) Delcamp

219. The Symphony

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 are closely examined. The evolution of the symphony orchestra is considered. (Credit, full course.) Staff

223. American Music

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). (Credit, full course.) Miller

225. Music and Drama

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 are read in conjunction with the study of scores. (Credit, full course.) Shrader

227. Survey of Keyboard Literature

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 are closely examined. (Credit, full course.) Delcamp

229. The Mass in Music

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 are analyzed in detail. (Credit, full course.) Delcamp

231. Music in the Anglican Church

A survey of music in the English church from the Reformation to the present day. The evolving role of music in the Anglican liturgy are 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 are closely examined. (Credit, full course.) Delcamp

235. Wagner and His Times

An intensive examination of the music dramas of Richard Wagner, considered from musical, dramaturgical and cultural perspectives. Study of *Der Ring des Nibelungen*, *Tristan und Isolde*, *Die Meistersinger*, and *Parsifal* constitutes the core of the course, but earlier works by Wagner and works by contemporaries such as Verdi and Brahms are also considered. Wagner's position as one of the preeminent cultural figures of the latter nineteenth century is critically examined. (Credit, full course.) Staff

239. The Life and Works of Mozart

The major focus is on Mozart's mature works. The selected works, each of which is studied in its entirety, is drawn from a variety of genres, reflecting Mozart's unparalleled universality. Study of Mozart's life and career deal with the place of music in society and also with the romantic "myth of Mozart as the eternal child." Recent scholarship and controversies concerning performance practice are included. (Credit, full course.) Staff

237. The Life and Works of Ludwig van Beethoven

The course focuses 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 are stressed; students are expected to learn these in considerable detail. Beethoven's relationship to his heritage from Mozart and Haydn is studied, as well as the personal quality of his style and the changes his individuality brought to music. Finally, the class attempts to account for the continuing power and attraction of Beethoven's works throughout two centuries and into the present day. (Credit, full course.) Staff

255. Workshop for the Singing Actor

Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course covers a variety of musical styles with emphasis on Broadway and opera scenes. Prerequisite: permission of instructor. (Credit, full course.) Rupert

257. University Jazz Ensemble

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, Yellowjackets). 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. Prerequisite: None. (Credit, one-quarter course.) Staff

260. Musicianship II

The sequence of Music 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. Students may take Music 260 by successfully completing Music 102 or by passing a department-administered placement test on the rudiments of music. 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. (Credit, full course.) Staff

261. Musicianship III

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. (Credit, full course.) Staff

269. Music of the Birds and Bees: Music and Nature

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 music (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. (Credit, full course.) Miller

301. Topics in Early Music

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. Prerequisites: Music 101 and Music 260. (Credit, full course.) Staff

360. Musicianship IV

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. (Credit, full course.) Staff

401. Seminar in Musicology

An introduction to the methods and materials of music research. A series of musicological problems are addressed, and the specific problems involved in expository writing about music are discussed. Students are expected to produce a paper involving original research. (Credit, full course.) Shrader

403. Form and Analysis

This systematic examination of the formal procedures of Western musical composition involves intensive study of selected musical masterpieces. (Credit, full course.) Shrader

405. Counterpoint and Fugue

Analysis and writing in all eighteenth-century contrapuntal and fugal forms. Prerequisite: Music 304. (Credit, full course.) Delcamp

444. Independent Study

To meet the needs and particular interests of selected students. May be repeated. (Credit, half to full course.) Staff

ENSEMBLE

Participation in the University orchestra, the University choir, or other ensemble under the supervision of the music faculty. (Credit, one quarter course for each semester of participation.)

251. University Choir

Delcamp

253. University Orchestra

Shrader

PERFORMANCE

These courses may be taken by students who are enrolled in or have already completed Music 102 and/or Music 103. These courses are 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: consent of the instructor.

271. Piano

(Credit, quarter course.) Staff

273. Organ

(Credit, quarter course.) Staff

275. Voice

(Credit, quarter course.) Staff

277. Strings

(Credit, quarter course.) Staff

279. Winds

(Credit, quarter course.) Staff

371. Piano

(Credit, half course.) Shrader

373. Organ

(Credit, half course.) Delcamp

375. Voice

(Credit, half course.) Rupert

377. Strings

(Credit, half course.) Lehman, Reed

379. Winds

(Credit, half course.) Staff

383. Conducting

(Credit, half course.) Delcamp, Shrader

Non-departmental

COURSES

101. The Struggle between Good and Evil: Fairy Tales in Literature and Music

This interdisciplinary study of the struggle between good and evil in the fairy tales of the Brothers Grimm and others examines such works as *Snow White and the Seven Dwarves*, *Cinderella*, *Hansel and Gretel*, and *The Magic Flute* and their reincarnations in the music of Disney, Rossini, Humperdinck and Mozart. Along with the discussion of the prevalence of such motifs as dark woods, evil stepmothers, jealous queens and supernatural figures in the fairy tales, students have the opportunity to view Walt Disney's film versions and to travel to a musical performance. (Credit, full course.) Davidheiser, Shrader

102. The Science of Color

The physics, chemistry, and biology / psychology of color. This course is intended for non-science majors (or general students) and should not be taken by students planning to enroll in Chemistry 101, Chemistry 102, Physics 101, Biology 131, Biology 132, or similar courses intended for science majors. The course is a non-laboratory course that can serve in partial fulfillment of the general distribution requirement in natural science. Lecture, three hours. (Credit, full course.) Bordley

201. The Spirit and Forms of Anglicanism

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. This course does not meet any general distribution requirement. Prerequisite: none. (Credit, full course.) Gatta

340. Linguistics

An intensive broad introduction to general linguistics covering: the nature and philosophy of language, the evolution of language, historical linguistics, semiotics, syntax, semantics, morphology, phonology, phonetics, pragmatics, and sociolinguistics. Writing intensive. (Credit, full course.) Preslar

Philosophy

Philosophy website: <http://www.sewanee.edu/Philosophy/>

Professor Garland

Professor Peterman

Professor J. Peters, Chair

Associate Professor Conn

Visiting Assistant Professor Rosenkoetter

Visiting Instructor Moser

Philosophy 101, and all 200-level courses, except 201, fulfill the philosophy-religion degree requirement. Any course not taken to satisfy a degree requirement may be taken on a pass-fail basis. Courses below the 300 level have no prerequisite. Philosophy 101 and other 200-level courses (except Philosophy 201) are offered every semester and are the normal prerequisite for 300- and 400-level courses.

Major in philosophy: A student majoring in philosophy is expected to take a minimum of ten-and-one-half courses in philosophy. Philosophy 101, 201, 202, 203, and 204 are normally required of majors. It is also required that students take the junior tutorial, offered in alternate years as 306 and 308, and the senior tutorial, 452. A written comprehensive examination is required of all majors.

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 essay and the accompanying oral examination.

Minor in philosophy: A minor in philosophy requires five courses in philosophy, one of which must be at the 300 or 400 level. Students minoring in philosophy are not required to take a comprehensive exam.

COURSES

101. Topics in Philosophy

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. (Credit, full course.) Peterman

201. Logic

An introductory study of classical logic, symbolic logic, and informal reasoning. (Credit, full course.) Garland

202. Ethics

An introduction to the problems of moral philosophy through the reading of selected works of Plato, Aristotle, Kant, Mill, Nietzsche, and Sartre. (Credit, full course.) Garland

203. Ancient Philosophy from Homer to Augustine

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. (Credit, full course.) Peters

204. Modern Philosophy from Descartes to Kant

An examination of the philosophical revolution that accompanied the rise of modern science and its distinctive set of philosophical problems. The following problems are emphasized: the nature of knowledge and perception, the existence and nature of God, the existence of the material world, the nature of linguistic meaning, the mind-body relationship, and the nature of personal identity. (Credit, full course.) Conn

210. Philosophical Issues in Christianity

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. (Credit, full course.) Conn

215. Chinese Philosophy (also Asian Studies 215)

An examination of philosophical texts of classical Confucianism and Taoism. Emphasis is given to the cultural context of these texts and to the evaluation of the worldview they articulate. (Credit, full course.) Peterman

220. The Self

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. (Credit, full course.) Staff

222. Contemporary Moral Issues

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 help clarify the nature of each issue and examine the various arguments that have been advanced. (Credit, full course.) Staff

223. Philosophy of Art

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 manifestation, including painting, sculpture, architecture, music, dance, literature, and film. (Credit, full course.) Staff

226. Philosophical Issues in Daoism (also Asian Studies 226)

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. (Credit, full course.) Peterman

230. Environmental Ethics (also Environmental Studies 230)

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. (Credit, full course.) Peters

232. Business Ethics

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. (Credit, full course.) Garland

235. Medical Ethics

This survey of moral issues surrounding the practice of medicine emphasizes the role of both implicit and explicit assumptions in determining what qualifies as an ethical issue. Topics may include human genome research, abortion, the practitioner/patient relationship, the distribution of care, institutional effects on practice, decisions to terminate life, and the use of animals and fetal tissue in experimental research. (Credit, full course.) Peterman

240. Controversies in Feminist Ethics (also Women's Studies 240)

An examination of the debates and issues 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. (Credit, full course.) Staff

252. Existentialism

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. (Credit, full course.) Staff

300. Contemporary Problems in Philosophical Theology

A critical examination of selected writings of contemporary philosophers on key issues in philosophical theology. Special emphasis is given to current philosophical discussion of doctrines and problems of traditional Christian thought. (Credit, full course.) Peters

302. Medieval Philosophy

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. (Credit, full course.) Peters

306. Epistemology

An analysis of the philosophical problem of the nature of knowledge with specific emphasis on the problem of skepticism and solutions to that problem. (Credit, full course.) Conn, Peterman

308. Metaphysics

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. (Credit, full course.) Garland, Peters

310. Faith in Philosophy and Literature

A critical reading of selected philosophical and literary works which explore the nature and significance of religious faith. This course considers how literary narrative and philosophical analysis function distinctively in the dialogue of faith and reason. Major figures include Pascal, Hume, Kierkegaard, Walker Percy, Flannery O'Connor, and C.S. Lewis. This class is conducted as a seminar with in-class presentations and a semester-long project. (Credit, full course.) Peters

311. American Philosophy (also American Studies)

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. (Credit, full course.) Garland

312. Symbolic Logic

The aim of this course is to provide students with a working knowledge of modern logic. Three systems of logic are covered; classical sentential logic, monadic predicate calculus, and full first-order predicate calculus with identity. (Credit, full course.) Conn

319. Nineteenth-Century Philosophy

A survey of the major philosophers and movements from Kant to the beginning of the twentieth century. Some of the philosophies covered include Absolute Idealism, Marxism, existentialism, British liberalism, and pragmatism. Special attention is given to Hegel, Mill, Nietzsche, and William James. (Credit, full course.) Garland

320. 20th-Century Philosophy

This course examines 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 are also considered. (Credit, full course.) Conn

325. Plato

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. (Credit, full course.) Garland

340. Kierkegaard

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. (Credit, full course.) Peters

350. Aristotle

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. (Credit, full course.) Peters

353. Theories of War and Peace (also Political Science)

This course examines historical and contemporary perspectives on war and peace; provides an overview of classical, modern, and contemporary theories of the nature of justice between states and the moral basis of war; and examines just war, pacifism, and terrorism in the Christian and Islamic traditions. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. (Credit, full course.) McKeen, Peters

403. Whitehead

The metaphysics of Alfred North Whitehead, studied both in its historical development and in its systematic expression in *Process and Reality*. (Credit, full course.) Garland

411. Wittgenstein

An examination and evaluation of Wittgenstein's philosophical views through a close reading of various writings from *Tractatus Logico-Philosophicus* to *Philosophical Investigations*. (Credit, full course.) Peterman

415. Nietzsche

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. (Credit, full course.) Peterman

426. Topics in Contemporary Philosophy

Examines contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. (Credit, full course.) Staff

444A. Independent Study

(Credit, full course.) Staff

444B. Independent Study

(Credit, half course.) Staff

451. Senior Tutorial

Students prepare a senior thesis proposal on a selected topic and organize a plan of study for the comprehensive exam. (Credit, half course.) Staff.

452. Senior Tutorial II

Students write a senior thesis on a selected topic under supervision of the instructor and a faculty advisor. (Credit, full course.) Staff

Physical Education and Athletics

Director Webb	Coach Thoni
Coach Baker	Coach Watters
Coach Black	Assistant Backlund
Coach Cardwell	Assistant Caine
Coach J. Dombrowski	Assistant Coode
Coach M. Dombrowski	Assistant Donnelly
Coach Harrison	Assistant Hawkins
Coach Heitzenrater	Assistant Jiang
Coach Ladd, Chair	Assistant Knapstein
Coach McCarthy	Assistant Knight
Coach Obermiller	Assistant Norris
Coach Poggi	Assistant P. Pearigen
Coach C. Shackelford	Assistant Shirouchi
Coach J. Shackelford	Assistant Smith
Coach B. Taylor	Assistant Wolverton
Coach M. Taylor	

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education.

This requirement may be completed at any time. 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).

Among the objectives of this program are:

1. To develop an enthusiasm for playing some game well so that it may be enjoyed both in college and later life.
2. To develop agility and coordination of mind, eye, and body.
3. To grow in understanding of and develop skills in maintaining physical fitness for daily living.

The Department of Physical Education offers instruction in various activities throughout the year governed by student-expressed interest.

The intramural program for men offers competition in touch football, cross country, volleyball, basketball, racquetball, softball, golf, swimming and diving, ping pong, pool, floor hockey, team handball, 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, cross country, 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.

While not varsity sports, the Sewanee Outing Program, the mountain bike club, and the rugby club are supported by the Department of Athletics. A fencing club also provides regular intercollegiate competition.

103. Weight Exercise

(No course credit) Staff

104. Beginning Ballet

(No course credit) P. Pearigen

105. Beginning Tennis

(No course credit) J. Shackelford

106. Fencing

(No course credit) Staff

108. Beginning Handball

(No course credit) Reishman/ Spaccarelli

110. Aerobics

(No course credit) Staff

113. Beginning Jazz

(No course credit) P. Pearigen

115. Beginning Riding

(No course credit) M. Taylor

119. Weight Training

(No course credit) Staff

123. Beginning Tap Dance

(No course credit) P. Pearigen

125. Lifetime of Fitness: Running

(No course credit) Staff

126. Lifetime of Fitness: Swimming

(No course credit) Staff

127. Lifetime of Fitness: Biking

(No course credit) Staff

128. Lifetime of Fitness: Mountain Biking

(No course credit) Staff

129. Lifetime of Fitness: Beginning Golf

(No course credit) Staff

130. Lifetime of Fitness: Beginning Soccer

(No course credit) Staff

131. Lifetime of Fitness: Squash

(No course credit) Staff

132. Badminton

(No course credit) Staff

133. European Handball

(No course credit) Staff

134. Bocce

(No course credit) Staff

135. Frisbee Golf

(No course credit) Staff

136. Speed and Agility

(No course credit) Staff

155. Advanced Beginning Riding

(No course credit) M. Taylor

165. Beginning Jumping

(No course credit) M. Taylor

166. Introduction to Hunter Seat Equitation

(No course credit) M. Taylor

167. Schooling the Hunter

(No course credit) M. Taylor

170. Stretch and Relax

(No course credit) Staff

171. Introduction to Hatha Yoga

(No course credit) Staff

175. Novice Riding

(No course credit) M. Taylor

180. Sport Aviation

This course teaches the ground school requirements for the private pilot's license and provides instruction of basic flying skills. (No course credit) Staff

190. Beginning Bouldering

Explanatory note: 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. (No course credit) M. Knoll

200. Martial Arts

(No course credit) Staff

213. Intermediate Jazz

(No course credit) P. Pearigen

214. Pilgrimage to Santiago

(No course credit) Spaccarelli

215. Intermediate Riding

(No course credit) M. Taylor

225. Lifetime of Wellness: Golf

(No course credit) Staff

226. Lifetime of Wellness: Tennis

(No course credit) Staff

228. Beginner to Intermediate Road Biking

(No course credit) Staff

227. Lifetime of Wellness: Weight Training

(No course credit) Staff

229. Lifetime of Wellness, Recreational Sports

(No course credit) Staff

251. Scuba

(No course credit) Backlund

252. Advanced Scuba

(No course credit) Backlund

253. Rescue Scuba

(No course credit) Staff

270. Tai Chi

(No course credit) Jiang

306. Advanced Fencing

(No course credit) Staff

308. Advanced Handball

(No course credit) Reishman/Spaccarelli

315. Advanced Riding

(No course credit) M. Taylor

325. Canoe Team

(No course credit) Staff

326. Lacrosse

(No course credit) Watters, M. Dombrowski

330. Crew Team

(No course credit) Staff

351. American Red Cross Lifeguard

(No course credit) Obermiller

352. American Red Cross Lifeguard Instructor

(No course credit) Staff

366. Hunter Seat Equitation

This course is for riders at the advanced level who are interested in furthering their equitation knowledge and skills. Prerequisites: PhEd 215 or PhEd 315 or a minimum of 5-6 years of instruction at this level. (No course credit.) M. Taylor

368. Schooling the Jumper

This course is for riders at the Intermediate or Advanced level who are interested in furthering their knowledge about jumpers. Prerequisites: PhEd 215 or PhEd 315 or a minimum of 4-6 years of instruction at this level. (No course credit.) M. Taylor

401. Water Safety Instruction

(No course credit) Staff

444. Independent Study

To be taken only with explicit permission from the liaison between physical education and the academic program. (No course credit) Webb

449. Cheerleading

(No course credit) Hawkins

450. Varsity Swimming/Diving

(No course credit) Obermiller

451. Varsity Tennis

(No course credit) C. Shackelford, J. Shackelford

452. Varsity Baseball

(No course credit) Baker

453. Varsity Basketball

(No course credit) Thoni, McCarthy

454. Varsity Golf

(No course credit) Ladd, Cardwell

455. Varsity Soccer

(No course credit) Poggi, Harrison

456. Varsity Track and Field

(No course credit) Heitzenrater

458. Varsity Football

(No course credit) Black

459. Varsity Field Hockey

(No course credit) B. Taylor

460. Varsity Cross Country

(No course credit) Heitzenrater

461. Varsity Volleyball

(No course credit) J. Dombrowski

462. Varsity Softball

(No course credit) Staff

463. Varsity Equestrian

(No course credit) M. Taylor

Physics

Physics website: <http://www.sewanee.edu/physics/00index.html>

Professor F. Hart

Professor Peterson

Professor Durig, Chair

Professor Szapiro

Visiting Associate Professor Coffey

Adjunct Professor Pender

Major in physics: Three programs are available to students who want to major in physics.

- A. An intensive major for students who intend to pursue graduate work in the physical sciences: eight one-semester lecture courses, four with laboratories; two half-course seminars; plus Chemistry 101, 102; Computer Science 157; Mathematics 207 and 212. The Graduate Record Examination is required as part of the comprehensive examination.
- B. A broad major for students who intend to pursue graduate work in medicine, engineering, biophysics, environmental sciences, health physics, or teaching: six one-semester lecture courses, four with laboratories, including Physics 203, 303, and 307; two half-course seminars; plus five full courses in other science or mathematics courses approved by the physics department.
- C. The 3/2 plan for engineering students: six one-semester lecture courses including Physics 203 and 303, four with associated laboratories; one half-course seminar; plus Chemistry 101, 102; Computer Science 157; Mathematics 207 and 212.

Research participation and laboratory assistantship are encouraged in all three programs.

For a first-year student planning to major in physics, the following curriculum is recommended:

Physics 101, 102
 Humanities 101, 102
 Mathematics 101, 102
 Physical Education
 Foreign Language 103, 104

Students may seek advanced placement in physics, mathematics, and foreign language.

The second-year program should be planned in consultation with the department chair.

Minor in physics/astronomy: The physics department offers a minor in physics/astronomy. The requirements for a minor are Physics 250, Physics 251, and Physics 444B. In addition, each student must complete one of the following three sets of courses: Option A: Physics 201 and either Geology 121 or Geology 228; Option B: Physics 303 and Physics 304; Option C: Physics 307 and Physics 308. The total number of courses required for the minor is 4.5. An average grade of at least C is required for successful completion of the minor. Comprehensive examinations are not required, but each student must present the results of the Physics 444 project during a seminar.

COURSES

101, 102. General Physics

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. Corequisite: Mathematics 101. Prerequisite: Math 101, and Physics 101 for Physics 102. (Credit, full course.) Szapiro, Hart

103. Modern Mechanics

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. Prerequisite: Freshman status or permission of instructor. Co-requisite: Math 101. (Credit, full course.) Szapiro, Peterson

104. Electric and Magnetic Interactions

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: Freshman status, Phys 103, and Math 101 — or permission of instructor. (Credit, full course.) Szapiro, Peterson

105. Environmental Physics

A study of the basic physical principles, which control the transport of matter and energy in the environment. An analysis of conduction, and radiation as transport mechanisms follows an introduction to thermodynamic and mechanical principles. Various sources of energy are discussed. Projects involve the use of computers for modeling and for the acquisition of data. (Credit, full course.) Hart

110. Our Place in the Universe: An Introduction to the Science of Astronomy

A consideration of how planet Earth fits into its solar system, its galaxy, and the larger cosmos. Evening sessions 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 Physics 149 or 250 after completing this course or for this course if either of those has been taken. Four meetings per week. (Credit, full course.) Durig

III. How Things Work

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. The course is a non-laboratory course that can serve in partial fulfillment of the general distribution requirement in natural science. (Credit, full course.) Szapiro, Peterson

120. The Science of Music

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. This non-laboratory course serves in partial fulfillment of the general distribution requirement in natural science. No prerequisite. (Credit, full course.) Szapiro

123. Introduction to Fractals and Chaos

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 are explored through demonstrations and models. This is a one semester, non-laboratory course; no prerequisite. (Credit, full course.) Szapiro

149. Survey of Astronomy

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 observatory for a two-hour observing session twice a month on public viewing nights or during regularly scheduled biweekly observing sessions. (Credit, full course.) Durig

201. Optics

A study of the fundamental principles of geometrical and physical optics with lasers and holography used extensively in the laboratory. Lecture: three hours; laboratory: three hours. (Credit, full course.) Peterson

202. Thermodynamics

Classical thermodynamics theory with applications and an introduction to statistical mechanics. Corequisite: Math 207. Lecture: three hours; laboratory: three hours. (Credit, full course.) Peterson

203, 204. Intermediate Electricity and Magnetism

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. Prerequisites: Phys 102, and Math 101, 102. (Credit, full course.) Peterson

250. Introductory Astronomy I

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. 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 Physics 149 has been completed. No prerequisites. Lecture: three hours; laboratory in the observatory. (Credit, full course.) Durig

251. Introductory Astronomy II

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 are stressed in the accompanying laboratory. Prerequisite: None. Lecture: three hours; laboratory: three hours. (Credit, full course.) Durig

303. Mechanics

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Prerequisite: Phys 101 and 102, Math 207. Lecture: three hours. (Credit, full course.) Szapiro

304. Theoretical Mechanics

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. Prerequisite: Phys 303. (Credit, full course.) Szapiro

307, 308. Introduction to Modern Physics

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. Prerequisite: Phys 101, 102. Lecture: three hours; laboratory: three hours. (Credit, full course.) Peterson

312. Seminar

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. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 2007 and alternate years. (Credit, half course.) Peterson

401. Quantum Mechanics and Modern Physics

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. (Credit, full course.) Hart

407, 408. Physics Research

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. (Credit, variable each semester.) Staff

410. Mathematical Methods in Physics (also Mathematics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisite: Math 312, or permission of instructor. (Credit, full course.) Szapiro

412. Seminar

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. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 2008 and alternate years. (Credit, half course.) Peterson

421. Advanced Electromagnetic Theory

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. (Credit, full course.) Hart

444. Independent Study

For selected students. (Credit, variable.) Staff

Political Science

Political Science website: http://www.sewanee.edu/Political_Science/index.html

Professor Brockett

Professor Dunn

Associate Professor R. Pearigen

Associate Professor Wilson

Associate Professor McKeen, Acting Chair

Assistant Professor Schneider

Assistant Professor Swimelar

Visiting Associate Professor Fort

Visiting Assistant Professor Hatcher

Visiting Assistant Professor Ayyangar

Students fulfilling the social science requirement are advised that any course in this department may be used to fulfill that requirement.

Major in political science: Political science is a critical engagement with the competing values and interests that guide and orient politics. It analyzes concepts and principles that deal with the nature, purpose, and characteristics of government and political change. Political science 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. The political science department offers a wide range of courses that address these topics of study.

Students majoring in political science are expected to take a minimum of ten courses, including Comparative Politics (103); at least one course each in Political Theory, American Politics, and International Politics; and a seminar at the 400 level. Comprehensive examinations are offered in three subfields: 1) Political Theory; 2) International Politics/Comparative Politics; and 3) American Politics/Public Law (also including relevant political theory courses such as American Political Thought). Students answer questions in both a major subfield and a minor subfield. For the major subfields, four courses each are required, and five recommended. For the minor subfield three courses are required. The public affairs internship course (PolS 445) is excluded from coverage on the comprehensive examination and counts as a course outside the major.

Below, courses are coded by subfield, listed at the end of the course description: A = American, L = Law, T = Theory, W = World Politics, and C = Comparative.

Minor in political science: A minor in political science consists of five courses, at least three of which must be above the 100 level. There is no comprehensive examination for the minor.

Honors in Political Science: Students who have taken a minimum of six political science courses with a departmental average of at least 3.4 may request enrollment during the first semester of their senior year in the Honors Tutorial (Political Science 450). As a condition

for enrollment, a preliminary research proposal must first be approved by the intended faculty supervisor of the project. Except in unusual circumstances students are to take their comprehensives and write their honors paper in different semesters. Departmental honors are awarded to a student who maintains an average of 3.4 or higher in departmental courses, submits an honors paper of at least B+ quality and receives distinction on the comprehensives. Candidates for honors also make an oral presentation of their honors paper to an audience of departmental faculty and students.

Other Expectations

Students contemplating professional careers in international affairs are encouraged to take several upper-level economics courses (for example, microeconomics, macroeconomics, international economics).

Students considering graduate work in political science are encouraged to take Political Behavior (407), several economics courses, and at least one semester of upper-level Political Theory.

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 is required by all law schools and should be taken early in the senior year.

COURSES

101. American Government and Politics

A study of the United States federal government. (Credit, full course.) (A) Brockett or Schneider

103. Comparative Politics

An introduction to the comparative study of politics, employing a conceptual or thematic approach. Selected countries' political systems are examined with a focus on major features, including their governmental institutions, political parties, and political culture. (Credit, full course.) (C) Staff

105. Introduction to Political Theory

This course examines 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 considered include liberalism, socialism, conservatism, fascism, communitarianism. (Credit, full course.) (T) McKeen, Pearigen

110. Campaigns and Elections in the United States

An introduction to the electoral process in the United States through an examination of the political science literature on campaigns and elections and by exposure to the activities and events of actual political campaigns. Some of the fundamental questions addressed include who votes, who does not, and why; what role do parties and interest groups play in the electoral process, and why is it difficult for the third party and independent candidates to win elections in the U.S. This seminar provides opportunities for students to experience firsthand the conduct of political campaigns and elections and may require participation in activities outside of scheduled class time. No prerequisite. (Credit, full course.) (A) Schneider

III. Reel Politics: Exploring the Politics of Film

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. Prerequisites: None. (W) (Credit, full course.) Swimelar

150. World Politics

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. (Credit, full course.) (W) Dunn, Swimelar

155. Global Politics: Freshman Seminar

This seminar, which is limited to freshmen, focuses on major concepts and developments concerning relations among states of the world as well as issues that cross state boundaries. Topics include theories of international politics, north/south issues, law, diplomacy, conflict, and inter-governmental organizations. Guest speakers also participate from time to time. (Credit, full course.) (W) Staff

156. Making Peace, Making War

What is peace? How do you get it? How do you keep it? Why make war? Can you do it without destroying everything? And what is war? Questions such as these have provoked serious searching and thinking for centuries. It is not expected that all questions will be answered or all arguments settled, but through reading, writing, and discussing the class addresses the questions of peace and war and the means used to pursue both. (Credit, full course.) (W) Staff

203. The Presidency

A study of the office and powers of the president, presidential leadership, and the relations between the chief executive, Congress, and the executive agencies. (Credit, full course.) (A) Brockett

204. Legislative Process

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad. (Credit, full course.) (A) Staff

205. The Judicial Process

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 is on judicial selection and socialization, the decision process, and the impact of judicial decisions. (Credit, full course.) (A, L) Staff

227. Africa in World Politic

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. (Credit, full course.) (W) Dunn

230. Politics in Nigeria and South Africa

An exploration of the historical backgrounds, political institutions and processes of Nigeria and South Africa. Emphasis is on Nigeria's difficult transition to accountable government and on post-Apartheid consolidation in South Africa. (Credit, full course.) (C) Dunn

249. China and the World

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. Prerequisite: None. (Credit, full course.) (W) Wilson

250. States and Markets in East Asia

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students 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? (Credit, full course.) (C) Wilson

260. European Political Relations

This course focuses on the trends of political relations among European countries since 1945. The principal topic is political and economic integration as seen in the development of the European Union. Other topics include the Atlantic relationship as seen in NATO, the institutionalization of a human rights regime, the dynamics of East-West relations, and the international issues facing the former communist states of the East. (Credit, full course.) (W) Swimelar

301. History of Political Theory

The development of political thought in the West from the Greeks to the mid-seventeenth century. (Credit, full course.) (T) McKeen

302. Recent Political Theory

A continuation of Political Science 301 from Locke to the twentieth century. Prerequisite: PolS 105 or instructor permission. (Credit, full course.) (T) McKeen

303. Women and Politics

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 includes selections from authors beginning with Mary Wollstonecraft, but focuses primarily on late twentieth-century writers such as Heidi Hartmann, Monique Wittig, Luce Irigaray, Carole Pateman, Alison Jaggar, and bell hooks. (Credit, full course.) (T) McKeen

304. American Political Thought

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. (Credit, full course.) (T) McKeen

305. Politics of Everyday Life

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 serves 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 discuss institutions and various forms of popular culture from the United States and elsewhere. (Credit, full course.) (T) Wilson

308. Public Policy

An analytical examination of public policy-making. Special attention is given to selected policy areas such as health, environment, income support, and the economy. (Credit, full course.) (A) Brockett

311. Politics of Central America and the Caribbean

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. (Credit, full course.) (C, W) Brockett

315. Global Migration

An investigation of concerns related to global migration, such as asylum-seeking, refugees, human trafficking, migrant labor, political and cultural integration, and citizenship. Students examine the multiple factors that lead or force people to move and the politics and policies of immigration and integration in receiving countries such as Europe and the United States. Prerequisite: None. (Credit, full course.) (W) Swimelar

318. Comparative Politics: South America and Mexico

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. (Credit, full course.) (C, W) Brockett

319. Gender and Politics from a Global Perspective (also Women's Studies)

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. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war. (Credit, full course.) (W) Schneider

322. United States Foreign Policy

An examination of changes in national security policies in the post-World-War-II period. The course focuses on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S./Chinese relations. (Credit, full course.) (W) Staff

323. Comparative Politics of the Middle East

This course is a comparative study of Middle East governments, ideologies, classes and leadership patterns. It includes an introduction to the problems of modernization and political development in the Middle East. It also provides an in-depth analysis of domestic politics of Middle East States. The Arab-Israeli conflict and its historical development is also discussed in this course. Prerequisite: None. (Credit, full course.) (C) Staff

326. Comparative Asian Politics

A survey of the development of East Asian politics during the twentieth century, from the period of Japanese colonialism through the present. The course examines political developments in Japan, China, Taiwan, and South Korea. Particular attention is focused on the formation of centralized states, single-party rule, attempts to liberalize politics, and international integration. (Credit, full course.) (C, W) Wilson

328. Parties, Interest Groups and Elections in the United States

Some of the important questions addressed in this course include: What is the role of political parties in an age of candidate centered campaigns? Who votes, who does not, and why? Is the campaign finance system and the role of money in elections undermining our Republic? Do negative political advertisements bring the desired result? Elections are at the heart of democratic governance. This course provides an introduction to the study of this fundamental feature of our political system. (Credit, full course.) (A) Schneider

329. Comparative African Politics

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. (Credit, full course.) (C) Dunn

331. Introduction to Constitutional Law

The origin of the U.S. Constitution and its development through judicial interpretation trace significant court decisions involving legislative, executive and judicial powers, and intergovernmental relations. (Credit, full course.) (L) Pearigen

332. Contemporary Constitutional Law

An examination of selected contemporary problems in civil rights and civil liberties in the United States emphasizes judicial interpretations of the Bill of Rights and the Fourteenth Amendment. (Credit, full course.) (L) Pearigen

333. Human Rights

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. (Credit, full course.) (W) Swimelar

334. Environmental Policy

This course combines the study of public policy with the study of major environmental problems. Students explore public policy concepts and the instruments used in environmental regulation. Topics include air and water quality issues, hazardous waste and risk management, natural resources and biological diversity. The course also discusses 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 208. (Credit, full course.) (A) Staff

344. Myth America

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. The course examines 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. (Credit, full course.) (T) McKeen

345. Creating Citizens: Political Theorists on Education

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. (Credit, full course.) McKeen

346. Contemporary Social Movements (also Women's Studies 346)

This course studies the ways in which ordinary citizens come together, create more or less formal organizations, and mobilize politically to demand social and political change in society. The study begins close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. Then students proceed to study a wide range of political movements including labor and economic justice movements, the gay rights movement, the Christian conservative social movement, and the global justice/anti-globalization movements. (Credit, full course.) (A) Schneider

350. Eastern Europe and the Former Soviet Union

This course explores the multitude of problems facing the new political regimes — even new countries — in the area once known as a major segment of the communist world. (Credit, full course.) (C) Swimelar

353. Theories of War and Peace (also Philosophy)

This course examines historical and contemporary perspectives on war and peace; provides an overview of classical, modern, and contemporary theories of the nature of justice between states and the moral basis of war; and examines just war, pacifism, and terrorism in the Christian and Islamic traditions. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. (Credit, full course.) (W) McKeen, Peters

355. The Art of Diplomacy

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. (Course, full credit.) (W) Staff

356. Diplomatic History of Europe 1813-1914 (also History 356)

A study of the methodology, practice, and substance of European diplomacy from the collapse of the Napoleonic empire to the outbreak of World War I with particular emphasis on the Concert System and the international problems resulting from nationalism, industrialism, and colonialism. (Credit, full course.) (W) Staff

360. Chinese Politics

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 focuses on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) (W) Wilson

361. South Asian Politics (also Asian Studies)

This course addresses South Asian government and politics, primarily during the twentieth century, although historical foundations are also discussed. Students examine comparative topics such as democratization, development, political conflict, political culture, and political processes and institutions. Each of the eight countries of the region — Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka — are considered, but there is particular focus on the region's major actors, especially India. Foreign influences and involvements in the region are also considered. Prerequisite: None. (Credit, full course.) (W) Staff

362. Civil Wars in Contemporary World Politics

An examination of the phenomenon of civil wars in the post-Cold War world. The course focuses on the assertion of group identities within many countries, the challenge of political accommodation (access) and the prospect of political divorce (exit). The role of international organizations and other actors in the management of such conflicts is also explored. (Credit, full course.) (W) Dunn

367. Comparative Political Economy

This course takes a state-level and regional approach to international, political-economic interactions and addresses traditional comparative economic topics, such as state-level development strategies, institutions, and political culture. The course has a focus on the politics of regional economic integration. Specific and comparative attention is given to the European Union (EU), the North American Free Trade Agreement (NAFTA), and other regional economic integration efforts. Prerequisite: None. (Credit, full course.) (W) Staff

364. The European Union

A study of the development, institutions, decision-making processes, functions, and problems of the European Union — formerly the European Community — including its role in the world. (Credit, full course.) (W) Staff

366. International Political Economy

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 are explored. The international context of development receives particular attention. (Credit, full course.) (W) Wilson

368. Arms Control and International Security

Students in this course examine such problems as disarmament, arms control, conventional arms transfers, and nuclear proliferation. Particular attention is given to the diplomacy of attempting to reach agreements and to the relationship between arms control and international security. (Credit, full course.) (W) Staff

370. International Law in International Relations

The sources, subjects, and major principles of international law. The function of law in the international community. (Credit, full course.) (W) Swimelar

373. African-American Political Thought

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. (Credit, full course.) (T) McKeen

381. The Political Economy of Sustainable Development (also Economics 381)

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. Course is identical to Political Science 461 with the exception that special attention is given to research in 461. Students taking this course may not take Political Science 461. (Credit, full course.) (A, C) Brockett

390. The United Nations

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. (Credit, full course.) (W) Dunn

396. The Origins and Conduct of the First World War, 1900-1919 (also History 396)

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 receive special emphasis. (Credit, full course.) Staff

398. Intelligence and Foreign Policy in the 20th Century (also History 398)

This course examines the impact of intelligence operations on the conduct of diplomacy and international politics. Covert operations, intelligence estimates, technological assessment, cryptology, and the evolution of intelligence organizations during the twentieth century are covered. Specific attention is given to the outbreak of the First and Second World Wars and to the crises of the Cold War. (Credit, full course.) (W) Staff

402. Topics in Political Economy

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 McDonald's and Mickey Mouse throughout the world. At root, globalization points to a pattern of institutional change wrought by close interaction of economies. 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. (Credit, full course.) (C, W) Wilson

404. Race, Politics, and Empire

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. (Credit, full course.) (T) McKeen

406. Jurisprudence

A study of the philosophy and development of law through the centuries. Particular emphasis is on law in the classical period as well as the more modern historical, analytical, and sociological schools of jurisprudence. (Credit, full course.) (L) Pearigen

407. Research Seminar in Political Behavior

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. (Credit, full course.) (A) Brockett and Schneider

408. Research Seminar on Southern Politics

A study of politics and culture in the South beginning with an overview of seminal events in 20th-century southern political history. Topics include race and politics in the South, southern campaigns and elections, the South and contemporary congressional and presidential politics, religion and politics in the South, analyses of the politics of the individual states of the region. This course is a junior/senior research seminar for political science majors. Others by permission of instructor. Prerequisite: PolSci 101 or 328. (Credit, full course.) (A) Schneider

409. Religion and American Politics

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. Prerequisite: none. (Credit, full course.) (A) Hatcher

410. The Politics of Poverty

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. Prerequisite: None. (Credit, full course.) (A) Schneider

420. Seminar on Democratization

This course is a junior/senior seminar for political science majors. It analyzes the major theoretical issues and substantive developments surrounding the global spread of democracy. The central foci include the following topics: theories of democracy, theories and case study analyses of conditions which promote or inhibit the emergence and consolidation of democracy, 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. (Credit, full course.) (C, W) Swimelar

422. Seminar on Topics in International Organization

With a grounding in the theories of international organization, the course focuses on global problem management through governmental and non-governmental organizations. Among the topics included: global resource management, the World Trade Organization and trade, international regionalism, international criminal courts and other legal issues, humanitarianism across borders, human rights, and the advancement of women. (Credit, full course.) (W) Dunn

423. Research Seminar in Postconflict Development

This seminar focuses on select countries around the world emerging from civil war and explores conditions for sustainable peace. It examines challenges that include redesigning security, institutions, and other sectors in modern society, as well as highlights the role of the world community in reconstruction. The course aims to expose students to the theoretical and historical literature and to highlight difficult policy choices internally and with the donor community. Prerequisite: None. (Credit, full course.) Dunn

425. Seminar on International Politics

Theories of international relations are examined as frameworks for analyzing the elements, organization, and strategies of international politics. The course combines use of empirical data with analysis of central concepts such as the balance of power, deterrence, national interest, sovereignty, and bipolarity. (Credit, full course.) (W) Staff

426. Seminar on Public Policy

An analytical examination of public policy-making with attention to selected policy areas such as health, environment, income support, and the economy. Course is identical to Political Science 308 with the exception that special attention is given to research in 426. Students taking this course may not take Political Science 308. (Credit, full course.) (A) Brackett

429. Seminar on Comparative Politics

A seminar on the comparative approach to the study of national politics and government emphasizes topics such as nation and state building, political culture, social cleavages, political parties and other linkage institutions, public policy making, and political change. (Credit, full course.) (C) Staff

430. Research Seminar: Topics in International Security

Students 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. (Credit, full course.) (W) Staff

440. Tutorial in Public Law

A course for specially selected seniors. A study of the most important works and major ideas in the fields of law and jurisprudence. (Credit, full course.) (L) Pearigen

444. Independent Study

For selected students. May be repeated more than once for credit. (Credit, half to full course.) Staff

445. Public Affairs Internship

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. (Credit, half or full course.) Staff

450. Honors Tutorial

Seniors only. Permission of the department chairman required. (Credit, full course.) Staff

461. Seminar on the Political Economy of Sustainable Development

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. Course is identical to Political Science 381 / Economics 381 with the exception that special attention is given to research in 461. Students taking this course may not take Economics 381 / Political Science 381. (Credit, full course.) (A, L) Brockett

Psychology

Psychology website: <http://www.sewanee.edu/Psychology/>

Professor Peyser

Professor Keith-Lucas

Professor Barenbaum

Associate Professor Yu, Chair

Assistant Professor Bateman

Visiting Assistant Professor Craft

Visiting Assistant Professor Lohr

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, animal behavior, 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.

Natural Science Core Requirement: Students fulfilling the natural science core requirement in psychology are advised that 100, 255, 353, and 357 are full laboratory science courses. All 200-level courses except 206, 250, and 255 are non-laboratory science courses. No 400-level course may be used to fulfill core requirements.

Requirements for a B.A. with a major in Psychology

Both:

100: Introduction to Psychology [or AP or IB course credit]

251: Research Methods

Two from (one must be from the courses marked with an †):

†201: Psychology of Personality

†202: Abnormal Behavior

†203: Social Psychology

206: Industrial Psychology

219: Infancy and Childhood*

220: Adolescent & Adult Development

357: Child Development*

406: Case Studies in Personality

408: Seminar in Abnormal Behavior

409: Seminar in Behavior Modification

412: Psychology of Gender

**Students may not receive credit for both 219 and 357*

Two from (one must be from the courses marked with an †):

†208: Cognitive Psychology

†254: Neuropsychology (non-lab)*

†255: Neuropsychology (with lab)*

213: Comparative Sexual Behavior

276: Pseudopsychology

353: Animal Behavior

410: Cognitive Illusions

**Students may not receive credit for both 254 and 255*

Among the above

one must be an advanced lab (255, 353, 357) and

one must be a seminar (406, 408, 409, 410, 412)

Four other Psychology courses at minimum; no more than seven others

Two related courses from outside of Psychology

All majors must complete two courses in related areas outside of psychology. As requirements for the major, these courses must be taken for grades (not P/F). The courses used to satisfy this requirement must be approved by the psychology department. Any of the following qualify; others may be proposed by the student.

Anthropology: cultural or physical (not archaeology)

Biology: zoology (not botany)

Computer Science

Data analysis (e.g., Stat 204, Econ 201)

Philosophy

The Comprehensive Examination

The comprehensive exam in psychology consists of essays to be submitted beginning in the fall of the senior year. Students must have completed six Psychology courses — not counting Psyc 100, 250, 361, 362, or 444 — by the end of the fall semester of their senior year or make special arrangements with the department.

Requirements for a B.S. with a major in Psychology

Psyc 100: Introduction to Psychology [or AP or IB course credit]

251: Research Methods

254 or 255: Neuropsychology*

**Students may not receive credit for both 254 and 255*

One from:

201: Psychology of Personality

202: Abnormal Behavior

203: Social Psychology

Two from:

255: Neuropsychology*

353: Animal Behavior

357: Child Development

**Students may not receive credit for both 254 and 255*

One from:

406: Case Studies in Personality

408: Seminar in Abnormal Behavior

409: Seminar in Behavior Modification

410: Cognitive Illusions

412: Psychology of Gender

Three other Psychology courses at minimum; no more than seven others

Related courses from outside of Psychology

Math 204 or a computer science course approved by the department

One laboratory course in Biology

One laboratory course from Biology, Chemistry, Forestry, Geology, or Physics

The Comprehensive Exam

The comprehensive exam in psychology consists of essays to be submitted beginning in the fall of the senior year. Students must have completed six psychology courses — not counting Psyc 100, 250, 361, 362, or 444 — by the end of the fall semester of their senior year or make special arrangements with the department.

Honors

Departmental honors are awarded based on distinguished work in psychology during the undergraduate career. Individuals with a cumulative psychology GPA below 3.6 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.

Requirements for a minor in psychology: A minor in psychology requires six courses in the department; 444 may not be counted as one of the six. A student must take one specific course: Psychology 100. In addition a student must take one course numbered 300 or above. All courses for the psychology minor must be taken for grades (not P/F). No comprehensive examination.

COURSES

100. Introduction to Psychology

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 a 100-level psychology course (available for credit to students who have taken either 107, or 108 but not both). Prerequisite: None. (Credit, full course.) Staff

107. Psychology I. Perception and Behavior

An introduction to the scientific study of sensory processes and perception, learning, and animal behavior that, together with Psychology 108 (taken in either order or simultaneously), comprises an introduction to empirical psychology. Fulfills the science requirement or, combined with Psychology 108, the science and laboratory science requirements and one writing-intensive credit. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 105. Not offered after 2004-05. (Credit, full course.) Staff

108. Psychology II. Development and Personality

An introduction to the scientific study of psychological development, language, abnormal behavior, and individual differences, including the measurement of personality and intelligence. Together with Psychology 107, taken in either order or simultaneously, it introduces students to empirical psychology. Fulfills the science requirement or, combined with Psychology 107, the science and laboratory science requirements. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 106. Not offered after 2004-05. (Credit, full course.) Staff

201. Psychology of Personality

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, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Barenbaum

202. Abnormal Behavior

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. Prerequisites: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Lohr

203. Social Psychology

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, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Bateman

204. Tests and Measurements

Measurement principles including reliability, validity, and dissemination. Application to areas of psychological testing such as scholastic and mechanical aptitude, personality and interest with some practice in test administration and interpretation. Prerequisite: Psych 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Peysner

206. Industrial Psychology

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. May not be used as part of the natural science core requirement. Prerequisite: 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination, or junior standing. (Credit, full course.) Peysner

208. Cognitive Psychology

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. Prerequisite: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Yu

213. Comparative Sexual Behavior

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. Prerequisite: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination, or junior standing. (Credit, full course.) Peysner

219. Infancy and Childhood

An introduction to the scientific study of human development from the prenatal period to middle childhood with an emphasis on physical, cognitive, and socio-emotional development. The central questions concerning the nature and sources of development, as well as the significance of the cultural contexts in which development occurs, are examined. Students learn to evaluate existing research critically and are given opportunities to engage in research activities. Not open for credit to students who have received credit for Psyc 357. Prerequisite: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Bateman

220. Adolescent and Adult Development

An examination of the physiological, cognitive, social, and emotional factors affecting individual development during adolescence and adulthood. The course focuses on adolescence, early adulthood, middle adulthood, and late adulthood. Major theories of development and empirical methods applied to the study of these four phases of development are introduced. Topics include substance abuse, intimacy and intimate relationships, moral development, parenthood, mid-life crisis, vocational development, coping skills, death, and dying. Students gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Bateman

250. Anxiety and Treatment Methods

A review of the medical classification and causes of DSM-IV Anxiety Syndromes. The course introduces cognitive-behavioral procedures used to reduce anxiety in clinical populations. Students learn to apply these procedures to personal nonclinical conditions and compare theoretical applications vs. their experience. Students present a literature review on a selected anxiety topic such as an assessment instrument, a specific anxiety syndrome, a selected population or an advanced procedure. The class is only offered on a pass/fail basis and attendance at all classes is an essential requirement for a pass. May not be used as part of the natural science core requirement. Prerequisite: 100, 108, or a score of 4 or 5 on the Psychology AP examination, or junior standing. Permission of the instructor is required. Not currently offered. (Credit, half course.) Spaulding

251. Research Methods

An introduction to basic research approaches in psychology, including field studies, correlational studies, true experiments, and quasi-experiments. Related issues and techniques such as ethics, sampling, measurement, and basic data analysis are examined. Students gain experience by designing and conducting several studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination. (Credit, full course.) Yu

254. Neuropsychology

A survey of physiological topics of importance to psychologists. The course begins with an overview of neural function and the organization of the brain. The remainder of the course is divided into three major sections: development of the brain, including sexual and abnormal development; abnormal states of the brain, including injuries, diseases, and mental illness; and psychotropic drugs, including both medication and drug abuse. Emphasis in each area is on application to other fields of psychology. Not open for credit to students who have completed Psyc 255. Prerequisite: 100, 107, or a score of 4 or 5 on the Psychology AP examination, or completion of the natural science requirement. (Credit, full course.) Keith-Lucas

255. Neuropsychology

A survey of physiological topics of importance to psychologists. The course begins with an overview of neural function and the organization of the brain. The remainder of the course is divided into three major sections: development of the brain, including sexual and abnormal development; abnormal states of the brain, including injuries, diseases, and mental illness; and psychotropic drugs, including both medication and drug abuse. Emphasis in

each area is on application to other fields of psychology. Prerequisite: Psyc 100 or Psyc 107 or completion of the natural science requirement. Laboratory course. Not open for credit to students who have completed Psyc 254. (Credit, full course.) Keith-Lucas

276. Pseudopsychology

An examination of the empirical evidence for a wide range of controversial phenomena such as extrasensory perception, graphology, eugenics, and various urban legends. Divination is considered in its various forms, from entrails and numerology to oracles to phrenology and astrology to contemporary “cold reading.” Selected writings of prominent psychologists and insights provided by personality and social psychology. An emphasis throughout on critical thinking, changing standards of evidence, and a skeptical, data-based approach. Prerequisite: 100, 107, or 108, or a score of 4 or 5 on the Psychology AP examination, or junior standing. (Credit, full course.) Peyser

353. Animal Behavior

A synthesis of comparative psychology, ethology, and the evolution of behavior — organized historically, with emphasis on primate behavior and its relationship to human behavior. Includes a laboratory that focuses on designing and conducting studies to answer empirical questions, followed by oral or written presentations. Includes a field trip to study a captive primate collection. Prerequisite: 251 or completion of three laboratory courses in the sciences. (Credit, full course.) Keith-Lucas

357. Child Development

An examination of the physical, cognitive, social, and emotional development of children and adolescents, 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 adolescent 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 108 and 251. (Credit, full course.) Bateman

361. Social Psychology Research Seminar

This seminar is devoted to the advanced study of social psychological topics, with a primary emphasis on the scientific process. The content focus, driven primarily by student interests, is selected from areas such as: self-presentation, attitudes, interpersonal relationships, pro-social behavior, aggression, social influence, and group behavior. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. Those students taking the seminar for four credit hours conduct the original study independently whereas those enrolled in the seminar for two credit hours participate in a group study. Prerequisite: Psych 203 and Psych 251, or permission of the instructor. Not currently offered. (Credit, full course.) Staff

362. Cognitive Psychology Research Seminar

This seminar is devoted to the advanced study of topics in cognitive psychology, with a primary emphasis on the scientific process. The content focus, driven primarily by student interests, is selected from areas such as: attention, imagery, memory, problem-solving,

decision-making, and metacognition. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. Those students taking the seminar for four credit hours conduct the original study independently whereas those enrolled in the seminar for two credit hours conduct the study in a small group. Prerequisites: Psych 208 and Psych 251, or permission of the instructor. Not currently offered. (Credit, full course.) Yu

406. Case Studies in Personality

A seminar on the psychological study of individual lives. Students review classical and contemporary approaches to the study of lives (e.g., Freud, Erikson, Murray, Allport, narrative theories) and alternative methods (case study, analysis of personal documents such as letters and diaries, use of autobiographies, psychobiography). Students read a number of case histories and life histories, review the application of alternate theories and methods to several individuals' lives, and prepare their own "life study." Prerequisite: four courses in psychology including 201, or permission of the instructor. (Credit, full course.) Barenbaum

409. Seminar in Behavior Modification

Intensive reading and discussion of the current empirical research on learning-based techniques of behavior change, including systematic desensitization, token economy, biofeedback, assertive training, and cognitive methods; use of parents and peers as change agents; the particular problems within selected settings such as prison, sports, behavioral medicine, the classroom, and the clinic and mental hospital. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Peyser

410. Cognitive Illusions

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 are discussed. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Yu

412. Psychology of Gender (also Women's Studies 412)

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 are also discussed. Prerequisite: four courses in psychology and/or women's studies, or permission of instructor. (Credit, full course.) Barenbaum

444. Independent Study

The student designs and executes an experimental research project terminating in a written report or complete readings in an area of psychology. Prerequisite: permission of the instructor and administrative consent of the chair. May be repeated. (Credit, half or full course.) Staff

Religion

Religion website: <http://www.sewanee.edu/Religion/OOindex.html>

Professor G. Smith

Associate Professor Carden

Associate Professor Brown

Associate Professor Parker, Chair

Visiting Professor Wentz

Visiting Instructor Thurman

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 religion department, 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 studies minor, and curricular interests.

The religion department faculty teach introductory and upper-level courses in several sub-fields: Asian religions, philosophical theology, ethics and culture, American/Southern religion, and biblical studies. All department faculty teach Introduction to Religion (Relg III), a course that serves as a gateway into the academic study of religion for majors, minors and for students seeking to meet their general distribution requirement.

Religion III or a course in philosophy or humanities is considered foundational for all other courses, except as indicated below. A few courses with specific prerequisites are indicated below. Any religion course satisfies the religion/philosophy core requirement.

Major in religion: The major in religion is satisfied by the completion of at least ten religion courses. The following courses are required for the major: Religion III, 121, 141, 151, 161 (or 162) and five additional upper-level courses in religion. Students may focus their upper-level course work in a particular sub-field (ethics, Asian religions, philosophical theology, scripture or religion and culture). Each student must pass a two-part written comprehensive examination in their senior year.

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 in religion: For a minor in religion a student must take at least six religion courses, maintaining in these courses a grade average of C (2.00) or higher.

COURSES

100. Memory, Place, Life

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. Prerequisite: none. The course is open to first year students only. (Credit, full course.) Smith

102. Making Meaning: Religious Autobiography and Biography

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. Prerequisite: None. (Credit, full course.) Brown

105. Faith After the Holocaust: Ethics, God, Humanity

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 Religion 319. (Credit, full course.) Staff

III. Introduction to Religion

An examination of the nature of religion as an aspect of universal human experience. (Credit, full course.) Staff

120. Introduction to Judaism

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. (Credit, full course.) Parker

121. The Responsible Self

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. Niebuhr, Walter Wurzbarger, James Cone, and Laurie Zoloth-Dorfman. (Credit, full course.) Parker

141. Introduction to the Bible

An examination of the origins, nature, and content of representative literature from the Old and New Testaments. (Credit, full course.) Staff

143. Introduction to the Bible I: Old Testament

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 scripture. Not open for credit to students who have completed Religion 141. (Credit, full course.) Staff

144. Introduction to the Bible II: New Testament

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. (Credit, full course.) Staff

145. In the Eye of the Beholder: Images of Jesus Through Gospel and Film

An examination of the images of Jesus in ancient Gospels and contemporary film. The course focuses upon canonical (Mark, Matthew, Luke, John) and noncanonical (Thomas, Philip, Mary) gospel texts. The aim is to understand in literary, historical and theological terms different ways Jesus is interpreted in gospel texts and to view contemporary popular cultural efforts to represent Jesus as savior figure in film (including *Jesus of Montreal*, *The Gospel According to St. Matthew*, *The Life of Brian*, *Last Temptation of Christ*, and *The Matrix*). (Credit, full course.) Staff

151. Philosophy of Religion

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. No prerequisite. (Not open to students who have taken Religion 251.) (Credit, full course.) Carden

161. Comparative Religion

An exploration of the forms of the sacred in American Indian religion, Hinduism, Buddhism, Confucianism, or other traditions. No prerequisite. (Not open to students who have taken Religion 261.) (Credit, full course.) Smith

162. Introduction to Asian Religions

An introduction to the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, Daoism, and Shintoism and their views of reality and humanity. (Credit, full course.) Brown

200. The Christian Tradition: Themes and Variations

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. (Credit, full course.) Staff

206. The Many Faces of Jesus

An exploration of ethnicity and race as social determinants in the interpretation and reception of Jesus in different cultures. Students and faculty from historically white Sewanee collaborate electronically and in person with students and faculty from other Anglican, but historically black, institutions (St. Paul's College in Virginia, St. Augustine's College in North Carolina, and Voorhees College in South Carolina). Historical, sociological, philosophical, theological, ethical, and aesthetic approaches allow students to consider myriad ways Jesus has been interpreted across cultures past and present. (Credit, full course.) Staff

210. Images of Jesus

An examination of the significance of Jesus for human culture and religion. (Credit, full course.) Staff

220. The Holocaust, Religion, and Morality

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. (Credit, full course.) Parker

223. Feminist and Womanist Religious Ethics

Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus is 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. (Credit, full course.) Parker

224. Jewish Ethics

Examination of the sources, traditions and applications of Jewish ethical thought and practice. Focus is on biblical, rabbinic, and contemporary Jewish ways of understanding ethical practice and normative principles. Special attention is given to the nature of the covenantal relation to God in Halakah (Jewish law) and Jewish social and familial structures, and the special challenge presented by the Holocaust. Authors include Eugene Borowitz, David Novak, Appel Gersion, Raciel Biale, Eliezer Berkovitz, Louis Newman, and Blu Greenberg. (Credit, full course.) Parker

243. Gospels

An examination of the canonical and extracanonical gospel narratives with attention to their historical, literary, and religious significance. Special attention is given to the cultural production and reception of Gospels in art, film, and drama. (Credit, full course.) Staff

262. Buddhism

A philosophical and historical examination of Buddhism from its origins in India to more recent manifestations in the United States. Attention is paid to Buddhism as it has been and is currently being lived. (Credit, full course.) Brown

263. Chinese Religion

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*. (Credit, full course.) Brown

264. Hinduism

An introduction to the main themes, philosophies, and myths of Hinduism as it has grown and changed over 3,500 years. (Credit, full course.) Brown

265. Ethical Thought and the African-American Experience

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 Malcolm X. (Credit, full course.) Parker

266. Islam

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. Prerequisite: None. This course cannot be taken for credit by any student who has earned credit for Religion 163. (Credit, full course.) Staff

300. The Rise of Christianity

The history of Christianity from its origins to 451 in its historical, religious, and social contexts. Prerequisites: Relg 200, Relg 241, or Humn 102. (Credit, full course.) Staff

304. The Ethics of Dialogue

Examination of the religious and philosophical tradition of dialogical ethics. Focus is 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. Prerequisite: permission of instructor. (Credit, full course.) Parker

307. Religious Environmentalism

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. Prerequisite: None. (Credit, full course.) Brown

315. African Religions

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. (Credit, full course.) Staff

319. The Churches and Religion in Nazi Germany

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. (Credit, full course.) Staff

321. Christian Theological Paths

Readings and reflections on texts from the formative period of Christian theology through the late Middle Ages. Emphasis on the thought of Augustine, Aquinas and Medieval mystical writings. (Credit, full course.) Carden

322. The Reality of God

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. (Credit, full course.) Carden

324. Faith Seeking Foundations

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 philosophy, religion, or humanities. (Credit, full course.) Carden

328. Parables in Jewish and Christian Traditions

An examination of the role of parables and their tellers in Judaism and Christianity. Attention is given to the historical, literary, and hermeneutical character of these distinctive religious texts and their paradoxical aesthetic form and ethical function. Focus is on the second century Rabbis, the Hassidim, Jesus, the Gospel writers, Kierkegaard, and Kafka. Prerequisite: Introduction to Bible or humanities. (Credit, full course.) Staff

330. Questing and Waiting for God

Readings and reflection on the theme of lost divine reality in nineteenth- and early twentieth-century Western religious thought. (Credit, full course.) Carden

332. Religion and Existence

Reflection on the imagery and meaning of human selfhood within religious contexts and the traditions. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) Carden

333. Scripture, Story, and Ethics

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 philosophy or religion, or humanities. (Credit, full course.) Staff

334. Reading Bible, Reading Culture

An investigation of the complex relationship of the Bible and Western culture from antiquity to postmodernity with special attention to aesthetic, literary, philosophical, and ethical issues. Prerequisite: Introduction to Bible, or humanities. (Credit, full course.) Staff

341. Religion and Ecology

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. Offered alternate years. (Credit, full course.) Smith

342. Buddhism and Psychology

This course begins with an examination of Buddhist philosophies and psychologies through an exploration of Abhidhamma literature, the systematic treatment of Gotama Buddha's teachings that occurred after his death. Since the oldest Buddhist texts claim that Buddhism concerns itself with suffering and its end, this course emphasizes Buddhist conceptions of what suffering is, what the end of suffering looks like, and how suffering is brought to an end. After studying how the cognitive and ethical come together in the cessation of suffering in Buddhist psychology and philosophy, students turn to its interaction with Western psychology, concentrating on cognitive and neurophysiological research and on the use of meditation in therapeutic settings. Prerequisite: none. (Credit, full course.) Brown and psychology staff

343. Popular Culture and Religion in America

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. (Credit, full course.) Smith

344. Religion and Violence

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. Prerequisite: None. (Credit, full course.) Parker

346. Religion and Modernity

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options. (Credit, full course.) Smith

350. Field Methods in Religious Studies

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 anthropology. (Credit, full course.) Smith

353. Buddhism and the Environment

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 are examined. (Credit, full course.) Brown

361. New Religions

A comparative study of new religious movements of the twentieth 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. (Credit, full course.) Smith

363. Zen

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: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

364. Buddhist Ethics

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of *ahimsa*, the inviolability or sanctity of life. Attention is 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: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

374. Anglicanism, 1350-1662 (also History 374)

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 is also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines are considered in the contexts both of English and European history and of the intellectual currents of the period. (Credit, full course.) Lytle, Turrell

391. Southern Religion

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. (Credit, full course.) Smith

393. Rural Religion

A study of the religious forms of rural society with special emphasis upon the rural church in the southeastern U.S. Attention to historical, social, cultural, and demographic transformations of rural institutions from 1800 to the present. Fieldwork required. Lectures Monday and Wednesday, fieldwork Thursday afternoons. (Credit, full course.) Smith

401, 402. Seminar for Majors

(Credit, full course.) Staff

444. Independent Study

For selected students. May be repeated indefinitely. (Credit, variable from half or full course.) Staff

Russian

Russian website: <http://www.sewanee.edu/Russian/>

Assistant Professor Preslar, Chair

Visiting Assistant Professor Skomp

Major in Russian: A major consists of a minimum of eight full courses at the 300-level and above, including:

- 1) Russian 301, Russian 302, Russian 303 or 311, and Russian 309 or 310
- 2) At least two of the following courses: Russian 351, 352, 361, 362
- 3) Russian 401 or 402

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.

Majors are strongly encouraged to participate in a semester or summer study abroad program in Russia or Eurasia. 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.

Minor in Russian: A minor in Russian consists of a minimum of five courses at the 300 or 400 levels, including: (1) one course in Russian Civilization and Culture (either 309: Russian Culture: Study Abroad or 310: Russian Civilization) and (2) either Russian 401, or 402, or 440.

No comprehensive examination.

COURSES

103, 104. Elementary Russian: Intensive Courses

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. (Credit, full course.) Staff

203. Intermediate Russian: Intensive Course

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. Prerequisite: Russian 104 or placement by the department. Four hours of class each week, plus an additional conversation meeting with a native speaker. (Credit, full course.) Staff

301. Advanced Russian

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: Russian 203 or placement by the department. (Credit, full course.) Staff

302. Readings in Russian Literature

Short literary and cultural readings from various authors, periods, and genres. Relevant grammatical structures and stylistics are studied along with the readings. Prerequisite: Russian 301 or placement by the department. (Credit, full course.) Staff

303. Introduction to Russian Verse

An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts are augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention is also given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. Prerequisite: Russian 302 or equivalent. (Credit, full course.) Staff

309. Russian Culture: Study Abroad

Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre, and dance. The course is conducted in English and does not fulfill the language requirement. (Credit, full course.) Preslar

310. Russian Civilization

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 fulfill the language requirement. (Credit, full course.) Preslar

311. Composition and Conversation

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 are used extensively. Prerequisite: Russian 301 or equivalent. (Credit, full course.) Preslar

351. 19th-Century Russian Literature in English Translation (writing-intensive)

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 language requirement. (Credit, full course.) Staff

352. 20th-Century Russian Literature in English Translation (writing-intensive)

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 language requirement. (Credit, full course.) Staff

354. Real Men, Real Women? Gender in 20th-Century Russian Literature and Culture (writing-intensive)

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 meet the general distribution requirement in foreign language. Prerequisite: None. This course has the attribute of Women's Studies. (Credit, full course.) Skomp

355. Russian and Soviet Film

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 language requirement. Prerequisite: None. (Credit, full course.) Staff

361. Tolstoy in English Translation (writing-intensive)

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 language requirement. (Credit, full course.) Staff

362. Dostoevsky in English Translation (writing-intensive)

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 language requirement. (Credit, full course.) Staff

401. The 19th Century

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: a Russian course at the 300 level or above or placement by the department. (Credit, full course.) Staff

402. The 20th Century

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 Petrushevskaia. Prerequisite: a Russian course at the 300 level or above. (Credit, full course.) Staff

440. Advanced Readings

Variable topics for students who need to complete reading in a particular area. Open only to Russian majors. May be repeated for credit. Instructor approval required. (Credit, half to full course.) Staff

444. Independent Study

For selected students. May be repeated for credit. Instructor approval required. (Credit, half to full course.) Staff

School of Theology Electives

Each semester, courses 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.

COURSES

BIBL331. Elementary Biblical Hebrew I

An introduction to Biblical Hebrew, beginning with the alphabet. This course cannot be used toward fulfillment of the foreign language requirement in the college. (Credit, three semester hours.) Wright

BIBL332. Beginning Biblical Hebrew II

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. (Credit, three semester hours.) Christian

BIBL333. Intermediate Biblical Hebrew I

The primary purpose of this course is to assist students in improving their general reading knowledge of Biblical Hebrew. This includes review and more detailed study of Hebrew grammar as well as further development of basic Hebrew vocabulary. The secondary purpose is to introduce students to a number of textual matters that belong to the critical study of the Hebrew Bible. The semester focuses on Hebrew prose texts. Open to undergraduate students. (Credit, three semester hours.) Christian

BIBL334. Intermediate Biblical Hebrew II

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: One year of Biblical Hebrew. (Credit, three semester hours.) Christian

BIBL335. Advanced Biblical Hebrew I

This course is a critical study of selected portions of the Hebrew Bible. The focus is Late Biblical Hebrew (LBH), that is, the Hebrew found in post-exilic books such as Esther, Chronicles and Ecclesiastes. As students translate, they also analyze LBH from the perspectives of both diachronic development (historical linguistics) and synchronic description (sociolinguistics). As time permits, students look at the LBH Hebrew of the apocryphal Ben Sira and selected portions of the Dead Sea Scrolls. This course is open to students with at least three semesters of Hebrew study and may be repeated for credit. Open to undergraduate students. (Credit, three semester hours.) Christian

BIBL339. Modern Hebrew I

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. (Credit, three semester hours.) Christian

BIBL340. Modern Hebrew II

A continuation of Modern Hebrew I. (Credit, three semester hours.) Christian

BIBL354. Old Testament: The Psalms

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. (Credit, three semester hours.) Christian

BIBL355. The Apocryphal / Deuterocanonical Books of the Old Testament

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. This course cannot be used in fulfillment of any general distribution requirement in the college. Prerequisite: This course presupposes introductory-level coursework in either biblical or Jewish studies. (Credit, three semester hours.) Christian

BIBL356. Dead Sea Scrolls

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.) Christian

BIBL359. Book of Isaiah

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: Completion of the humanities sequence or of a 100-level course in religion in the college other than 161, 162, or 163. (Relg 143 or 144 recommended.) (Credit, three semester hours.) Christian

BIBL360. Priests and Conflict

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: Completion of the humanities sequence or of one 100-level course in religion in the college other than 161, 162, or 163. (Credit, three semester hours.) Christian

CHHT339. Augustine of Hippo: Self and Society

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 religion or philosophy. (Credit, three semester hours.) Stafford

CHHT350. Classics of the Christian Journey

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. Prerequisite: One college course in history, philosophy, or religion and junior or senior status. (Credit, three semester hours.) Stafford

LTCM331. Hymnody of Christian Church

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. Prerequisite: None. (Credit, three semester hours.) Hatchett

THEO348. The Body's Grace: Religious Accounts of the Body

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. Prerequisite: None. (Credit, four semester hours.) Staff

Spanish

Spanish website: <http://www2.sewanee.edu/spanish/>

Professor Spaccarelli

Professor Bonds

Professor Natal

Professor Sánchez Imizcoz, Chair

Associate Professor Raulston

Visiting Associate Professor Fort

Assistant Professor Sandlin

Visiting Assistant Professor Braden

Visiting Instructor Jordan

Only Spanish literature and culture courses taken at the University of the South may be used to complete the college language and literature requirement for graduation. Prerequisite for all 400-level courses is a semester at the 300 level or permission of the department.

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

Major in Spanish: The minimum requirement for a Spanish major is eight full courses at the 300 and 400 level, although most majors find it advisable to take the full complement of eleven courses in Spanish. As the major requires a mastery of the Spanish language, of literature, and of culture, the student is expected to select courses from all of these fields.

The program for majors divides literature into three sections: Spanish literature before 1700, Spanish literature after 1700, and Latin-American literature. Each student should have at least one course at the 300 or 400 level in each of these three fields. Spanish 311 and 312 are the courses indicated for study of Hispanic culture. The written comprehensive examination in Spanish, which is taken in the final semester of the senior year, covers the above-mentioned areas. The oral comprehensive examination consists of a presentation on a selected topic approved by the department.

Majors are strongly encouraged to spend time studying in a Spanish-speaking country, and with prior departmental approval as much as a year of foreign study may be applied to the major. Students with financial assistance may apply to transfer portions of their funding to assist in previously approved study abroad programs.

All majors are encouraged to take a year or more of another foreign language.

Sewanee Summer in Spain 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 offers credit for two full courses: Spanish 314 and Art History 214, plus Physical Education 214.

Sewanee Semester in Spain focuses on Muslim Spain and its legacy in contemporary Spain. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. The program offers four full courses — Spanish 306: Advanced Spanish

language; Spanish 310: Contemporary Spanish Culture and Civilization; History 369: Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain; Art History 316: Islamic Spain and Spanish Art. A two-week field trip to Andalusia and Morocco forms an integral part of the program.

The Honors Program: Toward the end of the penultimate semester of study, students with a minimum of 3.5 in Spanish courses may apply for permission to present themselves for departmental honors, select a topic for a research essay, be assigned a director, and prepare an outline of the proposed paper. Depending on the nature of the topic, the student, in the last semester of study, enrolls either for a full course or a half-course of Independent Study (Spanish 444) dedicated to preparing a paper. For half-course credit, a paper of at least thirteen pages should be produced; for full-course credit, the paper must number at least twenty-five pages. Students so enrolled 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 in Spanish: The minor in Spanish consists of a minimum of six courses at the 300 or 400 level. These normally include one course on the culture of Spain, one on the culture of Latin America, and one dedicated to some advanced aspect of language study. A minimum of one literature course numbered 305 or above must be taken. Students who need to vary this program in any way must make written application to the Department of Spanish. There is no comprehensive examination.

The department also participates in the International and Global Studies Program.

The Spanish House: The Spanish department 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 Spanish department.

COURSES

103,104. Elementary Spanish I and II: Intensive Course

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 as well as laboratory time. Not open for credit to students who have received credit for Spanish 113. (Credit, full course each semester.) Staff

113. Elementary Spanish: Accelerated Review Course

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 as well as laboratory time. This course, offered in the Advent Semester of each year, is not open for credit to students who have received credit for Spanish 104. Prerequisite: Departmental Placement. (Credit, full course.) Staff

203. Intermediate Spanish: Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition,

and reading facility. Students having completed this class may register for courses at the 300 level. Four class hours per week as well as laboratory time. Prerequisite: Spanish 104, 113 or Placement exam. (Credit, full course.) Staff

300. Introduction to Hispanic Literature

Readings from a number of authors and periods introduce the student to the variety of genres, themes, and styles that predominate in Hispanic literatures. Prerequisite: Spanish 203 or Placement exam. (Credit, full course.) Staff

301. Introduction to Spanish Literature I

Survey of Spanish authors and texts from medieval times to 1700. Prerequisite: 203 or Placement exam. (Credit, full course.) Staff

302. Introduction to Spanish Literature II

Survey of Spanish authors and texts from 1700 to the present. Prerequisite: 203 or Placement exam. (Credit, full course.) Staff

303. Introduction to Latin-American Literature I

A survey of the principal movements and authors of Spanish America to 1900. Prerequisite: 203 or Placement exam. (Credit, full course.) Staff

304. Introduction to Latin-American Literature II

A survey of the principal movements and authors of Spanish America from 1900 to present. Prerequisite: 203 or Placement exam. (Credit, full course.) Staff

305. 20th-Century Spanish-American Poetry

A study of the major figures and movements beginning with Rubén Darío and modernismo. Special emphasis is on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegría. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Spaccarelli, Sandlin

306. Advanced Spanish Language

Grammar review and drill on colloquial speech and idioms. Expository writing is 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: Spanish 203. (Credit, full course.) Director of the Program

307. Translation

This bilingual course outlines theories of translation specific to the Spanish language. The primary focus is on translating literary source texts from Spanish to English, but the reverse is also treated. Variations between Peninsular and Latin American Spanish are examined. An existing, strong foundation in Spanish grammar is also desirable. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

308. U.S. Latino and Latina Literature and Culture

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. Prerequisite: a 300-level course in Spanish or instructor permission. (Credit, full course.) Sandlin

310. Contemporary Spanish Culture and Civilization

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, and unique urban structures. This course is part of the Sewanee Semester in Spain. (Credit, full course.) Director of the Program

311. Hispanic Culture and Civilization I

A cultural survey of Spain emphasizing history, literature, and the arts. Taught in Spanish. Prerequisite: Spanish 203, Placement exam or consent of instructor. (Credit, full course.) Raulston, Sánchez Imizcoz, Spaccarelli

312. Hispanic Culture and Civilization II

A cultural survey of Latin America emphasizing history, literature, and the arts. Taught in Spanish. Prerequisite: Spanish 203, Placement exam or consent of instructor. (Credit, full course.) Natal, Spaccarelli, Sandlin

314. Introduction to Medieval Spain and the Road to Santiago

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: Spanish 203. (Credit, full course.) Director of the Program

315. The Middle Ages in Spanish Culture and Literature

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: Spanish 203. (Credit, full course.) Raulston

331. Spanish Phonetics

A descriptive study of the basic structures of the sound system of Spanish; linguistic terminology; practice in phonetic perception, transcription, and articulation. Intensive laboratory work required. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Bonds

332. Advanced Grammar and Composition

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: a 300-level course in Spanish. (Credit, full course.) Natal, Sánchez Imizcoz, Raulston

333. Advanced Conversation

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. Consent of instructor required. (Credit, full course.) Natal, Sánchez Imizcoz

346. Writing Through Hispanic Literature

This class is designed to teach students to write analytical essays and creative works in Spanish. Students are also taught to analyze model texts grammatically and structurally, with attention given to formatting, style, and learning to develop an idea by the constant editing and rewriting of their own original essays or literary creations. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz, Sandlin

367. Writing the Nation: Literature, Nationalism, and the Search for Identity in Latin America: 1810–present (also History 367)

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: a 300-level course in Spanish. (Credit, full course.) McEvoy, Spaccarelli

403. Post-Revolutionary Mexican Literature

This course begins with an examination of seminal works that maintain a dialogue with the discourse and ideals of the Mexican Revolution and finishes with an in-depth look at current experimental literature. Possible authors include Azuela, Novo, Fuentes, Usigli, Carballido, Paz, Castellanos, Poniatowska, Berman, Esquivel, Boullosa and Bellatin. Prerequisite: a 300-level or higher course. (Credit, full course.) Staff

404. Early Women Writers of Spain (also Women's Studies)

An exploration of the legacy of Spanish women writers from the Middle Ages to the 17th century. The course introduces the student to important female authors from both inside and outside the Spanish canon, focusing especially on the authors' response to their political, social, and cultural context. Prerequisite: a 300-level or higher course. (Credit, full course.) Sánchez Imizcoz

405. Spanish-American Novel

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: a 300-level course in Spanish. (Credit, full course.) Natal

406. Contemporary Hispanic Caribbean Literature and Culture

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 on the literature and film from the Cuban Revolution to today. The experience of Caribbean immigrants to the U.S. is also considered. Prerequisite: a 300-level course in Spanish or instructor permission. (Credit, full course.) Sandlin

408. Tutorial for Majors

The study of topics of special interest. (Credit, full course.) Staff

409. Cervantes and Don Quixote

(Credit, full course.) Sánchez Imizcoz

410. Spanish-American Short Fiction and Film

A study of the development of short fiction from Echeverría's *El Matadero* to contemporary works by Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, 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: a 300-level course in Spanish. (Credit, full course.) Spaccarelli

411. Modern Spanish Literature I

An advanced survey of the eighteenth and nineteenth centuries with emphasis on the Enlightenment, Romanticism, Realism, and Naturalism. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Bonds

412. Modern Spanish Literature II

An advanced survey of the twentieth century to the present. Prerequisite: a 300-level course in Spanish (Credit, full course.) Sánchez Imizcoz

414. Modern Spanish Literary Movements

Generation of 1898 and after. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Natal

415. Spanish Prose Fiction I

A study of the evolution of prose fiction from medieval times through the seventeenth century through the reading of unabridged texts. Prerequisite: a 300-level course or higher. (Credit, full course.) Sánchez Imizcoz

416. Spanish Prose Fiction II

A study of the evolution of prose fiction from the eighteenth century to the present through the reading of unabridged texts. Prerequisite: a 300-level course or higher. (Credit, full course.) Bonds

417. Spanish Poetry and Drama I

An integrated study of these two genres read in unabridged texts from the Middle Ages, Renaissance, and Golden Age. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Raulston, Sánchez Imizcoz

418. Spanish Poetry and Drama II

An integrated study of these two genres read in unabridged texts from 1700 to present. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Bonds, Sánchez Imizcoz

419. Sexual Alterity in Contemporary Spanish American Fiction

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: a 300-level course in Spanish. (Credit, full course.) Staff

420. Modern Spanish Drama

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: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz

421. The Spanish Civil War and Franco's Era

A visual and literary interpretation of the Spanish Civil War, the culture of Franco's period, and the transition to democracy. Students are exposed to evidence on the subject from both sides of the conflict. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Natal

422. Major Hispanic Women Writers (also Women's Studies)

A study of major literary works by women writers of the Hispanic world throughout its literary history, including both feminist and anti-feminist background readings and critical essays. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Bonds, Natal

430. Masterpieces of Spanish American Literature

An introduction to the major movements and works of twentieth-century Spanish-American narrative. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Natal

431. The Contemporary Hispanic World

A study of the basic social, political, economic and artistic issues of contemporary Spain and Latin America. The course uses nontraditional materials such as videos, slides, movies, and newspaper and magazine articles, as well as full-length books and short stories. Literary works from authors such as Borges, Vargas Llosa, Fuentes, Cela, Delibes, Martín Gaité, and Montero are read. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Natal

440. Directed Readings

Announced topics for selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff

444. Independent Study

For selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff

Theatre Arts

Professor D. Landon

Professor P. Smith, Chair

Professor Backlund

Associate Professor Matthews

Visiting Assistant Professor Cook

Instructor L. Richardson

Lecturer Piccard

Lecturer P. Pearigen

Major in 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, history, literature, and 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.

Students working toward the Bachelor of Arts in theatre are expected to fulfill the following requirements.

1. Completion of a minimum (44) semester hours in theatre arts, including:
 - Thea III - Elements of Production (4)
 - Thea II2 - Elements of Performance (4)
 - Thea II4 - Elements of Design (4)
 - Three full courses: One in acting, one in design, and one in theatre history (12)
 - 20 Additional hours in theatre from studio offerings in major interest areas (20)
 - A - Performance
 - B - Design/Production
 - C - Performance Studies
2. The completion of six Theatre Practicum, one in each studio area, plus three additional. The practicum is intended to link the production program more closely to the academic program. Each major must complete six practicums in order to participate in the comprehensive exam. One practicum must be completed from each Studio area, and the other three are left to individual choice.
3. Successful completion of a comprehensive examination that 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.

Minor in Theatre Arts: 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.

Students working toward the minor in theatre are expected to fulfill the following requirements.

- I. Completion of a minimum 20 hours in theatre arts, including:
 - Thea 111 - Elements of Production (4)
 - Thea 112 - Elements of Performance (4)
 - Thea 114 - Elements of Design (4)
 - Eight hours chosen by the student (8)

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.

COURSES

101. Introduction to Theatre

An introduction to aesthetics and the art of the theatre through an analysis of stage development and production technique. (Credit, full course.) Backlund, Cook, Smith

102. Introduction to Film

Study of basic film techniques, vocabulary, themes, and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) Staff

104. Beginning Ballet Technique

Beginning ballet introduces the vocabulary and technique of classical ballet to 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. (Credit, half course.) P. Pearigen

103. Playing Shakespeare: From School to Stage

An approach to Shakespearean performance that begins with a consideration of how Shakespeare learned to write and speak at Stratford Grammar School. In addition to traditional work in acting Shakespeare, student actors engage in exercises in written composition and verbal improvisation based on Renaissance rhetoric. In addition to three meetings a week, this course requires one afternoon a week for a performance lab. Prerequisite: None. (Credit, full course.) Landon

107. The Films of Alfred Hitchcock (also Art History 107)

Rear Window serves 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 emphasize the director's treatment of editing, framing, sound, and *mise en scene*. Students become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work. (Credit, full course.) L. Richardson

III. Elements of Production

An examination of the collaborative contributions costume, 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. (Credit, full course). Matthews, Piccard

112. Elements of Performance

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. An introduction to vocal technique and the work of the performer. (Credit, full course). Smith

113. Beginning Jazz

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, are introduced. (Credit, half course.) P. Pearigen

114. Elements of Design

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. (Credit, full course.) Backlund

123. Beginning Tap

Beginning tap dance introduces the vocabulary and technique of tap to build a basic foundation of the dance form. (Credit, half course.) P. Pearigen

132. Fundamentals of Acting: Improvisation

The development of intuitive and creative performance technique through improvisational exercises. Prerequisite: consent of the instructor. (Credit, full course.) Smith

143. Beginning Video Production (also Art 143)

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Ten films are analyzed with written reviews. Other films are studied in terms of imagery and metaphor, narrative development, presentation and development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students participate in two group film-making experiences, followed by two individual assignments. (Credit, full course.) Staff

154. Beginning Modern Dance

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. (Credit, half course.) P. Pearigen

201. Masks and Millinery

An introduction to the methods used in the design and creation of masks and hats for stage costumes. (Credit, half course.) Matthews

202. Stage Make-up for Performance

An exploration of the stage make-up techniques used by actors and designers in the creation of characters. (Credit, half course.) Matthews

204. Intermediate Ballet Technique

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. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

213. Intermediate Jazz

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. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

221. Theatre History

A survey of the history of the theatre with particular emphasis on the development of the theatrical presentation and stage space. Prerequisite: sophomore standing or above. (Credit, full course.) Smith

223. Intermediate Tap

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: consent of the instructor. (Credit, half course.) P. Pearigen

225. Music and Drama (also Music 225)

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 are read in conjunction with the study of scores. (Credit, full course.) Shrader

226. Asian Theatre

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. (Credit, full course.) Backlund

231. The Actor's Way

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: consent of the instructor. (Credit, full course.) Landon

232. Shakespeare and the Actor: Monologues

Intensive rehearsal of selected monologues and soliloquies. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. Prerequisite: Thtr 231 or permission of instructor. (Credit, half course.) Landon

233. Shakespeare and the Actor: Scene-Study

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. Prerequisite: Thtr 231 or permission of instructor. (Credit, half course.) Landon

234. The Physical Actor: From Neutrality to Clown

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: None. (Credit, full course.) Landon

235. Voice and Interpretation

Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. (Credit, full course.) Smith

240. Costume Technology

An in-depth study of the techniques used in the creation of stage costumes. Students explore historical and modern methods of drafting, draping, and fabric modification, including advanced construction skills. Prerequisite: Thtr III or permission of instructor. (Credit, full course.) Matthews

242. Stagecraft

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes, and sound for the theatre. (Credit, full course.) Piccard

243. Intermediate Video Production (also Art 243)

Video/film techniques (editing, cinematography, narrative and episodic development, time sequence augmentation, and light process) are explored through film analysis, interpretation and practical experience. Ten films are analyzed with written reviews. Number and length of student/film/tape productions to be individually negotiated between professor and student. Prerequisite: ArtS 141. (Credit, full course.) Staff

245. The Audition Process

Selection and preparation of audition monologues from the modern and classical repertoires. The course involves reading from script. This course does not meet the general distribution requirement in fine arts. Prerequisite: Thtr 231. (Credit, half course.) Landon

246. Design and Decor Period Styles

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. Prerequisite: None. (Credit, full course.) Matthews

304. Advanced Ballet

A study of the advanced 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. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

323. Aspects of Contemporary Theatre

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. Prerequisite: Junior (or above) standing or consent of instructor. (Credit, full course.) Smith

332. Advanced Acting II

Intensive rehearsal of scenes from the classical repertory with an emphasis on the Greeks, Shakespeare, and Moliere. This course does not meet the general distribution requirement in fine arts. Prerequisite: Thtr 233. (Credit, half course.) Landon

337. Writing for Solo Performance

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. Prerequisite: consent of the instructor. (Credit, full course.) Landon

342. Scene Design (also Art 342)

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: Theatre 241 or permission of the instructor. (Credit, full course.) Backlund

343. Advanced Video Production (also Art 343)

Further study in video techniques and aesthetics emphasizing style, theme, and content. Students develop a series of individual projects from personally selected themes and motifs. Prerequisite: ArtS 243. (Credit, full course.) Staff

344. Lighting Design (also Art 344)

Exercises in script analysis, research options, styles of production, lighting theory, techniques, and equipment. Through journals and projects, students interpret and communicate with light. (Credit, full course.) Backlund

347. Scene Painting (also Art 347)

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. Prerequisite: Permission of the instructor. (Credit, full course.) Backlund

348. Advanced Scenography (also Art 348)

A study of advanced problems in performing arts design. The student is introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers work together to create design solutions for different performance media. Prerequisite: Thtr 342 or 345, Art 342 or 345, and permission of instructor. (Credit, full course.) Backlund

351. Fundamentals of Stage Direction

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire. (Credit, full course.) Smith

352. Advanced Stage Direction

A continuation of 351. Further application of directorial technique to staging problems in classical and modern plays. Prerequisite: 351 or consent of instructor. (Credit, full course.) Smith

362. Advanced Costume Design

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. Prerequisites: Thtr 361 or consent of instructor. (Credit, full course.) Staff

400. Traditional Theatre of Vietnam, Cambodia, and Thailand

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 15 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. Prerequisite: None. (Credit, full course.) Backlund

402. Traditional Theatre of China

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 15 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. (Credit, full course.) Backlund

411. Rehearsal and Performance

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 and consent of the instructor. (Credit, half course.)
Landon

431. Projects in Performance

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. Prerequisite: Junior standing or above and permission of instructor. (Credit, half to full course.) Staff

444. Independent Study

Advanced work for selected students. May be taken more than once for credit. (Credit, half to full course.) Staff

Women's Studies

Women's Studies website: <http://www.sewanee.edu/womensstudies>

Associate Professor Berebitsky, Chair

Interdisciplinary Faculty

The minor in Women's Studies invites students to examine contributions and representations of women through an interdisciplinary program that employs gender as a fundamental category of analysis. Students engage the scholarly methods and theories of women's studies in ways that complement traditional disciplinary inquiry. Students are encouraged to investigate the historical and contemporary contributions of women as well as the significance of gender in the social and natural sciences, in the arts and literature, and in religion. The minor further invites students to analyze gender in relation to other categories of difference, such as race, class, and ethnicity. The goal of women's studies is to stimulate critical examination of assumptions about gender in cultures past and present.

Requirements for the minor: The minor in Women's Studies requires students to complete six courses. Two courses, described below and entitled Introduction to Women's Studies and Women's Studies Seminar, are required and must be taken at Sewanee. At least two more courses must be chosen from those formally cross-listed as Women's Studies courses (see below). The remaining two courses may be chosen from the wide array of courses offered in the college, including those already cross-listed as Women's Studies courses. For a course not already cross-listed this way 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 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 studies. Departmental independent studies may be included.

NOTE: Courses used to fulfill requirements for any major and minor (even if one is interdisciplinary) cannot be used to fulfill requirements for any other major and minor.

COURSES

100. Introduction to Women's Studies

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. The course explores commonalities and differences among women, both in the United States and in other nations. In so doing, students engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also examines varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. (Credit, full course.) Staff

101. Sex and Gender Around the World: Common Issues and Diverse Perspectives

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 is 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. Only open to first-year students. (Credit, full course.) Staff

III. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

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. (Credit, full course.) Staff

444. Independent Study

Advanced work for women's studies. Students must receive the approval of the women's studies committee prior to enrolling. May be repeated once for credit. (Credit, full course.) Staff

448. Women's Studies Seminar

An interdisciplinary seminar for students in women's studies and for other interested students with the permission of the instructor. Topics will vary. (Credit, full course.) Staff

CROSS-LISTED COURSES

Anthropology 290. Women in Cross-Cultural Perspective (Writing-Intensive)

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. No prerequisite. This course cannot be taken for credit by any student who has earned credit for Anth 321.

Anthropology 311. Gender and Class in Latin America

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 or instructor permission.

Biology 110. Women and Biology

A topical study of the biological nature of women and their role in the natural order. Topics include the following: women and scientific inquiry; genetics, evolutionary theory and women; social Darwinism and sociobiology; physiology and women's health; sex differentiation, hormones and a non-deterministic model of human sexuality; and biology from a feminist, ecological and third world perspective. Contributions of women to biological knowledge are included. Non-laboratory course.

Economics 309. Women in the Economy

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.

English 207. Women in Literature

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: None.

English 357. Shakespeare I (Macfie section only)

A study of several plays written before 1600.

English 358. Shakespeare II (Macfie section only)

A study of several plays after 1600.

English 359. Renaissance Literature I (Macfie section only)

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*.

English 360. Renaissance Literature II (Macfie section only)

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.

English 399. World Literature in English

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.

History 237. Women in U.S. History, 1600-1870

A survey of the history of American women which considers 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.

History 238. Women in U.S. History, 1870 to the Present

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 is given to the movements for women's rights.

History 270. Women in European History since 1750

This course surveys the roles and experiences of European women from the Enlightenment era to the present. With emphasis on individual lives and outlooks, the study illuminates women's quest for equality and dignity in the public sphere in Britain, France, and Germany. Themes covered include the development of feminist movements, modern feminism, and sexual liberation.

History 318. African American Women and Religion

This class examines African American Women's participation and critical role in religious life in America. It explores 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 investigates black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course addresses the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it explores 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.

History 349. American Women's Cultural and Intellectual History

This discussion-based seminar examines women's experience from the mid-nineteenth century to the present. Topics include changes in understandings of motherhood and female sexuality, popular women's fiction, and representations of women in music, film, and television.

History 358. Women in Latin America

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 examine several theoretical approaches to gender studies together with specific case studies.

History/Spanish 367. Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America, 1815-present

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.

History 378. Sexuality and the Self in Modern Europe

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.

History 379. Honor, Shame, and Violence in Modern Europe (also Women's Studies)

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.

History 380. Crimes and Scandals in the Historical Imagination, 18th–20th Centuries

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 analyses of criminality, memoirs of notorious criminals, and detective novels.

Philosophy 240. Controversies in Feminist Ethics

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.

Political Science 319. Gender and Politics from a Global Perspective

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. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war.

Political Science 344. Myth America

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. Students 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.

Political Science 346. Contemporary Social Movements

This course studies the ways in which ordinary citizens come together, create more or less formal organizations, and mobilize politically to demand social and political change in society. The studies begin close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. Students then proceed to study a wide range of political movements including labor and economic justice movements, the gay rights movement, the Christian conservative social movement, and the global justice/anti-globalization movements.

Psychology 412. Psychology of Gender

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 are also discussed. Prerequisite: four courses in psychology and/or women's studies, or permission of instructor.

Religion 223. Feminist and Womanist Religious Ethics

Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus is 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.

Spanish 404. Early Women Writers of Spain

An exploration of the legacy of Spanish women writers from the Middle Ages to the 17th century. The course introduces the student to important female authors from both inside and outside the Spanish canon, focusing especially on the authors' response to their political, social, and cultural context.

Spanish 422. Major Hispanic Women Writers

A study of major literary works by women writers of the Hispanic world throughout its literary history, including both feminist and anti-feminist background readings and critical essays.

CLASS ATTENDANCE

Regular class attendance on the part of every student is a necessary factor in academic performance. Upon occasion it may be necessary for a student to be absent, but every effort should be exerted to avoid absences.

When a student's class attendance or general performance in class is unsatisfactory the instructor requests 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 may not withdraw from a class voluntarily after having been dropped from the class.

An excused absence is defined as necessary and/or unavoidable. Examples include illness, death in the family or of a close friend, marriage of a close relative, urgent need at home, or University business (including authorized extracurricular activities). An unexcused absence is defined as accidental or intentional. For instance, over sleeping, forgetting a class, missing a ride, travel arrangements which preclude attending class, and attending a social event. (Also, a student arriving in class more than ten minutes late can be marked absent.)

NOTES:

- 1) Any student absent from a class during which an examination is to be given or a paper is due is given a zero. If an absence is deemed necessary and unavoidable by the Dean of Students (in accordance with the above examples), the student may be given another test or an opportunity to submit the paper in order to remove the zero.
- 2) Students who believe their absence from class should be excused must report to the Dean of Students' Office within 24 hours of the absence from class.
- 3) The student is responsible for all work discussed, including announcements, even when the absence is excused.
- 4) Medical excuses are written at the University Health Service (UHS) ONLY when a student is too sick to attend a class in which: (a) a cut warning has been issued, (b) an examination or lab is involved or a paper due, and (c) during no-cut days (including during the fraternity and sorority house visit rush period) as determined by the Office of the Dean of Students. Students must be seen at the University Health Service on the day that the excuse is required (unless circumstances at the health service do not permit a student to be seen that day) and is issued an excuse only if there is reasonable belief by health service personnel that a genuine medical condition exists that would or should prohibit class attendance. Occasionally, the Health Service is unable to see a student needing an excuse or the student's illness has resolved itself by the time he or she comes to the health service. In these circumstances, an instructor who has an existing relationship with the student is perhaps in a better position to judge whether an accommodation should be made for a student claiming an illness, which a health care provider cannot confirm. In all circumstances, instructors may excuse students whom they believe present a medical condition necessitating an excuse from a class and/or class assignment. If the Health Service is involved, the excuse must be taken to the Office of the Dean of Students by the student within 24 hours of the absence from class. The student is also under an absolute obligation



to inform his/her instructor about the illness prior to the missed class. The Office of the Dean of Students does not feel any obligation to honor excuses from exams that are not accompanied by the appropriate communication with the teacher giving the exam.

A Gownsmen, whose class attendance or general performance is unsatisfactory, is admonished by the instructor to show an improved performance. If, in the opinion of the teacher, there is no improvement, a cut warning is issued.

Students enrolled in Physical Education may not have more than four (4) absences (excused or unexcused). The penalty is automatic exclusion from the course. When the total number of absences in Physical Education exceeds four (4) in a semester, a credit is not awarded.

Teachers may require freshmen to attend all classes, at least through the first test period.

Non-gownsmen who take an unexcused cut on the last day before or the first day after a vacation are placed on cut warning for the remainder of the semester. Unexcused absences include travel arrangements, which preclude a student from being on campus the day before or after the vacation.

PREPROFESSIONAL PROGRAMS

PREMEDICAL, PREDENTAL, AND PREVETERINARY MEDICAL PROGRAMS

Students interested in medicine, dentistry, or veterinary medicine should register with the Health Professions Advisory Committee soon after matriculation. Meetings with this committee benefit students who seek academic advice, summer program recommendations, 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 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) include a year of biology (Biology 131 and Biology 132 or an advanced biology course chosen by the committee), a year of general chemistry (Chemistry 101 and 102), a year of organic chemistry (Chemistry 201 and 202), and a year of physics (Physics 101 and 102). These courses need to be completed prior to the senior year. Although not required, additional courses in biology can provide excellent preparation for the MCAT. 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), English (or humanities), psychology, 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 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. 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 of the fact that professional 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 corresponding Sewanee department. The department chair, the Health Professions Advisory Commit-

tee, and the associate dean of the college must approve another institution's courses when comparable to those offered here.

A suggested sequence of courses for medical preprofessional students:

First Year — Chemistry, Physics, or Biology*, Language, Mathematics, Humanities (or other requirements), Physical Education

Second Year — Two courses from Biology, Chemistry, and Physics, Language, Humanities (or other requirements)

Third Year — Completion of the Chemistry, Physics, and Biology requirements*, Major Courses College Requirements

Fourth Year — Advanced Sciences Major Courses Electives

**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.*

PRENURSING 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.

PRELAW PREPARATION

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 prelaw advisor consults with students interested in a career in law about appropriate courses of study and about specific law schools.

PREBUSINESS ADVISING PROGRAM

The faculty provides guidance for students who wish to pursue a graduate degree in business by outlining appropriate courses to take while an undergraduate at Sewanee. These include a two-semester accounting sequence, microeconomic theory, money and banking, financial markets, industrial psychology, business ethics, and several math and statistics courses.

In addition to appropriate coursework, employers and graduate schools both consider leadership skills crucial in applicants. Students at Sewanee are afforded many opportunities to develop and sharpen leadership skills through athletics, outreach programs, dorm staff, and many other extracurricular programs.

ENGINEERING PROGRAM

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 has 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 3-2 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 3-2 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 preprofessional 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, Physics 101, 102, or Chemistry 101, 102, and Mathematics 101, 102. Physics is preferable to chemistry the first year, except for those students who plan to study chemical engineering or some related field.

FORESTRY AND ENVIRONMENTAL MANAGEMENT PROGRAM

The college offers a cooperative program with Duke University in environmental management and forestry. Students earn a bachelor's and master's degree in five years by spending three years at Sewanee, as an environmental studies (natural resources) major, and two years at the Duke School of the Environment. (Students apply for admission to Duke early in their junior year.) Students must fulfill Sewanee degree requirements by the end of the junior year. The first year of work at Duke completes the B.A. or B.S. requirements, and the degree is awarded by the University of the South at the end of that year. Duke University awards the professional degree of master of forestry or master of environmental management at the end of the second year. Students in this program must complete a total of sixty units at Duke, which normally requires four semesters.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be individually tailored with other emphases.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the sixty-unit requirement may be reduced for relevant course work of satisfactory quality already completed at Sewanee. All credit reductions are determined individually and consider both the student's educational background and objectives.

EDUCATION

Sewanee offers a minor in education that prepares students for graduate programs in teaching, research, administration and other areas of education. The University also has an

agreement with the Peabody College of Education at Vanderbilt University for those wishing to pursue graduate study in elementary, secondary, early childhood, special education and additional fields. For students graduating between 2008 and 2010, a program is offered that leads to teaching licenses in thirteen secondary areas, and K through 12 licenses in art and theatre. Details for both of these programs are provided on the departmental webpage: <www2.sewanee.edu/academics/catalog/departments/education>

Or contact Mae Wallace, Associate Professor and Chair of Teacher Education <mwallace@sewanee.edu>.

THE LIBRARY

Library Home page <<http://library.sewanee.edu>>

Regular Hours

(Hours change during breaks, holidays, summers, etc.)

Monday–Thursday 7:45 a.m. to 1:00 a.m.

Friday 7:45 a.m. to 9:00 p.m.

Saturday 9:00 a.m. to 6:00 p.m.

Sunday 10:00 a.m. to 1:00 a.m.

The ATC Computer Lab, located in the lower level of the library, 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 SEWANEECard ID.

The 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 are other collections as follows:

- ◆ Fooshee Collection (browsing) — Main Floor
- ◆ General Reference — Main Floor
- ◆ Theology Periodicals and Theology Reference — Third Floor
- ◆ Government Documents — Main Floor
- ◆ Special Collections — Second Floor
- ◆ Archives — Kappa Sigma House, next door to library
- ◆ Media Services — Ground Floor
- ◆ Videos, DVD, and CD Collection — Main Floor

The Online Catalog lists books, periodical titles (not periodical articles), government documents, and websites within the entire library.

Circulation Services

The normal circulation period of books for college students is five weeks, and for seminary students, 16 weeks. Videos and DVDs are due by closing time the day following check-out. For books two renewals may be requested if there is no one waiting for the item and 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.

Reference books and periodicals generally may not be checked out. Material that is on reserve for a specific class circulates for a limited amount of time. To check out a reserve item, you must give a call number and your ID card to the circulation staff.

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. Library

materials taken from the library without 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 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. Directions for searching are at each online catalog computer.

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 as well as access to the Internet and World Wide Web. 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".

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 just through the hallway to the left of the circulation desk. The Documents Collection offers many print and electronic indexes to aid in the use of the library's extensive collection of government publications.

Periodicals

There are two reading rooms for the most recent issue of periodicals, the Wright Morrow Periodical Reading Room for the general collection titles and another on the third floor for theological titles. The total number of currently received periodical titles, both general and theological, is approximately 2,531. Students are free to use either of the periodical collections. Issues of periodicals other than the most current year are found in the general periodicals stacks on the second floor. In the case of the general collection, they are arranged by call number, and in the theology collection, in a separate section on the third floor by title of the periodical.

Indexes to periodicals, print and electronic, are located in the respective reference areas, main floor and third floor. Periodicals generally do not circulate.

Interlibrary Services

While all efforts should be exhausted in using the University library collections, there may be times you will want to obtain an item which duPont Library does not have. Interlibrary services are available to assist in obtaining items and articles from other sources. Forms to

make a request are found at the reference desk and on the library's website and should be returned to the reference desk when completed. The Interlibrary Services Office is located down the hall from the circulation desk. 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. Most items that are borrowed through interlibrary loan cannot be renewed.

Archives/Special Collections

Archives and Special Collections, though one department, is housed in two spots; the library, and the renovated Kappa Sigma House next door to the library. The department currently makes available over 7,000 linear feet of archival material in all formats and about 10,000 rare or unusual books. The Archives includes University publications and papers, collections from community organizations, papers and manuscripts of alumni and friends, and records of the Episcopal Church in Tennessee. Some highlights include the manuscript of *Ely: Too Black, Too White*, maps of the early Domain, photos 1870-1970, and the papers of founders Leonidas Polk, James Hervey Otey, and Charles Quintard.

The Permanent Collection of Fine Art of The University of the South serves first and foremost as a teaching collection to assist in the curricular goals of multiple academic disciplines. Strengths of the collection include prints and drawings from the 16th to the 20th century by artists such as Albrecht Dürer, Rembrandt, Ferdinand Bol, Goya, Thomas Rowlandson, Félicien Rops, Albert Goodwin, Utagawa Kunisada, John James Audubon, Martin Puryear, and Alexander Calder. The University also possesses a substantial body of work by Johannes Oertel (1823-1909) who served as the University's first artist-in-residence. Other strengths of the collection include early illuminated manuscript leaves from the fifteenth and sixteenth centuries as well as an extraordinarily rare *Nuremberg Bible*, ca. 1483, containing 108 hand-colored woodcuts by The Master of the Cologne Bibles. The University is also fortunate to possess a rich collection of English and American silver from the 16th to the 20th century including examples by famed silversmiths Tiffany & Co. and Omar Ramsden among others.

SPECIAL EDUCATIONAL OPPORTUNITIES

Special (Student-Initiated) Majors

Interdisciplinary majors, individualized to meet a student's needs and goals, may be initiated by students. Such majors must provide benefits not obtainable through an established major. 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 committee. If the proposal is accepted by the curriculum 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 interdisciplinary major, and major courses cannot be counted toward a major or minor in another field.

Student-Initiated Courses

During second semester, as many as three special courses may be offered based on student proposals. Proposals must be submitted during the first month of the preceding semester to the dean of the college.

If such a course is offered, all students who request/propose it are expected to register for it except under exceptional circumstances. All courses must have the approval of the faculty.

French, German, Spanish, and Russian Houses

A certain number of students are accepted as residents in the French, German, Spanish, and Russian houses each year. Students enter at the beginning of the semester and agree to speak only the language of the house when in the house to enrich their language experience. Cultural and social events are also scheduled in each house.

Academic Technology Center

The Academic Technology Center (ATC), housed in duPont Library, provides a collection of twenty-first century resources for both classroom and personal use. The main lab serves as the primary student computing facility for the College of Arts and Sciences, and hosts fifty-eight seats in roomy carrels and open tabletop areas. PCs and Apple computers occupy all but eight of these seats, which are reserved for laptop computer docking. Ten of the fifty-eight seats host multimedia workstations, equipped with multimedia software, flatbed or slide scanners, CD burners, or other special peripherals. The Informational Resource Center (IRC) serves as a space for training and assisting students and faculty in the discovery, use, and management of electronic information resources. The Faculty Technology Development Center (FTDC) supports faculty activities of all ATC units, including the Instructional Technology Workshop (ITW), Academic Computing, and Media Services. The ATC also includes two classrooms that are equipped with desktop computers for students and an instructor's station. There is one classroom each for Mac- and PC-based computing platforms. The ATC is open 24/7.

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.

Language Laboratory

The E.L. Kellerman Language Lab 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 Macintosh laptops 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 use an ever-expanding collection of free standing CD ROM language programs for reinforcing what is being taught in class as well as for learning languages not currently taught at the University such as Arabic, Swahili, and Thai. Faculty and students alike take advantage of the language lab's audio- and video-editing equipment and analog-to-digital-conversion facilities in preparing engaging presentations for class. The language lab is open weekdays from 8:00 a.m. to 10:00 p.m. except for Fridays when it closes at 4:00 p.m. and then reopens Sunday from 3:00 p.m. to 10:00 p.m.

University Observatory

The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the department of physics and used for public observations. Programs throughout the year and open hours every Thursday evening from 8 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 10-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 (fourteen and twelve 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.

Oak Ridge Semester

Students interested in experimental science may apply to spend a semester in residence at the Oak Ridge National Laboratory (ORNL). The student receives a semester of credit, the experience of working with an ORNL researcher, and the opportunity to develop original research. Participants are considered in absentia in the college and pay normal tuition but no other fees.

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. An additional grant was awarded by Lilly Endowment, Inc. to sustain

the following three program areas through September 2009. The “How Then Shall We Live?” lecture series brings visiting lecturers to talk with students about issues of vocation and service as well as virtues and values. Funding is provided to promote service-learning courses and opportunities on campus. There is also an eight-week summer program of vocational exploration called the Lilly Summer Discernment Institute. This program includes a six-week internship, for either the ordained ministry or work with service or non-profit organizations. The website <www.sewanee.edu/lillyproj/lstdi.html> has more information.

Food and Hunger: Contemplation and Action:

An examination of the interactions among scientific, ethical, and cultural aspects of hunger. The readings, lectures and discussions in the course are supplemented with work with local aid organizations and with exploration of the contemplative practices that motivate and sustain many of those who work with the hungry. The course is offered in the fall semester.

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 geology, marine biology, botany, and wildlife ecology for five weeks on St. Catherine’s 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. Four faculty members from three departments teach in the program each spring and summer.

Theatre Semester in New York

Theatre Arts majors or minors in their junior year may apply to spend a semester in intensive theatre study in New York City. The program is based at the Michael Howard Studio, a small professional theatre school. Participants generally take courses in acting, voice and speech, and movement. The program is flexible and can accommodate students with diverse interests, such as playwriting, directing, design, dance, or stage management. Students, as part of their study, may also arrange internships with professional theatre organizations in New York.

Those who successfully complete the program receive four course credits (sixteen semester hours) for Theatre 444. Students who wish to apply must have at least a 2.5 GPA and must have completed at least three of the courses required of the Theatre Arts major: Elements of Production, Elements of Performance, Elements of Design, and at least one, preferably two, studio courses in their area of interest (acting, directing, design, etc.). Individuals interested in the program may apply, usually in the second semester of their sophomore year, by writing to the program director. Students planning for this program may seek portability of financial aid (by the established deadlines) and must also completed paperwork required by the associate dean of the college to establish a leave from Sewanee.

INTERNSHIPS

These short-term positions 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 resumes and valuable contacts with established professionals. The internships 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 they are unpaid. Generous grants and gifts from alumni and friends enable the University to fund more than 120 internships per year.
- ◆ **Resources and Support** — The University's career services staff and alumni network can help a student find, arrange, or even create an internship opportunity.
- ◆ **Flexibility** — Sewanee's well-established internship programs offer 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 Services 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. Open to majors in all fields and to undergraduates and immediate graduates.

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.

Biehl Program in International Studies

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, history, political science, and international and global studies.

Business and Economics Internships

Students develop internships that enable them to participate in, and observe firsthand, the methods by which business firms conduct their affairs in a free market economy. Many opportunities are available through the ACE program and the efforts of the Center for Applied Economics. Sponsored by Tonya, Probasco, Bing, and Bank of America funds.

Dominican Republic Internships

Students with strong skills in Spanish (any major) are able to work in either a business setting or on health and human service issues.

Environmental Studies Internships

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, Leroy and Thomas funds. Open to students of all majors.

Gessell Fellowship for Social Ethics

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. (Awards alternate yearly between undergraduate students and seminary students.)

Lilly Endowment Internships for Vocational Exploration: Religious and Non-profit Service

The Lilly Summer Discernment Institute allows students to develop internships of vocational exploration in either church or church-related organizations or within service and non-profit spheres.

Powell Arts Internships

The Powell Internship Fund provides financial assistance to students who wish to pursue a summer internship in studio art, art history, or a corollary profession.

Raoul Conservation Internships

Internships developed by majors in the Department of Forestry and Geology for the direct application of their studies of the environment.

Scientific 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.

Stephenson Internships

Funding for summer internships open to any major for any type of internship are made possible by the Stephenson Fund.

Tonya Public Affairs Internships

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.

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 degrees committee. Public affairs internships may serve as the basis of enrollment in Political Science 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 Committee on Curriculum and Academic Policy and approved by the college faculty. Students may seek Independent Study (444) credit when required by the internship site/sponsor.

SEWANEE SCHOOL OF LETTERS

The School of Letters is a summer program in Literature and Creative Writing, offering the M.A. and the M.F.A. degree and designed to provide a graduate program of the best quality to students who have only summers to devote to study. Students must already hold the bachelor's degree and must apply for admission. The faculty consists of Sewanee professors, from English and allied departments, and distinguished professors from other campuses. Taking a typical load of two courses per summer, students can complete either degree in five years. M.F.A. students must complete eight courses, half of them writing workshops, earning a grade of "B" or better, and then write a thesis to earn a final two course credits.

M.A. students must also complete at least eight courses, including at least two in English literature, at least two in American literature, and at least one in non-English literature in translation. These students may earn their final two credits either by writing a thesis or by taking additional courses. The program runs for six weeks each summer, from early June through mid-July. The website <<http://www.sewanee.edu/SL/>> provides more information.

COLLEGE SUMMER SCHOOL

The college's six-week summer session serves students who wish to broaden or enrich their academic program, gain additional credits, or speed acquisition of their degree. Incoming freshmen may wish to take summer classes to adjust to college challenges in a more relaxed atmosphere.

College faculty provide the instruction. Course content is the same as during the academic year. Both introductory and advanced courses are offered. The website <www2.sewanee.edu/academics/summer> provides more information.

STUDY ABROAD

Students in good academic and social standing are encouraged to broaden their educational experience with study in another country for a semester, a summer, or a full year. Study abroad takes place, most often, during the junior year.

The associate dean of the college approves all study abroad and serves as the coordinator of foreign study. All students who intend to study abroad must complete and have approved the application forms necessary for a leave of absence for study abroad. Forms are available from the Office of the Dean of the College and must be submitted by deadlines announced by that office. Failure to submit these forms appropriately may mean that the student must apply for readmission to the college, or it may mean that the student cannot participate in study abroad. Applications must be approved by the associate dean and the chair of the department in which the student is majoring.

To be recommended for a semester, year, or summer program, students must have made normal academic progress, have achieved a 2.5 GPA, and possess the necessary language skills to carry out the proposed program.

The University of the South is actively affiliated with a number of programs, including but not restricted to those listed below.

SUMMER PROGRAMS

British Studies at Oxford and International Studies in London are sponsored by Rhodes College, in affiliation with the Associated Colleges of the South and Vanderbilt University, respectively. The British Studies program, conducted at St. John's College, Oxford University, for five weeks in July and August, emphasizes the humanities and social sciences. It focuses on a specific cultural era each summer. The International Studies program, conducted in facilities of the University of London for five weeks, emphasizes the social, economic, and political aspects of contemporary international problems. A particular theme is followed each summer.

Summer programs at Barcelona, Beijing, Dublin, London, Madrid, Melbourne, Milan, Paris, Salamanca, and Tokyo are sponsored by the Institute for the International Education of Students (IES). These programs, conducted in a university setting, offer four or

five weeks of study in languages, literature, art history, politics, and other subjects. IES is formally affiliated with forty-five colleges and universities (including The University of the South) and less formally associated with over fifty others.

Summer program in China and India: Under the direction of Professor Yasmeen Mohiuddin, Sewanee students may take advantage of summer study in China/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.)

Summer in South Asia Program centers on a course entitled “Microfinance Institutions in South Asia,” which has a service-learning component. The program is over three weeks in duration and includes seven days of study in Sewanee, nine days in Bangladesh, six days in Italy, and three days of travel. It offers credit for one full academic course. Students visit the renowned Grameen Bank in Bangladesh and get the unique opportunity to observe, review, and evaluate operations of the Grameen Bank in remote villages and to conduct interviews and focus group discussions with poor women borrowers. They also go on extended field trips to United Nations World Food Program projects and sites that are often inaccessible to tourists and even to educational tour groups. The visit to Rome focuses on meetings with officials of United Nations agencies, such as the WFP (World Food Program) and IFAD (International Fund for Agricultural Development) that have played a crucial role in funding microfinance programs.

Summer program in Southeast Asia, China, or Japan: Under the direction of Professors Harold Goldberg and Daniel Backlund, Sewanee students may take advantage of summer study that rotates with three different itineraries: one summer in Southeast Asia, then one summer in China, then one summer in Japan. The continuing issue of the program is history and theatre and the relationship between those areas in each country. Students learn about the development of major traditional theatre 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. 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. (Note: does not fulfill the study abroad requirement for Asian Studies.)

Sewanee in France is a five-to-six-week program, sponsored biennially by the Department of French, offering an opportunity for students to live with a French family and to study the language, culture, and literature of France. The two-course program is based in Hyères, in Mediterranean Provence, with follow-up travel to places of cultural and literary interest before culminating in a few days in Paris.

Sewanee in Spain offers 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 between early June and late July. The program offers credit for two full courses – Spanish 314: Introduction to Medieval Spain and The Road to Santiago; and Art 214: Spanish Art, Western Art, and The Road to Santiago. In addition, students who walk 200 of the 280 miles of the proposed route may receive credit for Physical Education 214: The Road to Santiago.

Sewanee in Russia takes students on a cultural and educational tour of Russia. This includes lectures by Sewanee faculty and many other professionals from Moscow State University, Petersburg State University, as well as museum specialists. Students visit a large number of cultural locations such as indoor and outdoor museums, churches and cathedrals, cemeteries, and attend a number of cultural events including but not limited to the ballet, folk dance, the theater, the opera, the symphony, the circus, the movies, and more. The program takes place in late May during the years that it is offered.

SEMESTER AND YEAR PROGRAMS

European Studies, 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 with four weeks in Sewanee in the summer, then two weeks in the north of England (York or Durham), and six weeks in Oxford. 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.

Sewanee Semester in Spain focuses on Muslim Spain and its legacy in contemporary Spain. It is interdisciplinary in nature, and particularly during the first six-week orientation period classes, papers, cultural activities, and writing involves a variety of topics. The program consists of four full courses — Spanish 306: Advanced Spanish language; Spanish 310: Contemporary Spanish Culture and Civilization; History 369: Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain; and Art History 315: Islamic Spain and Spanish Art. A two-week field trip to Andalusia and Morocco forms an integral part of the program.

The Institute for the International Education of Students (IES) provides opportunities to study for a semester or a year in the following European locations: Austria and Germany (Berlin, Freiburg, and Vienna); France (Nantes and Paris); Ireland (Dublin); Italy (Milan, Siena and Rome); The Netherlands (Amsterdam); Spain (Madrid, Salamanca, Granada, and Barcelona); and the United Kingdom (London). There is also a special program on the European Union, held in Freiburg. The faculty in each of these programs is composed principally of European scholars. Courses are available in most undergraduate subjects. Internships are available with Parliament in London and with businesses and international organizations in other locations.

The IES also enables students to study for a semester or a year in university programs in Argentina (Buenos Aires), Australia (Adelaide, Melbourne, and Sydney); China (Beijing); Chile (Santiago); Ecuador (Quito); India (Delhi); Japan (Nagoya and Tokyo); and New Zealand (Auckland and Christchurch). In Nagoya, previous study of Japanese is not required for students entering in the fall. For spring semester applicants, at least one year of Japanese is required. Lecture classes are taught in English.

Study in Canada is available through a new student exchange program with Renison College of the University of Waterloo.

Study in France is also available through Vanderbilt in France and in Aix-en-Provence through the Institute of American Universities. More information about study in French-speaking countries is available in the Office of the Dean of the College.

Study in Spain is also available in Seville through the Center for Cross-Cultural Study in Spain and in Madrid through the Vanderbilt-in-Spain program in which the University of the South cooperates. Students in the Vanderbilt program spend one or two semesters at the University in Madrid studying Hispanic language, history, art, and literature.

Study in Sweden is available in English, in the fields of biology, forestry, natural resources, and economics through an exchange agreement with the Swedish University of Agricultural Sciences in Uppsala.

Study in Germany is also available for a full year or for the second semester at the University of Bamberg. Sewanee students pay the regular fees at the University of the South and take normal university courses at Bamberg in various areas of the humanities. Intensive language preparation in Bamberg is a required part of the program. A German student spends a year at Sewanee under the provisions of this exchange.

The Federation of German American Clubs and the Department of German administer a full scholarship for a Sewanee student to study for a year at one of the German universities. Students are guests of the federation at a variety of academic and social functions.

Study in Japan is also made possible by an exchange agreement between the University of the South and Rikkyo University in Tokyo. Rikkyo (originally St. Paul's) sends a student annually to Sewanee. Some knowledge of Japanese is required for admission to Rikkyo.

Direct enrollment in an institution abroad benefits many students who choose locations like England, Scotland, Ireland, Northern Ireland, Australia, or New Zealand. This may be arranged independently or through the Institute for Study Abroad (IFSA) at Butler University or the Center for Education Abroad (CEA) at Arcadia University. Internships in the Scottish Parliament are available. In addition, others choose the interdisciplinary integrative approach of the School for International Training, with many locations worldwide.

The Associated Colleges of the South (ACS), of which Sewanee is a charter member, has a study abroad program in Costa Rica, which emphasizes sustainable development and a new program in Turkey. In addition, affiliated ACS programs are located in Zimbabwe, Kenya, Senegal and Sierra Leone, Hong Kong, Japan, Melbourne (Australia), Oxford (British Studies), Copenhagen (Denmark), Athens (Greece), Rome (Italy), and Israel (archaeological excavation at Sepphoris).

Service-Learning is sponsored by the Colleges and Universities of the Anglican Communion; through programs of the International Partnership for Service Learning. Students may enroll for a summer, a semester, or a full year, choosing from domestic and foreign locations. Through lectures, reading, field trips, and study of language and literature, students learn about the history and culture of their chosen country or region while exploring its contemporary needs and customs through their service placements. The program combines community service with formal academic study in the Czech Republic, Ecuador, England, France, India, Israel, Jamaica, Mexico, the Philippines, Scotland, and South Dakota.

Numerous additional study abroad options are available to Sewanee students. Information is available from the associate dean of the college.

STUDENT CLASSIFICATION, PROGRESS AND STATUS

Student Classification

A **first-year student, or freshman**, has fewer than six full academic courses.

A **second-year student, or sophomore**, has at least six full academic courses (twenty-four semester hours).

A **third-year student, or junior**, has at least sixteen full academic courses (sixty-four semester hours).

A **fourth-year student, or senior**, has at least twenty-four full academic courses (ninety-six semester hours).

A **“special,” visiting or transient student** is one without degree-seeking status in the college.

A **part-time student** is one who is enrolled in fewer than three full courses per semester. Such a student is admitted, by permission of the office of the dean, to certain courses without being required to present the full entrance requirements. Given the required progress standards for degree seekers, part-time students are non-degree seekers or “special” students. Work done by a part-time student does not count toward a degree unless such a student is later admitted as a degree candidate.

Academic Progress

All students, except first semester freshmen, must pass three full courses to re-enroll the following semester. First semester freshmen must pass two full courses to re-enroll. Students taking less than three full courses are suspended and not allowed to complete the semester. Students who do not pass at least three full courses each semester (two for first semester freshmen) are suspended and cannot return the following semester.

In addition, students must meet the following requirements to be eligible to re-enroll the following academic year:

A first-year student must pass at least five full courses (two first semester, three second semester) for the academic year and attain a cumulative GPA of at least 1.20.

A second-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.60.

A third-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.80.

A fourth-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.90.

Students who fail to meet these requirements are suspended for one semester. After academic suspension for one semester, a student may make formal application for readmission. If readmitted, he or she will be required to meet the standard for each stage of academic residence.

Students who do not attain the grade point average required for the year or do not pass at least half the required courses during the first semester of the academic year are placed

on “academic warning.” Students on academic warning may enroll for the next semester. The purpose of academic warning is to notify the student that failure to meet the required standards by the end of the academic year will result in academic suspension; however, given the suspension criteria explained above, it is not possible to place each student on warning prior to suspension.

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.

Adding and Dropping Courses

During the first five class days of a semester and with the approval of their advisor, students may make schedule changes online. After that, students make schedule changes by submitting a schedule adjustment form to the University Registrar’s office. This form requires three signatures: those of the instructor of the course in question, the academic advisor, and the student. Through use of this form, the instructor may be notified of the student’s intention to add or drop a course.

- a. A course may be added during the first ten class days of a semester. In exceptional circumstances, students may add courses after the tenth class day with the approval of the associate dean of the college; in addition, students will be assessed a late add fee of \$20 per course for each week commencing after the tenth day of class.
- b. A course dropped during the first four weeks of classes is not entered on the student’s record.
- c. 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.
- d. 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 faculty committee on degrees) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.

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. Deadlines for any given year are published in the campus calendar and the University Registrar’s websites.

Pass/Fail Courses

Juniors and seniors with 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. A new pass/fail form will indicate this. 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 will 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. Rare exceptions to the mid-semester deadline may be made when reasons are sufficient, by approval of the associate dean of the college. 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.

Repeating a Course

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.

Transfer Credit and Study Abroad Credit

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.

Of course, 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 will appear on the transcript, but they will not be 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.

Exceptions: The policy in this paragraph is currently under review and subject to change. 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: the Oak Ridge Semester, British Studies at Oxford, International Studies in London, European Studies in Britain and on the Continent, Vanderbilt-in-Spain, the Semester in Liberia, Classical Studies in Rome through the Intercollegiate Center, programs of the Institute for the International Education of Students (IES), and the programs of the Associated Colleges of the South in Costa Rica and Turkey.

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, or Sewanee in France must also have the approval of the associate dean of the college.

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."

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 from the Office of the University Registrar.

WITHDRAWALS AND READMISSION

Withdrawals from the college become official when accepted by the Associate Dean of the College and are noted on the transcript. Students receive no credit for the semester in which they withdraw. The departing student must leave within twenty-four hours and is not permitted to return to the Domain during the withdrawal period without written permission from the Dean of Students or the Associate Dean of the College.

Non-Medical Withdrawals

Students who withdraw from the college voluntarily or are suspended for academic reasons are required to spend no less than one additional semester away from Sewanee. Students suspended for disciplinary, honor code, or administrative reasons (or withdraw prior to suspension) ordinarily are required to spend two semesters off campus. During this time away from the college, any student who wishes to apply for readmission must be employed 40 hours a week for a continuous period of six months and provide a letter from the employer indicating the exact dates of satisfactory service.

In some cases a student may be required to meet additional conditions, for example, enrollment in an academic course or be evaluated for a psychiatric or substance abuse conditions and complete any indicated treatment, among other requirements.

The University reserves the right to suspend a student who is not fulfilling minimal academic standards of performance, is judged to be disruptive to the community, or poses a threat to self or to others. Students posing a threat to themselves or others will likely be required to withdraw. Likewise, if continued residence on campus is deemed not in the best interest of a student or the University, the Dean of Students may require that student to withdraw. In these rare cases, a letter from the Dean of Students will provide clarification as to the nature of the difficulties, which led to the withdrawal.

Medical Withdrawals

Students who need to withdraw to receive treatment for physical illness and injury should contact the director of University Health Services and may apply to return to campus at the beginning of the first semester following the student's recovery.

At the time of application for readmission, the individual's physician must communicate the degree of recovery and ongoing medications to the Director of University Health Services.

Likewise, a student who needs to withdraw to seek treatment for chemical dependency, depression or other psychological disorder must meet with a University Counselor and is generally eligible to return to campus after one full semester beyond the semester of withdrawal.

With prior approval of the University Counselor, the departing student should begin an off-campus course of therapy. At the time of application for re-admission, the individual's therapist must confirm the student's successful completion of the approved therapy program with the University Counselor.

Leave of Absence

The college may grant a leave of absence for up to two semesters for intellectual or personal development. A formal request for leave must be given to the associate dean of the college stating specific plans for the period of absence and the planned date of return. If the as-

sociate dean approves, and terms of leave are met, the student is guaranteed readmission. The deadlines for submission of leave-of-absence applications for the Advent and Easter Semesters are August 5 and January 5, respectively. Students who do not meet these deadlines but who do spend a semester or more away from Sewanee must apply for readmission. When reapplication is necessary (and even in the rare event that the associate dean should approve a leave-of-absence request submitted after the deadline) the reservation deposit is retained. A second reservation deposit is necessary to reserve a space in the college for the semester of planned re-entry.

Non-returning Students

Students who choose to leave the college after successfully completing the previous semester are placed on Not Returning status. The Office of the Associate Dean asks that all students not returning to the college obtain and submit a Not Returning form. The form serves as a type of exit interview, prompts the associate dean's office to notify other University offices regarding students who are not continuing in the college. Students interested in returning to the college after going on not-return status may apply for readmission. Readmission forms must be submitted to the Office of Admissions by December 1 for the Easter semester and by May 1 for the Advent semesters.

Application for Readmission

All students seeking readmission must return the appropriate form to the Office of Admission by December 1 or May 1. In an attached letter the student must: provide clear evidence that any and all requirements for their return have been met, indicate that they understand and have addressed the problems that led to withdrawal, and suggest strategies to maximize mature behavior and improved performance.

The Admissions Committee, except in unusual circumstances, does not consider a request for readmission after a medical withdrawal, without a positive recommendation from either the director of University Health Services or a University Counselor.

It should be noted that readmission is not automatic. Unless the Committee on Admissions believes that all requirements for readmission have been met and that the applicant will successfully complete his or her responsibilities as a member of the Sewanee community, the application is denied or deferred.

ADMISSION AND FEES

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

- ◆ November 15 Early Decision I application deadline.
- ◆ December 15 Early Decision I notification.
- ◆ Reservation deposit due by January 15.
- ◆ January 2 Early Decision II application deadline.
- ◆ February 1 Early Decision II notification.
- ◆ Reservation deposit due by February 15.
- ◆ December 9 Merit Scholarship application deadline.
- ◆ February 1 Regular decision/international application deadline.
- ◆ March 1 Sewanee's Application for Financial Aid and FAFSA Deadline.
- ◆ April 1 Regular decision notification.
- ◆ May 1 Reservation fee due for regular decision.

Transfers

- ◆ April 1 Fall semester application deadline.
- ◆ December 1 Spring semester application deadline.

Readmission

- ◆ May 1 Fall semester application deadline.
- ◆ December 1 Spring semester application deadline.

Secondary School Preparation

Sewanee admits students who are prepared for its challenging academic environment. The following are recommendations for competitive applicants.

- ◆ A challenging high school curriculum including at least:
 - 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*
 - two or more years of lab science (most students have four)
 - two or more years of social science, including history
 - *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.*
- ◆ full high school transcript with strong high school GPA showing consistent or increased strength in class work
- ◆ competitive standardized test scores (ACT or SAT)
- ◆ extracurricular activities such as clubs, sports, church groups, or work experience
- ◆ admission essay written clearly and passionately
- ◆ positive recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators
- ◆ \$45 application fee

College Entrance Examination

The SAT and ACT are given in centers throughout the world at various times during the year. An applicant should take one of these tests — preferably once during the second half of the junior year and again during the fall of the senior year. The college does not guarantee consideration if a test is taken after January of the senior year. Information on the SAT and ACT is available from the applicant's secondary school or counselor. Students for whom English is not the native language should take the Test of English as a Foreign Language (TOEFL) by February of the year of application.

Campus Visits, Interviews

Campus visits and interviews for prospective students are not required but are strongly recommended. It is to the student's advantage to see the Sewanee campus and community before making a formal decision. The interview is actually an opportunity to exchange information. The admission officer is interested in learning about the student's courses, grades, test scores, activities, and interests. The student, in turn, has the opportunity to ask about the academic program, extracurricular activities, student life, and financial aid.

The Office of Admission, located in Fulford Hall, is open from 8 a.m.-4:30 p.m. (central time), Monday through Friday. Saturday appointments are available during the school year. A visit may be arranged by calling the Office of Admission at (931) 598-1238 or (800) 522-2234. Interviews or group information sessions are available year round. Campus tours are given regularly during the year at 10 a.m. and 2 p.m. on weekdays. A group information session and campus tour are available at 10:30 a.m. on select Saturday mornings during the academic year for students and parents unable to arrange an individual interview.

Overnight visits in dormitories are available to high school seniors at certain times during the academic year. Prospective students wishing to experience an overnight stay in a dormitory must call the Office of Admission at least ten days in advance.

Early Decision Plan

Early Decision is a viable option to those students who list Sewanee as their number one choice. An early decision applicant agrees to withdraw all applications to other colleges and universities and enroll at Sewanee if admitted under Early Decision. 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 merit scholarship and/or need-based financial aid processes.

The student applying for early decision should:

1. Indicate "early decision" on the application, confirm that the University of the South is the first choice school, and promise that admission will be accepted if offered. Please carefully read and then sign the Early Decision Agreement found on Part II of the application.
2. Present all credentials necessary for admission on or before November 15 for Early Decision I or January 2 for Early Decision II. If all necessary information has not been postmarked by these respective dates (except October/November test score results for Early Decision I or December test score results for Early Decision II as noted below) the college does not guarantee an early decision.
3. Fulfill all testing requirements no later than the November test date of the senior year for Early Decision I or the December test dates of the senior year for Early Decision II. Applicants taking the October SAT or November ACT for Early Decision I, or the December SAT or ACT for Early Decision II should indicate this on

the admission application. Applicants should also request on the standardized test registration that the score results be sent directly to Sewanee. Application decisions are not be made until the scores are received.

4. If accepted, the applicant must confirm by January 15 for Early Decision I, or by February 15 for Early Decision II, by returning the enrollment decision form with a \$300 deposit. The applicant must also withdraw applications from all other colleges.

Under this plan, the University of the South agrees:

1. To reach a decision on admission by mid-December for Early Decision I or by early February for Early Decision II.
2. To guarantee an applicant who is not admitted early, full consideration under the regular admission procedure with freedom to consider other colleges. These deferred candidates should submit other appropriate materials to the Committee on Admissions — especially senior year grades and additional standardized test scores, if applicable.

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 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 1240 on the SAT or 27 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 complete the same forms as applicants from secondary schools and must include two letters of recommendation from college instructors. In addition they must submit official transcripts from each college attended.

Credit for transfer students is subject to approval by the Office of the Associate Dean of the College. The Degrees 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 sixty-four semester hours of credit at Sewanee, transfer credit is limited to sixty-four semester hours.

The application deadline for transfer candidates is April 1 for the fall semester and December 1 for the spring semester.

Readmission

Former students requesting to return to the College of Arts and Sciences are asked to complete an application for readmission and to submit a record of academic work in the form of official transcripts from other colleges attended. Failure to submit these transcripts invalidates the reapplication.

The application deadline for readmission candidates is May 1 for the fall semester and December 1 for the January semester.

Advanced Placement

Graduation credit for elective courses may be obtained through almost every Advanced Placement (AP) or International Baccalaureate (IB) Higher Level test option. AP test scores of 4 or 5 and IB test scores of 5 or higher on higher level exams, which do not represent the same academic area (explained below), will earn semester hours of credit for entering students. Credit is not given for organization and management studies or for studio art courses.

Credit for one elective course (four semester hours) may be earned in any of the following: anthropology (includes human geography), art history, biology, chemistry, classical languages, computer science, economics, English, environmental studies, French, German, mathematics, music, philosophy, physics, psychology, and Spanish.

When a student presents both IB and AP test results in the same area, only one course credit is given. However, credit for two elective courses (eight semester hours) may be earned in the field of political science should a student present results in both American and comparative government and/or in history, when test results reflect a knowledge of the history of more than one area of the world.

Students may earn up to eight full-course/thirty-two-semester-hour credits through AP or IB. An incoming student who appears to have earned more should consult with the associate dean of the college to determine in which areas credits are to be given for maximum benefit to the student.

AP and IB course credits may not be used to fulfill general distribution requirements; however, a student with such credits may request permission of a given department to use a higher level course to meet the related requirement.

Because academic success at Sewanee almost always requires four full years of high school preparation, the University does not 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 Sewanee must have those courses approved for transfer in advance by the University Registrar.

Auditing Classes

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 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 charge to non-degree-seeking students for auditing is determined each year and for 2007-2008 is \$160 per credit hour.

FEES AND FINANCES

Costs of a Sewanee Education 2007-2008

	ADVENT SEMESTER	EASTER SEMESTER	TOTALS
Tuition	\$ 15,219	\$ 15,219	\$ 30,438
Fees	\$ 222	\$ 0*	\$ 222
Room	\$ 2,280	\$ 2,280	\$ 4,560
Board	\$ 2,110	\$ 2,110	\$ 4,220
Totals	\$ 19,831	\$ 19,609	\$ 39,440

*For students not enrolled for Advent semester, the fee is \$222.00 for the Easter semester. Fees cover expenses for programs that are not separable by semester.

This schedule shows the costs charged each student for the academic year 2007-2008. These amounts are approximately two-thirds of the actual cost per student of providing a student's education; endowment and gift revenues pay the other one-third.

Approximately forty-percent of Sewanee's students receive need-based financial aid to help pay their share.

Tuition, fees for activities, a post office box, and room and board are mandatory charges. These amounts provide for costs of instruction, continuous dining and a dormitory room while school is in session, admission to athletic events and cultural performances, subscriptions to student publications, green fee, and rental of a box at the student post office (SPO). Services of the health and counseling offices are also covered, but prescriptions, casts, splints, and medical expenses such as X-rays, emergency room visits, surgery, hospitalization, and the like are not covered.

Almost all undergraduate students live in college residence halls or in facilities associated with the residential life program.

All undergraduate students who live in college residence halls or in facilities associated with the residential life program of the college are required to purchase the University board plan.

Students without adequate health insurance coverage are not allowed to register for classes.

A reservation deposit of \$300 is payable before pre-registration each semester to reserve a place in the college. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after the published refund dates, except for serious illness, loss of financial aid, or academic suspension. In planning college expenses, families should also take into consideration such items as books, supplies, and personal items; the cost of such expenses is estimated to be \$1,900 per year.

Special Charges

In addition to mandatory charges, a student may incur these charges:

Audit, per credit hour \$160

Automobile registration, per year \$40

Part-time students, per credit hour \$1,105

Special examinations, per course \$25

Golf Club membership for use of the golf course:

Per Academic year \$75

A student may pay daily greens fee of \$3.75 (\$7.50 weekends) instead of buying a student membership.

Riding lessons at the University Equestrian Center: Per semester \$550

Physical Education Classes — some courses require extra fees — see "Courses of Study"

Fines & Penalties

- Failure to check out \$50
- Late registration fee \$50
- Late add fee per course for each week commencing after the tenth day of class \$20
- Late payment of semester tuition \$50
- Returned check and returned phone payments \$20
- Replacement of lost Campus ID card \$25
- Replacement of lost authorization code/Long distance \$10
- Replacement of lost residence hall key \$25
- Traffic Ticket Fines (after 1st Ticket) \$50–100
- Damage to property

When a student is assigned to a dormitory, it is understood that the assignment carries with it an obligation to protect University property. A student who intentionally or carelessly destroys dormitory property is fined \$25, is charged for any damages and may lose priority for room assignment the next year. Whenever the deans of students are unable to determine the person(s) responsible for dormitory damage, which is clearly not the result of normal use, the cost of damage and repairs is split among the residents of the building.

Payment

The University bills students each semester for the full amount of the semester tuition and room and board. Fees for activities and a post office box are billed upon initial enrollment for the academic year. Payment in full, less the reservation deposit and any financial aid actually awarded is due August 20, 2007, for the Advent semester, and January 4, 2008, for the Easter semester. Failure to pay by these dates will result in a \$50 late charge. Because of the substantial amounts that must be paid in August and January, the University offers the following ways to assist families in making payments:

- 1) Significant amounts of financial aid and loans are available to students who qualify.
- 2) Payment plans are offered in cooperation with commercial lending organizations.
- 3) Credit cards are accepted for tuition through Tuition Management Systems.

Students and parents are strongly advised to seek further information about financial aid and loan plans from the Office of Financial Aid, and make such arrangements in time for credit from aid or loan to be posted to the student bill. Such arrangements usually require up to six weeks for completion. Delays at registration can be avoided by timely application for aid or loan.

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.

The Student Accounts' Office mails tuition bills well in advance of the payment due dates. Bills are mailed to the student's home address unless another billing address has been given.

Campus Identification Card

A SEWANEECard will be issued to all students as a means of identification.

- 1) The card must be presented for cashing checks at the University Cashier's Office, using the library, entering the McClurg Dining Hall, and using the Fowler Center.
- 2) The card is not transferable — its loss should be reported immediately to the Telecommunications Office for replacement. There will be a \$25.00 charge for replacing the card.
- 3) The card becomes void upon interruption or termination of enrollment.

Other Charges

Students who have traffic, library or other fines, or have account balances have their monthly statement sent to their home address unless requested to be sent to a different address. This statement is due within 30 days to avoid a late payment charge.

Long Distance Phone Calls

Students who wish to take advantage of the University's discount rate on long distance calls will be issued a personal long distance authorization code to use when making long distance telephone calls. These charges can be charged back to their student account, credit card or bank account. Monthly credit limits can be set up so students can easily control their long distance bills. Also available are pre-paid calling cards — ranging from \$20 to \$50. In addition, special telephone features, such as caller ID, call waiting, etc. may be purchased at an extra charge. Online signup form is available at <<http://www2.sewanee.edu/ttis/featuresform>>. Additional information about long distance plans is available at <<http://www2.sewanee.edu/ttis/LD>> or you may call (931) 598-1095.

Refunds

A student may withdraw from the college only through consultation with the associate dean of the college. Withdrawal is official only upon approval by that office; hence, the withdrawal date indicated by that office is used in determining 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 college 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. Information is sent with the fall semester billing. 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, the family homeowner insurance may provide coverage for these losses. If separate coverage is desired, applications for student personal property insurance from an independent carrier is mailed to all students over the summer.

A student using a personal automobile for a class field trip or other University business should have 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, which 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.

Checks may be cashed at the cashier's office.

Special arrangements can be made available for any student who is unable by reason of disability to go to the Cashier's Office by notifying the dean of students to request such assistance at extension 1229.

FINANCIAL AID

The College of Arts and Sciences is committed to the principle of assisting students based on a combination of financial eligibility and academic characteristics. More than \$7 million of institutional aid is awarded 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 characteristics, 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 funds. 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 Financial Aid

1. Complete a Sewanee Application for Financial Aid and return it to the Office of Financial Aid. This application is available from the Office of Financial Aid and at http://admission.sewanee.edu/financial_aid/forms.
2. Complete the Free Application for Federal Student Aid (FAFSA). Send the completed form to the national processor whose address is on the form, or submit online at www.FAFSA.ed.gov. The required Title IV code for Sewanee is 003534.

The priority deadline for applying for Financial Aid is March 1 for all 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 first-time applicants during March and April.

Renewal of Aid

All students 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 March 1 prior to the academic year for which aid is required.

Renewal applicants will receive their financial aid awards in June. Should they miss the March 1 financial aid deadline, their awards must wait until on-time applicants receive their awards.

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 to meet retention standards of the college, degree seekers must be enrolled in at least twelve hours each semester.
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 2.0 average on a 4.0 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 unless arrangements satisfactory to the treasurer have been made in advance.

Financial Aid Awards

Most financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. However, students with exceptional academic achievement or promise may receive much or all of their award in gift assistance. The University participates in all the U.S. Department of Education financial aid programs for which its students are eligible. These programs are fully described in the Student Financial Aid Guide, which may be obtained from the Office of Financial Aid. In addition, the University awards scholarships and loans from University appropriations and annual gifts, and participates in two tuition exchange programs.

SPECIAL PAYMENT PROGRAMS

Sewanee Educational Assistance Loan (SEAL)

Offered by the University of the South and the local Regions Bank, this loan program assists a range of middle-income families in borrowing a portion of their college contribution at no interest while their son or daughter is enrolled at Sewanee. Repayment on the low-interest SEAL begins thirty days after the student is no longer enrolled at the University. Information on this plan may be obtained from <http://admission.sewanee.edu/financial_aid/forms>.

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 <http://admission.sewanee.edu/financial_aid/forms>.

SCHOLARSHIPS

MERIT-BASED SCHOLARSHIPS AND PROGRAMS

Applying For Merit-based Scholarships

Freshmen and new students who wish to apply for merit-based scholarships should do so through the Office of Admissions. Selections are made on a competitive basis.

Returning students interested in applying for merit-based aid should see the head of the department that is awarding the scholarship or the Dean of Students office. Wilkins, Benedict, Baldwin, Franklin County, Chancellor's, and Regents Scholars may seek reinstatement through the Associate Dean of the College.

Baldwin Scholarship Program. The Baldwin Scholarship Program is available to two outstanding students from Montgomery County, Alabama, each year. This scholarship covers at least half of tuition and is renewable for four years.

Benedict Scholars Program. The Benedict Scholars Program provides three exceptional freshmen with full-cost scholarships, covering tuition, fees, room and board. Established in 1991, this most prestigious of Sewanee's scholarship programs attracts students to the University who have demonstrated tremendous potential as scholars.

Clayton Lee Burwell Scholarship. Established by Clayton Lee Burwell, Class of 1932, to encourage and reward academic excellence and a demonstrated interest in Chinese and/or Asian studies. It is awarded to an economics, history, Asian studies or foreign language major who has completed his or her sophomore year and has taken at least two courses in Chinese and/or Asian studies. Among those qualified, the award is made to the student holding the highest GPA.

The Chancellor's Scholarship. Awarded to deserving students who have demonstrated exceptional academic and leadership ability. Awards are granted on a competitive basis and are renewable for four years.

Robert P. Davis Memorial Scholarship. Established in memory of Robert P. "Bob" Davis, M.D., Class of 1964, this one-year, merit-based scholarship is offered to a student for the senior year who shows an interest in premed and/or business. Preference is given to candidates who are Episcopalian and demonstrate leadership, integrity and loyalty.

Franklin County High School Scholarship Program. Established in 1998, this scholarship program awards two renewable, full-tuition scholarships to exceptional graduates of Franklin County High School. All other Franklin County High School graduates enrolling at the University are eligible to receive a renewable \$2,000 scholarship.

Guerry Scholarship. Established by the Hamico Foundation in Chattanooga, Tennessee, this award is in memory and honor of the generations of the Guerry family who have been associated with the University since 1880. Awards are made on the basis of merit to incoming, first-year students. Recipients shall be referred to as Guerry Scholars.

Atlee Heber Hoff Memorial Scholarship. Established by his wife as a memorial to her husband, Class of 1907, and awarded to a worthy, rising senior student of scholastic attainment in economics. The recipient is designated by the Vice Chancellor and the head of the Department of Economics.

Atlee Henkel Hoff Memorial Scholarship. Established by his parents in honor of their son, Class of 1935, who died in the service of his country in World War II. The recipient is a rising senior of high scholastic attainment in business and economics. The recipient is designated by the Vice Chancellor and the head of the Department of Economics.

Louis George Hoff Memorial Scholarship. Established by his parents in honor of their son, Class of 1938, who lost his life in the Texas City Disaster of April 16, 1947. The scholarship is awarded, as designated by the vice chancellor, president and head of the Department of Chemistry, to a rising senior of academic attainment in that field.

Robert S. Lancaster Scholarship. Established by a group of alumni as a living memorial in honor of the revered professor for whom it is named. Recipient shall be an entering freshman who exemplifies the character of academic excellence, service and personal leadership embodied by Dr. Lancaster. Scholarship is renewable through senior year.

Charles Pollard Marks Memorial Scholarship. Given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship. Given to honor his mother by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

Marks Merit Scholarship. Established by C. Caldwell Marks, Class of 1942. Awarded to an outstanding entering freshman student on the basis of academic achievement and renewable for four years of study.

Thomas O'Conner Scholarship. Established by a bequest from Mrs. Fannie Renshaw O'Conner in memory of her husband. Awarded annually on the basis of academic attainment to a member of the junior class.

President's Scholarship. Each year, over fifty students receive Presidential Scholarships, which range in value from \$5,000 to \$8,000 and are renewable for four years, regardless of family income. Those Presidential Scholars who demonstrate aid eligibility beyond their award will also be eligible to receive need-based aid. Presidential Scholars are often well-rounded students who combine academic achievement with leadership abilities.

Regent's Scholarship Program. Reflecting an ongoing institutional commitment to enrolling a diverse student body, funding has been provided for four merit-based Regent's Scholarships to be awarded to entering minority freshmen. All minority applicants for freshman admission are eligible for these scholarships, but to be considered, a student must submit the merit scholarship application. Regent's Scholarships are awarded in an amount of no less than one-half of the University's tuition and are renewable for four years.

Wilkins Scholarship Program. Each year, approximately twenty-five students receive Wilkins Scholarships which cover half of tuition and are renewable for four years, regardless of family income. Those Wilkins Scholars who demonstrate aid eligibility beyond half-tuition will receive awards for the full amount of their eligibility. Wilkins Scholars combine academic achievement with leadership abilities and have graduated from the University to distinguish themselves in their vocations and their communities.

NEED-BASED SCHOLARSHIPS, GRANTS AND LOAN FUNDS

Applying For Need-based Scholarships

All new and returning students must annually apply for need-based aid by completing both a FASFA (Free Application for Federal Student Aid) and the University's own need-based aid application. Details on both forms are available through the Office of Financial Aid and on the University's website.

Raymond Alvin Adams Scholarship. Established by the bequest of Mr. Adams to provide scholarships for deserving students in need of financial aid. Preference is given to students from Tullahoma, Tennessee; Coffee County, Tennessee; and Middle Tennessee, in that order.

Alfred Thomas Airth Scholarship. Established by the bequest of Mr. Airth to provide scholarships to students with financial need.

Alden Trust Fund Scholarship. Established by a gift of the George I. Alden Trust of Worcester, Massachusetts. Awarded to students with financial need.

Rosa C. Allen Scholarship. Established for students with demonstrated financial need from the Diocese of Texas and nominated by the dean of Christ Church Cathedral, Houston.

William T. Allen Memorial Scholarship. Established in memory of Dr. Allen, a former faculty member in the Department of Physics, to assist a physics major nominated by the department. Awarded to a student with demonstrated need with preference to those considering teaching as a career.

Robert H. Anderson Memorial Scholarship. Established by Mrs. John C. Turner for students with demonstrated need from Mr. Anderson's home parish, the Church of the Advent, Birmingham, Alabama; nominated by the rector.

David Chappell Audibert Scholarship. Established in 1998 by a bequest from Mrs. Blanche Audibert in honor of her husband, David C. Audibert, Class of 1930. Award is made on the basis of financial need.

Robert Moss Ayres Jr. Scholarship. Established in honor of Robert M. Ayres, Jr., Class of 1949, Honorary Degree 1974, by a gift from his children: Robert A. Ayres, Class of 1980, and Vera Ayres Brown, Class of 1983, and their respective spouses, Margaret Bowers Ayres, Class of 1980, and Stuart W. Bowen Jr., Class of 1982. Awards are made on the basis of financial need to students from the Diocese of Texas or the Diocese of West Texas.

Baggenstoss Family Scholarship. Established by family and friends in honor of the six Baggenstoss brothers — John, Robert, Herman, Fritz, Charles, and Albert. Preference is given to natives of Grundy County, Tennessee, with demonstrated financial need.

Bailey-Harper Scholarship. Established by family and friends in memory of Sarah Harper Bailey and in honor of Mary LeNora Harper, members of St. Luke's Episcopal Church in Andrews, South Carolina. Awards are need-based with preference given to students from South Carolina.

Baker-Bransford Memorial Scholarships. Established by a bequest from Mrs. Lizzie Baker Bransford for students with demonstrated financial need.

Grace Mahl Baker Loan Fund. Initiated by the Class of 1927 as a tribute to the wife of a former dean of the college. The fund is to enable students, in case of financial emergency, to remain in the college.

Abel Seymour and Eliza Scott Baldwin Scholarship. Established by a bequest of Mrs. Eliza Scott Baldwin with preference given to students from Jacksonville, Florida, on the basis of financial need.

William O. Baldwin Scholarship. Established by Captain William O. Baldwin, Class of 1916, to benefit children of naval personnel. Award is made on the basis of financial need.

Captain William O. Baldwin Memorial Scholarship. Established by Ewin Baldwin Yung in honor of William O. Baldwin. Preference is given to students with demonstrated need from Montgomery, Alabama.

Bank of Sewanee Scholarship. Established for an outstanding entering freshman from Franklin, Grundy or Marion counties in Tennessee. Awards made on the basis of demonstrated financial need.

J. Edgeworth Beattie Memorial Scholarship. Established by the Beattie Foundation in memory of J. Edgeworth Beattie. Awards are made on the basis of financial need.

Elizabeth and George Bedell Scholarship. Established by the Bedells to assist female students from the State of Florida, then to assist any female student. Award is given on the basis of need.

Lawrence W. Bell Scholarship. Given by Mrs. Bell in memory of her husband for forestry students interested in the conservation of natural resources. Award is made on the basis of financial need.

The Beloved Physician Scholarship. Established by the vestry of St. Mark's Episcopal Church in Beaumont, Texas, in honor of Lamar Clay Bevill, M.D. Award is made on the basis of demonstrated financial need with first preference going to premed students from Beaumont, Texas; secondly, to assist premed students from the state of Texas; thirdly, to assist premed students with the most financial need.

Maurice M. Benitez Scholarship. Established by the Episcopal Foundation of Texas and friends to honor Bishop Benitez, an alumnus of the School of Theology and a former trustee of the University of the South. Award is made on the basis of need to students from the Diocese of Texas.

Charles M. Binnicker Classical Studies Foreign Study Endowment Fund. Established in honor of Charles M. Binnicker by a grateful student. Awarded to worthy students in classical languages to assist with educational costs associated with foreign study. The Department of Classical Languages will select the most deserving student.

Robert V. Bodfish Memorial Scholarship. Established in memory of Mr. Bodfish, Class of 1941, with nominations made by the bishops of Tennessee. Award is made on the basis of financial need.

Harvey G. and Varina Webb Booth Memorial Scholarship. Established by Varina Webb Booth in memory of her husband, Harvey G. Booth, H'59. Preference is given to students from Florida with demonstrated financial need.

Leslie G. Boxwell Scholarship. Established by a bequest from Mr. Boxwell and awarded to students on the basis of financial need.

James Aubrey Bradford Jr. Memorial Scholarship. Established by James and Lynn Bradford in memory of their son. Awarding of the scholarship is based on demonstrated financial need.

Margaret E. Bridgers Scholarship. Nominated by the rector of St. James' Church in Wilmington, North Carolina. Awarded to deserving students with demonstrated financial need.

Jacob F. Bryan III Scholarship. Established by Jacob F. Bryan IV, Class of 1965, of Jacksonville, Florida, in memory of his father. Awarded to students on the basis of demonstrated financial need.

Elizabeth T. Burgess Scholarship. Established by a bequest from Mrs. Burgess and awarded based on financial need.

William Carl Cartinhour Scholarship. Established by a grant from the Cartinhour Foundation, Incorporated, to be awarded to a student based on financial need.

Francis and Miranda Childress Scholarship. Established for students with a demonstrated financial need with preference given to children of clergy in the University's owning dioceses.

Chisholm Foundation Scholarship. Established by the Chisholm Foundation of Laurel, Mississippi. Awarded to students from the state of Mississippi who demonstrate financial need and who will, subsequently, perform community service in their home state.

Arthur Ben Chitty and Elizabeth Nickinson Chitty Scholarship. Established by University historians, Arthur Ben Chitty, Class of 1935, H'88, and his wife, Elizabeth Nickinson Chitty, H'88, and their family and friends. Awarded to students who have demonstrated financial need.

Gordon M. Clark Memorial Scholarship. Established by Mrs. Martha Neal Dugan in memory of her late husband, Class of 1927. Awarded to students in recognition of excellence in academic and extracurricular pursuits and who have demonstrated financial need.

Robert C. and Deborah R. Clark Scholarship. Established in 1998 by a gift from Robert C. Clark, Class of 1976, and Deborah R. Clark, Class of 1988. Awards are made on the basis of financial need.

Class of 1939 Scholarship. Established by gifts from the Class of 1939. Awarding of the scholarship is based on demonstrated financial need.

Anne Wingfield Claybrooke Scholarship. Established by Misses Elvina, Eliza and Virginia Claybrooke in memory of their sister. Award is based on demonstrated financial need and awarded to a student from a southern state.

John Hamner Cobbs, Class of 1931, Scholarship. Established anonymously in memory of Mr. Cobbs. Award is based on demonstrated financial need.

Columbus, Georgia Scholarship. Established by Mrs. George Foster Peabody. Award is based on demonstrated financial need.

Tom Costen Memorial Scholarship. Established in honor of Lt. William Thompson Costen, Class of 1985, who was killed in action during Operation Desert Storm. Awarding of the scholarship is based on academic promise and demonstrated financial need.

Mary Lou Flournoy Crockett Scholarship. Established by the bequest of Nathan A. Crockett with preference to students from Giles County and Middle Tennessee with demonstrated financial need. This fund is used for both scholarships and loans.

Clarita F. Crosby Scholarship. Established by a bequest by Clarita F. Crosby for "deserving young men and women of good character and intellectual promise." Award is made on the basis of financial need with at least one-half of the funds awarded to women.

Jackson Cross, Class of 1930, European Study-Abroad Scholarship. Established by a gift from Anne Meyer Cross in memory of her husband, Jackson Cross, Class of 1930. Awards are made on the basis of financial need for study in Europe under the University's study-abroad program, with preference to students who study in Germany.

Myra Adelia Craigmiles Cross Scholarship. Established by a bequest from Mrs. Cross for students with demonstrated financial need.

James Robert Crumrine Memorial Scholarship. Established through gifts from family and friends in memory of James Crumrine, Class of 1987. Awards are made on the basis of financial need to a rising junior or senior majoring in classics or religion with preference to members of the Episcopal Church.

Joseph D. Cushman Scholarship. Established by Joseph D. Cushman to be awarded to a rising senior history major who exemplifies the characteristics of academic achievement, high character, and a sense of responsibility. Awarded on the basis of financial need.

Mary Susan Cushman Scholarship. Initiated in 1994 by a group of alumnae to commemorate 25 years of women at Sewanee and in honor of Mary Susan Cushman, longtime dean of women and dean of students who retired in 1994.

Carolyn Turner Dabney Memorial Scholarship. Established as a living memorial by her parents, brother, and husband. Award is given to students with financial need and academic promise. Nominations for the award are made by the rector of the Church of the Redeemer in Sarasota, Florida.

Suzanne E. Dansby College Scholarship. Established by the gifts of Miss Dansby for students with demonstrated financial need.

Ellen Davies-Rodgers History Scholarship. Given by Mrs. Ellen Davies-Rodgers, D.C.L. of 1986. The scholarship is awarded to a deserving history major at the end of the junior year, applicable to the senior year, and based on financial need.

Davis Family Scholarship for Leadership and Community Service. Established by Anne Bradbury Davis and William Booth Davis, Class of 1969, of Naples, Florida. Awards are made to incoming students who have demonstrated solid academic promise and leadership, have an active interest in community service and have demonstrated financial need.

Lavan B. Davis Scholarship. Established to honor the Rev. Lavan Davis on the twenty-fifth anniversary of his ordination. Awarded with preference to students from St. Christopher's Episcopal Church in Pensacola, Florida, the city of Pensacola or the Central Gulf Coast with financial need.

Dean's Scholarship. Established by the Wright-Bentley Foundation of Chattanooga, Tennessee. The recipients should be conscientious students who participate in programs such as music, sports or other University sponsored activities. Preference will be given to those students who are active contributors in civic and/or religious causes and have a demonstrated financial need.

Katherine Woodruff Sanford Deutsch Scholarship. Established by R. Woodruff Deutsch, Class of 1972, Judith A. Deutsch and Davis S. Deutsch in memory of their mother, Katherine Woodruff Sanford Deutsch. Preference is given to women students in the College of Arts and Sciences with demonstrated need.

John R. and Bessie G. Dibrell Scholarship. Established by the bequest of Mrs. Dibrell for students with demonstrated financial need. Nominations for the award are made by the rector of Christ Episcopal Church in Little Rock, Arkansas.

Hildreth Varnum Tucker and Kenneth H. Dieter Memorial Scholarship. Established by Hildreth Varnum Tucker and Kenneth H. Dieter to aid promising students with demonstrated financial need.

Lenora Swift Dismukes Memorial Scholarship. Established by John H. Swift of Columbus, Georgia, in memory of his sister, Lenora. Awards are made on the basis of financial need.

Ezzell Dobson Memorial Scholarship. Established by his parents following his death in 1947 while a senior in the college. Award is made based on financial need.

Hilda Andrews Dodge Scholarship. Established by the bequest of Mrs. Dodge with preference to members of the Church of the Advent in Birmingham, Alabama, who have a demonstrated financial need.

Byrd Douglas Scholarship. Bequeathed by Miss Mary Miller to benefit Tennessee students with financial need.

Bishop Dudley Memorial Scholarship. Established by Mrs. Herman Aldrich in memory of her son-in-law, former bishop of Kentucky and chancellor of the University. Awards are made on the basis of financial need.

Arthur B. Dugan and Martha N. Dugan Scholarship. Awarded to undergraduate students at the University who demonstrate the qualities of academic excellence and leadership and have a demonstrated financial need.

Rosalie Quitman Duncan Scholarship. Bequeathed by Eva A. and Alice Quitman Lovell. Awarded on the basis of financial need to entering freshmen from Nashville area schools.

duPont & Juhan College Scholarship. Established in honor of Jessie Ball duPont and Charles Juhan to assist students with demonstrated financial need.

duPont Minority Summer Scholarship. Established by the Jessie Ball duPont Fund to assist minority students with summer school expenses.

Jessie Ball duPont Scholarship. Established by Mrs. duPont in honor of her husband. Awarded to students with demonstrated financial need.

Thomas P. Dupree Sr. Scholarship. Established by the University Board of Regents to honor Mr. Dupree's dedication during the Campaign for Sevanee. Award is given on the basis of financial need.

Dr. William Egleston Scholarship. Bequeathed by an alumnus of the Class of 1898. Awards are made on the basis of financial need and renewable for four years based on academic standing. Nominations for this scholarship are made by the bishop of South Carolina or the bishop of Upper South Carolina.

D.A. Elliott Memorial Scholarship. Given in memory of former trustee D.A. Elliott and his wife, Mary, the University's first woman trustee. Awards are based on financial need and are given to undergraduate students from the Diocese of Mississippi. Nominations are made by the rector and wardens of St. Paul's Church of Meridian, Mississippi.

Herbert Eustis and Orville B. Eustis Memorial Scholarship. Established by the Sewanee Club of the Mississippi Delta in memory of alumni of the classes of 1928 and 1935, respectively. Award is based on financial need and renewable for up to four years. Nominations are made by the Sewanee Club of the Delta or by the bishop of Mississippi.

Robert Frierson Evans Scholarship. Award given annually to a junior student who has demonstrated a high degree of interest and academic achievement in American history, literature or political science. Awards are made on the basis of financial need.

Elizabeth and Sumner Finch Scholarship. Established by Elizabeth Finch, Class of 1977, and Sumner Finch. Awards are made on the basis of financial need.

Fooshee Scholarship for Freshman. Established in memory of his parents and brother by Malcolm Fooshee, Class of 1918, to assist outstanding incoming freshmen from Tennessee, New Mexico and Kentucky public high schools and New York public and private high schools. Awards are made based on demonstrated financial need.

Combs Lawson Fort Jr. Memorial Scholarship. Established in 1983, the year of his graduation, by his family and friends. Award is made to a student of high moral character on the basis of financial need.

Dudley and Pearl Fort Scholarship. Established by Dudley C. Fort. Awarding of the need-based scholarship is first, to students from Davidson and/or Robertson counties in Tennessee; second, to students from the State of Tennessee; and third to students from the southern United States.

James M. Fourmy Jr. Scholarship. Bequeathed by an alumnus of the Class of 1946 with preference given to students from the state of Louisiana with demonstrated financial need.

James Voorhees Freeman and Leslie Butts Freeman Memorial Scholarship. Established in memory of Dr. and Mrs. Freeman by their sons, with preference to premedical students with demonstrated financial need.

O.A. Gane and Vida F. Gane Memorial Scholarship. Established under the will of Mrs. Vida F. Gane to assist deserving students from Florida with first preference given to residents of Palm Beach County, Florida who have demonstrated financial need.

Peter J. Garland, Katie Flynn Garland and Thomas Payne Govan Memorial Scholarship. Established by Thomas J. Tucker, Mary Ann Garland Tucker, and Peter J. Garland Jr. The income from the fund is to provide financial aid to students in Franklin and surrounding counties in Tennessee, with preference given to students who reside within the University Domain but whose parents are not employed by the University.

George William Gillespie Scholarship. Established by members of St. Mark's Church of San Antonio, Texas, in memory of a member of the Class of 1946 who was killed in France in 1944. Nominations are made by the rector, and awards are based on financial need.

The Rt. Rev. Romualdo Gonzalez Memorial Scholarship. This need-based scholarship was established by a group of his fellow bishops, clergy, family and friends in memory of this Spanish-born bishop of Cuba to aid Hispanic students enrolled in the College of Arts and Sciences or the School of Theology. Nominations are invited from any sources and especially from the Hispanic Scholarship Trust Fund Committee of the Episcopal Church.

The C.S. and Sidney Gooch Scholarship. Established by Anthony C. Gooch, Class of 1959, and Robert S. Gooch in loving memory of their parents and generously allowed to be awarded at the complete discretion of the University of the South.

William A. and Harriet Goodwyn Scholarship. This scholarship, established by Judge and Mrs. Goodwyn and first awarded in 1899, is based on demonstrated financial need.

Bishop Harold Gosnell Scholarship. Established by friends as an expression of their appreciation of Bishop Gosnell's long and dedicated service to his church, country and community. Award based on demonstrated financial need.

Grant Foundation Scholarship. Established in recognition of Mrs. Mary D. Grant of Nashville, Tennessee, by the Grant Foundation of New York. Awarded to students on the basis of demonstrated financial need.

Kenneth R. Gregg Scholarship. Established by Mr. Gregg to be awarded to history majors at the University who have demonstrated financial need.

Charlotte Patten Guerry Scholarship. Established by Z. Cartter Patten and his mother, Sarah Key Patten, for forestry students with demonstrated financial need. Given in honor of Mrs. Alexander Guerry, wife of the ninth vice chancellor and president.

Ella Guerry Scholarship. Bequeathed by Mrs. Guerry and awarded with preference to male students who show a demonstrated financial need.

Hall Family Scholarship. Established by an alumnus of the college to assist worthy students in the college who have demonstrated financial need.

William Bonnell Hall and Irene Ellerbe Hall Memorial Scholarship. Established by their daughter, Landon Hall Barker, first for premedical students and then for students majoring in chemistry or biology. Awarded on the basis of demonstrated financial need.

The Rev. Alfred Hamer Memorial Scholarship. Established in Rev. Hamer's honor by his son to assist students of the organ and liturgical music who have a demonstrated financial need.

Alfred Hardman Memorial Scholarship. Established by Mr. James B. Godwin in memory of the Very Rev. Alfred Hardman, Class of 1946. Award made on the basis of financial need.

Zadok Daniel and George Hendree Harrison Memorial Scholarship. Established by Edward Hendree Harrison, Class of 1935, in memory of his grandfather, Zadok Daniel Harrison, and his father, George Hendree Harrison. Awards are made on the basis of demonstrated financial need.

James Edward Harton Scholarship. Established by Mrs. Anne Harton Vinton in memory of her brother, Class of 1921. Awards are made to students of character and intellectual promise with first consideration to those from Dyer County, Tennessee, then the Diocese of Tennessee. Awards are made on the basis of demonstrated financial need.

Coleman A. Harwell Scholarship. Bequeathed by Mr. Harwell to assist students in their junior or senior year with a career interest in journalism. Awards are made on the basis of financial need.

Hearst Foundation Minority Scholarship. Established by the William Randolph Hearst Foundation to assist minority students in the college. Awarding of the scholarship is based on demonstrated financial need.

James Hill Scholarship. Established by a bequest from Mr. Hill for educating promising students with marked ability. Established in 1872, this is the earliest scholarship endowment in the college. Awards are made based on demonstrated financial need.

Telfair Hodgson and Alice Cheatham Hodgson Parker Scholarship. Established by Mrs. Medora C. Hodgson in memory of her late husband and expanded by a gift from the Parker family in memory of Telfair and Medora Hodgson's daughter, Alice Cheatham Hodgson Parker. Awards are made to students with demonstrated financial need.

Franklin Eugene Hogwood Memorial Scholarship. Established by Mr. Hogwood to thank the University for its contributions toward the development of his son, Stephen Franklin Hogwood, Class of 1974. Awards are earmarked for a "worthy student" and given on the basis of financial need.

George W. Hopper Scholarship. Established by the bequest of George W. Hopper and the gifts of his wife, Sally H. Hopper, to provide need-based scholarships for the sons and daughters of Episcopal clergy.

Marshall Hotchkiss Memorial Scholarship. Bequeathed by Mrs. Venie Shute Hotchkiss in memory of her husband and intended for "worthy and deserving students" with demonstrated financial need.

Elmer L. and Catherine N. Ingram. Established through a bequest from the Ingrams and awarded on the basis of financial need.

Norman and Ruth K. Jetmundsen Scholarship. Established as a tribute to their parents by a gift from their sons, Norman Jetmundsen Jr., Class of 1976, and Howard Walker Jetmundsen, Class of 1985. Awards are made on the basis of financial need with a preference to students from Alabama.

Charles H. and Albert Brevard Jetton Memorial Scholarship. Established by a bequest from Rebekah J. Jetton and awarded to students with demonstrated financial need.

Elise Moore Johnstone-Henry Fraser Johnstone Scholarship. Established for deserving college students by Mrs. Mary Lee Johnstone DeWald and the Hon. Edward H. Johnstone to honor Elise Moore Johnson, dedicated supporter of the University, and her son, Henry Fraser Johnstone, who graduated with distinction from the college in 1923. Awards are made to students on the basis of demonstrated financial need.

Caldwell C. Jones Memorial Scholarship. Established by Mr. and Mrs. Frank C. Jones, Class of 1962, in memory of their son, Caldwell, Class of 1995. Awards are made on the basis of demonstrated financial need to a junior or senior student with preference to "someone who loves the outdoors and the woods, as Caldwell did."

Thomas Sublette Jordan Scholarship. Bequeathed by Mr. Jordan, Class of 1941, for students from West Virginia and given on the basis of financial need.

Charles James Juhan Memorial Scholarship. Established by Mrs. Alfred I. duPont in memory of Lieutenant Juhan, Class of 1945, who died in Normandy in World War II. Award is given on the basis of demonstrated financial need.

Jupiter Island Garden Club Scholarship. Given by the Jupiter Island Garden Club of Hobe Sound, Florida, to benefit students of forestry, ecology or botany and given on the basis of financial need.

George Shall Kausler Scholarship. Established by Mrs. Kausler in memory of her husband, Class of 1881, with preference to a New Orleans or Louisiana resident with a demonstrated financial need.

Dora Maunevich Kayden Scholarship. Established by Dr. Eugene M. Kayden, professor of economics, in memory of his mother. This need-based scholarship may be used for undergraduate or graduate study in economics, and the recipient is designated by the Department of Economics.

Frank H. and Mabyn G. Kean, and Frank H. Kean Jr. Memorial Scholarship. Established by Frank Hugh Kean Jr., Class of 1936, and his sister, Mrs. Edward Duer Reeves, in memory of their parents. The fund was later increased regularly by Mrs. Frank Hugh Kean Jr. in memory of her husband. Awards are made on the basis of financial need.

Estes Kefauver-William L. Clayton Scholarship. Established by the Hon. William L. Clayton in honor of Senator Kefauver. Preference is given to students in political science with a demonstrated financial need.

Estes Kefauver-Edmund Orgill Scholarship. Established by the family of Mr. Orgill in honor of Senator Kefauver with preference to students in political science. Awards are made based on a demonstrated financial need.

William and Elizabeth Kershner College Scholarship. Established by a gift from Mr. and Mrs. William Kershner. Awards are made on the basis of financial need.

Dr. and Mrs. Ferris F. Ketcham Scholarship. Established by Dr. and Mrs. Ketcham for academically outstanding graduates of Sewanee-area high schools within a 30-mile radius of the college. Awards are made on the basis of demonstrated financial need.

Minnie Ketchum Memorial Scholarship. Established by the Convocation of Scranton of the Diocese of Bethlehem, Pennsylvania. Award is made on the basis of financial need to a student from the mountain region around Sewanee.

Carlton Kimberly Memorial Scholarship. Established through a generous bequest to assist students in the College of Arts and Sciences. Award is made on the basis of financial need.

Kimbrough Family Scholarship. Established by Mr. and Mrs. Arch Kimbrough and awarded on the basis of demonstrated financial need.

George Frederick and Ellen Constance Kinzie Memorial Scholarship. Established by their son, Dr. Norman F. Kinzie, to be awarded annually on the basis of need to deserving college students.

Sara Taylor Kitchens Memorial Scholarship. Established by Mr. William J. Kitchens, with preference to a student from South Carolina coming from a family with three or more children either attending or yet to attend college.

Overton Lea Jr. Memorial Scholarship. Bequeathed by Mr. Lea in memory of his son, Class of 1900. Award is made on the basis of financial need.

James Coates Lear Memorial Scholarship. Established in memory of Mr. Lear, Class of 1936. Award is made on the basis of financial need.

Diocese of Lexington Scholarship. Established by alumni and friends in the diocese in recognition of the occasion of the Rt. Rev. Don Wimberly's election as chancellor of the University — the first bishop of the Diocese of Lexington to be so named. Recipients are selected based on financial need from the students enrolled at the College of Arts and Sciences from the geographical boundaries of the Diocese of Lexington.

Stiles B. Lines Memorial Outreach Scholarship. Established through gifts from friends of the Reverend Stiles B. Lines honoring his interest in the development of a University outreach program. This scholarship is awarded to a deserving student to enable him or her to participate in the University's outreach trips.

Edward H. Little Loan Fund. Established by a bequest of Mr. Little and awarded on the basis of financial need.

Hinton Fort Longino Scholarship. Established by Mr. Longino, Trustee, Regent and honorary alumnus, with the hope that recipients would later contribute an equal amount for the benefit of other students. Awards are made on the basis of demonstrated financial need.

Antonia Quitman Lovell Scholarship. Established through a bequest from Rosalie Duncan Lovell in honor of her mother. Awards are made on the basis of demonstrated financial need.

Elizabeth and Shirley Majors Memorial Scholarship. Established by the family, friends and former athletes in memory of the head football coach from 1957–1977, and his wife, a longtime teacher at the elementary school. Preference is given to students from small, rural high schools who show academic promise and financial need.

Charles S. Martin Scholarship. Bequeathed by Mrs. Marian H. Hollowell in memory of her father, an alumnus and trustee. Awarded on the basis of financial need.

Grover Maxwell Endowed Scholarship. Established in 1998 by a gift from Grover C. Maxwell III, Class of 1977. Awards are made on the basis of academic promise and financial need.

McDonald Family Scholarship. Established by Annette McDonald of Birmingham, Alabama, in memory of her husband, Allan J. McDonald, and in honor of her children who attended the University of the South: Kathryn Annette McDonald, Class of 1992, and John Leslie McDonald, Class of 1996. Awarding of the scholarship is based on demonstrated financial need and can cover up to one-half of the cost to attend Sewanee for each academic year.

John Maxwell Stowell McDonald Scholarship. Established by the bequest of Mrs. Louise S. McDonald for students of academic promise. These need-based awards are made to sophomores, juniors, and seniors who possess “excellent character and good morals.”

Rewella McGee Scholarship. Established by Rewella McGee in memory of James W. and Josephine Wheeler McGee, Oliver McGee and Rewella McGee for students from Kentucky and Tennessee with demonstrated financial need.

Lee McGriff Jr. Scholarship. Established by employees of McGriff, Seibels and Williams, Inc., in honor of Mr. McGriff. Awarded to outstanding rising sophomores from the State of Alabama. Scholarship is renewable each year with the attainment of a 3.0 grade point average.

Mighell Memorial Scholarship. Established by Mabel Mighell Moffat as a memorial to her father and great-nephew. Preference is given to students from Christ Church Parish in Mobile, Alabama, and from Mobile County, or to a student from Alabama. Nominations for the need-based scholarship are made by the bishop of the Diocese of the Central Gulf Coast.

Norma Patteson Mills Scholarship. Established by the University Board of Regents to honor her dedication during the Campaign for Sewanee. Awards are made on the basis of demonstrated financial need.

Mitchell Scholarship. Established as a memorial to their parents by the sons of George J. and Annie G. Mitchell and awarded to students on the basis of demonstrated financial need.

Montana-Sewanee Scholarship. Established by the Rev. Dr. H.N. Tragitt, Class of 1916, for students with financial need from the state of Montana.

Monteagle Rotary Club Scholarship. Established by the Monteagle Rotary Club to assist incoming freshmen with financial need from Grundy County High School in Tennessee. Should such candidates not be available, the award will continue with prior recipients.

Novella and Horace Moore Scholarship. Established in honor of Coach Horace Moore to benefit students with demonstrated financial need at the college.

Thomas Rowan Moore Family Scholarship. Established by William W. Moore, Class of 1959, in memory of his mother and father. This need-based award is given with preference to students from the state of Mississippi.

Morris and Charles Moorman Scholarship. Established by Mrs. Charles H. Moorman in memory of her twin sons, Morris and Charles, who died in World War II. Awards are made on the basis of demonstrated financial need.

Katherine L. Morningstar Memorial Scholarship. Established by John M. and Leslie H. Morningstar with preference given to students from the western mountain states. Awards are made on the basis of demonstrated financial need.

Joseph R. Murphy Scholarship. Established by Mr. Murphy's wife and friends in memory of J.R. Murphy of San Antonio, Texas. Awards are made on the basis of financial need, and nominations are made by the rector of Christ Church of San Antonio or the bishop of the Diocese of West Texas.

Nabit Family Scholarship. Established by Charles J. Nabit, Class of 1977, in honor of his parents, Mr. and Mrs. Merwin James Nabit, for the purpose of providing financial assistance to deserving young people whose prior academic achievements portend intellectual promise and leadership ability but who need financial assistance in order to attend the University.

Frank Chadwick Nelms Scholarship. Established by the William A. and Madeline Welder Smith Foundation to benefit students from Houston and, when that is not possible, any student from the state of Texas. Awards are made on the basis of demonstrated financial need.

A. Langston Nelson Scholarship. Established by Virginia P. Nelson in memory of her husband, Class of 1923, to aid students in premedical studies. Awards are made on the basis of demonstrated financial need.

Stanford J. Newman Scholarship. Established by his sons, Eric M. Newman, Class of 1970, and Robert C. Newman, Class of 1973, in honor of their father. Awards are based on financial need with preference given to well-rounded, outstanding students, preferably student athletes, first from the Tampa Bay area, and then from the State of Florida.

Harold Scott Newton, Class of 1968, Memorial Scholarship. Established by his family as a memorial to Mr. Newton and graciously extended by the family in 1993 to honor the memory of all members of the Class of 1968. Awards are made on the basis of demonstrated financial need.

Crawford Merritt Noble Memorial Scholarship. Established through a bequest from Sibyl Noble Murray. Awards are made on the basis of demonstrated financial need.

Northern Students Scholarship. Established by the Sigma Phi Fraternity for students from the North. Awards are made on the basis of demonstrated financial need.

James and Florence Oates Memorial Scholarship. Established by family and friends in memory of Mr. Oates and his wife, both long time employees of the University. Awards are made on the basis of demonstrated financial need.

Oehmig Scholarship. Established by the Westend Foundation to assist students of financial need from the Chattanooga, Tennessee, area.

Charles Joseph Orr Jr. Memorial Scholarship. Established by many whose lives were richly touched by Charlie, a cum laude graduate, Class of 1979. Scholarship is to assist, here and elsewhere, serious students pursuing the goal of the “unveiling of life through literature.” Nominations are invited from anyone, particularly from members of the faculty of the Department of English. Awards are made on the basis of demonstrated financial need.

William T. Palfrey Scholarship. Established by his bequest as a memorial to his parents with preference given to a student from Franklin, Louisiana, with demonstrated financial need. Nominations are made by Lodge No. 57 of the Free and Accepted Masons or by the Vestry of St. Mary’s Episcopal Church in Franklin, Louisiana.

Douglas Paschall Scholarship. Established in memory of Dr. Douglas Paschall in honor of his many achievements and contributions to the University. Awarding of the scholarship is based on demonstrated financial need.

George V. Peak Memorial Scholarship. Established by his sister, Florence C. Peak, and cousin, Ruth May Rydell. Awards are made to deserving students on the basis of demonstrated financial need.

William P. Perrin Memorial Scholarship. Bequeathed by Mrs. Adele Landry Perrin in memory of her son. Awarding of the scholarship is based on demonstrated financial need with preference given to male students from Tennessee, Mississippi, or Louisiana.

Dr. Lance C. Price Memorial Scholarship. Established by family and friends in memory of Dr. Price, Class of 1930, of Florence, Alabama. Awards are made on the basis of demonstrated financial need.

Probasco Scholarship. Provided by the Scott Probasco Charitable Lead Trust to assist students with a demonstrated financial need from the Chattanooga, Tennessee, area.

Stephen Elliott Puckette III Memorial Scholarship. Established by family and friends the year following his graduation to honor this scholar and athlete. Awards are made on the basis of demonstrated financial need.

Curtis Blakeman Quarles and Ella Blaffer Quarles Memorial Scholarship. Established by the bequest of Curtis Blaffer Quarles, Class of 1926, in memory of his parents. Awards are made on the basis of demonstrated financial need.

Burr James Ramage Scholarship. Bequeathed by Mrs. Harriet Page Ramage in memory of her husband. Awards are made on the basis of demonstrated financial need.

Edward Randolph Scholarship. Established by a bequest from Julia Balbach Randolph in memory of an alumnus, Class of 1989. Awards are made on the basis of demonstrated financial need.

Reader's Digest Foundation Scholarship. Established through a gift from *Reader's Digest*. Awards are made on the basis of demonstrated financial need.

Edwin Hagan Reeves Scholarship. Established by a bequest from Tabitha Johnson Reeves. It is to be given to other than first-year students who are in need of financial assistance to continue attending Sewanee.

Merrill Dale Reich Scholarship. Given by the Sewanee Club of Atlanta, friends, classmates and teammates in memory of Lieutenant Reich, Class of 1966, killed in Vietnam. The recipient is selected by the Sewanee Club from nominations of the Committee on Scholarships. Awards are made on the basis of demonstrated financial need.

Robert Peterkin Rhoads Scholarship. Bequeathed by Mr. Rhoads in memory of Lyle Irvine Burbank, Kyle Trimble Burbank, Lt. Samuel McKee Burbank and Alice Irvine Burbank. Awarding of the scholarship is based on demonstrated financial need.

Roberts Scholarship. Established in memory of the Rev. Leland Hyle Roberts, Mrs. Ellen M. Roberts and Mr. William E. Roberts, Class of 1954. Preference is given to students from the Diocese of West Texas with demonstrated financial need.

Brian Wayne Rushton Scholarship. Established by his family in memory of Mr. Rushton, Class of 1963, for forestry students. Awards are made on the basis of demonstrated financial need.

Charles H. Russell Jr. Memorial Scholarship for Children of Clergy. Established by a bequest from the estate of Charles H. Russell Jr., Class of 1945, and gifts by Isabel Russell McCarty and Emily Russell Clark, his sisters, in memory of their brother. Awards are made based on demonstrated financial need and given to children of Episcopal clergy enrolled in the College of Arts and Sciences.

Ernst Rust Jr. Scholarship. Established by Antoinette and Ernst Rust in memory of their son, Class of 1946. Awards are made to upperclassmen on the basis of demonstrated financial need.

John Adams Sallee Scholarship. Established by a bequest from Mr. Sallee. Awarded to a rising senior with demonstrated financial need to help complete his or her studies.

Drs. Arthur M. and Jacqueline T. Schaefer Scholarship. Established in honor of Dr. Arthur M. Schaefer, professor of economics and former provost of the University, and Dr. Jacqueline T. Schaefer, professor of French at the University. Awards are made on the basis of demonstrated financial need.

Conley J. and Margaret D. Scott Scholarship. Established by John B. Scott, Class of 1966, and C. Jay Scott II, Class of 1965, in honor of their parents and designated to provide financial assistance to the son and daughters of Episcopal clergy attending the college.

Armistead Inge Selden Jr. Scholarship. Established by family and friends in loving memory of Armistead Inge Selden Jr., Class of 1942. Awarded based on demonstrated financial need with preference given to Episcopalians from Alabama.

Betty Hunt Selden Scholarship. Established by G. Selden Henry, Class of 1950, in memory of his grandmother. Awards are made on the basis of financial need to descendants of Sewanee graduates.

Margaret Walker Weber and Eva Dora Weber Simms Scholarship. Established through a bequest of Margaret Weber Simms for premedical students who have a demonstrated financial need.

Adair Skipwith Scholarship. Bequeathed by his sister, Miss Kate Skipwith, in memory of one of the first nine students who entered the University of the South at its opening in 1868. Awards are made on the basis of demonstrated financial need.

J. Bayard Snowden Memorial Scholarship. Bequeathed by Mr. Snowden, Class of 1903, former trustee and regent, for forestry students from Shelby County, Tennessee. Awards are made on the basis of demonstrated financial need.

South Kent School Scholarship. Established by a dutiful alumnus of the South Kent School and the University of the South in appreciation of the fine education received at both institutions and to ensure that a similar opportunity is available to other deserving students who might wish to partake of this enlightening experience. Awards are made on the basis of demonstrated financial need.

Monroe and Betty Spears Scholarship. Established by Monroe and Betty Spears of Sewanee, Tennessee. Awarding of the scholarship is based on demonstrated financial need. Preference is given to juniors or seniors majoring in either music or English.

St. Matthew's Scholarship. Established by a gift from St. Matthew's Episcopal Church in Kosciusko, Mississippi, in memory of Wade Harvey Moore and Henryce Armstrong Moore. Award is made on the basis of financial need to either undergraduate or theological school scholars from Attala County, Mississippi, or adjoining counties. Nominations are made by the rector and wardens.

C.V. Starr Scholarship. Provided by the Starr Foundation for need-based undergraduate scholarships.

Ted Stirling Scholarship. Established in memory of Dr. Edwin M. “Ted” Stirling, a former faculty member at the college. Awarding of the scholarship is made to an English major based on demonstrated financial need.

Thomas Bates Stovall Memorial Scholarship. Established by friends of Mr. Stovall to be awarded each year to a student who best exemplifies the attitudes and quality of character for which he was noted while a student at Sewanee. Awards are made on the basis of demonstrated financial need.

Benjamin Strother Memorial Scholarship. Established by his mother with preference given to students from Edgefield County, South Carolina, and the Diocese of Upper South Carolina who have a demonstrated financial need. Nominations are made by the bishop.

Algernon Sydney Sullivan Foundation Scholarship. A need-based award given on the basis of demonstrated aid eligibility and academic promise. Preference is given to students who demonstrate high personal character and a commitment to public service.

Templeton-Franklin County Scholarship. Established by Sir John M. Templeton to benefit students from Franklin County, Tennessee, who have a demonstrated financial need.

Charles Edward Thomas Scholarship. Established by Mr. Thomas, Class of 1927, a former employee of the University of the South, for the benefit of undergraduate students from the state of South Carolina with first preference to students from Fairfield or Greenville Counties. Awards are made on the basis of demonstrated financial need.

Will Trahan Scholarship. Established by William D. Trahan, Class of 1963, and supported by William D. and Carol J. Trahan, in loving memory of William Dorsett Trahan Jr. and in remembrance of all the sons and daughters of Sewanee who died in their youth. Selection is based upon demonstrated financial need of declared majors in economics, forestry or natural resources who are entering their junior or senior years.

Vernon Southall Tupper Scholarship. Established as a tribute to an alumnus of the Class of 1902, former trustee and chairman of the Board of Regents. Awards are made on the basis of demonstrated financial need.

Bayly Turlington Scholarship. Established in grateful memory of this professor and mentor. The Department of Classical Languages will select the most deserving student with preference given to those majoring in the Department of Classical Languages who show a demonstrated financial need.

Herbert Tutwiler Memorial Scholarship. Established by his wife with first consideration to students from his home parish, the Church of the Advent in Birmingham, Alabama, and then to candidates from Jefferson County, Alabama. Awards are made on the basis of demonstrated financial need, and nominations are made by the bishop of Alabama.

University of the South Scholarship. Established by two anonymous donors to be used by the College of Arts and Sciences for students with demonstrated financial need.

Lon S. Varnell Scholarship. Established by former basketball players in honor of their head basketball coach at the University from 1948-70. Awarded to competent students active in University life who have a demonstrated financial need.

John Waddill Scholarship. Established by the 1887 bequest of Anastasia Howard of Baltimore, Maryland. Awards are made on the basis of demonstrated financial need.

Morgan W. Walker Scholarship. Established by Mr. Walker for students from the Diocese of Louisiana and nominated by the bishop. Awards are made on the basis of demonstrated financial need.

Johnson Bransford Wallace Scholarship. Established by a gift from the Louise Bullard Wallace Foundation in honor of J. Bransford Wallace, Class of 1952. Gifts are made on the basis of financial need with the first preference to students from Montgomery Bell Academy or Harpeth Hall School, with second preference to students from Middle Tennessee.

Thomas Richard Waring and Anita Rose Waring Memorial Scholarship. Established by Mr. and Mrs. Edmund B. Stewart in memory of Mr. Waring, Class of 1925, head of the Foreign Language Department at Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference is given to a Spanish-speaking student with demonstrated financial need.

Watkins Scholarship. Given by Patricia Finley Watkins in memory of Dr. Miles Abernathy Watkins Sr., Miles Abernathy Watkins Jr., and in honor of Miles Abernathy Watkins III. This scholarship is intended to benefit students with demonstrated financial need.

Faye and Edwin Welteck Scholarship. Bequeathed in memory of Faye and Edwin Welteck. Awarding of this scholarship is based on demonstrated financial need with preference given to female students.

Carolyn and Charles Wentz Scholarship. Established in 1977 by their family. Awards are made on the basis of demonstrated financial need.

Diocese of West Texas Scholarship. Established by the Episcopal Diocese of West Texas to assist students with demonstrated financial need from that diocese.

Linda Wheat Grant for French Graduate Study in France. Bequeathed by Marjorie Warner Wheat in honor of her daughter, to help defray the cost of graduate study in France for up to three consecutive years. The recipient shall be chosen by the Department of French on the basis of academic performance in the French or French Studies major. Selection is made at the end of the first semester of the senior year to allow the grantee adequate time to plan the following year.

Lettie Pate Whitehead Scholarship. Awarded annually by the Lettie Pate Whitehead Foundation to Christian women who have a demonstrated financial need and are from the Southeastern United States.

James L. and Marjorie Williams Scholarship. Established in memory of James L. Williams, Class of 1943, and in honor of his wife, Marjorie Williams of Kansas City, Missouri. Awarding of the scholarship is based on demonstrated financial need with preference given to students enrolled in the 3/2 Engineering Program.

Laurence Moore Williams Scholarship. Established by the wife, son and daughter of Mr. Williams, a native of New Orleans, Louisiana, and a devoted alumnus of the University, Class of 1901. Awards are made on the basis of demonstrated financial need.

Tennessee Williams Scholarship. Established by the estate of the playwright Tennessee Williams. Funds are awarded to rising junior and senior English majors as chosen by the department.

B. Franklin Williamson Scholarship. Established by Edwin D. Williamson, Class of 1961, in honor of his father, Mr. B. Franklin Williamson, for the purpose of providing financial assistance to deserving young people from the Pee Dee area of South Carolina who have a demonstrated financial need.

Joan and Samuel Williamson International Scholarship. Established by the University Board of Regents to honor the vice chancellor and his wife for their leadership and dedication during The Campaign for Sewanee, and to honor their commitment to Sewanee's international students.

Woods Leadership Award. Established by Granville Cecil and James Albert Woods, to recognize and encourage students, with respect to need, who make the most significant contributions to the quality of life in the University.

Eben A. and Melinda H. Wortham Scholarship. Established by Mrs. Wortham, wife of Eben A. Wortham, Class of 1918. Awards are made on the basis of demonstrated financial need.

Georgia Roberds Williams Wrenn Scholarship. Established by the bequest of Beverly Wellford Wrenn, Class of 1891, in memory of his mother to assist students from the state of Georgia. Awards are made on the basis of demonstrated financial need.

Jerry Edwin Yates Memorial Scholarship. Established in memory of Jerry E. Yates by his family. Awarding of the scholarship is based on demonstrated financial need.

MEDALS AND PRIZES

Bain-Swiggett Poetry Prize is awarded to a student for outstanding poetry submitted to *The Mountain Goat*, the student literary magazine.

The Dr. I Croom Beatty III, Class of 1935, & Susan Deverough Beatty Prize awarded to the student who makes the greatest improvement in General Chemistry.

The Dr. I Croom Beatty III, Class of 1935 & Susan Deverough Beatty Internship awarded to a chemistry student for a chemistry-related internship.

Chemical Rubber Company Handbook Award is given to the outstanding freshman student in general chemistry.

The Jackson Cross, Class of 1930, Memorial German Prize Established in 2000 by the family of Jackson Cross and friends of the German department. The prize is awarded to a graduating senior for their outstanding work in German studies.

Robert Woodham Daniel Prize in Expository Writing is awarded for the best freshman essay on a set text submitted in a writing-intensive course.

Clarence Day Award for community service is awarded to a senior who has had extensive involvement in and shown an immeasurable commitment to community service.

Arthur B. Dugan Memorial Prize for political science is awarded to the outstanding junior in political science in memory of the former chair of the department.

Isaac Marion Dwight Medal for philosophical and biblical Greek, founded by H.N. Spencer, M.D., of St. Louis, Missouri, is open to all students of the University.

Allen Farmer Award for natural resources is awarded to a senior major in the Department of Forestry and Geology who has demonstrated outstanding interest and leadership in the study of the natural environment.

Freshman Prize for the student completing the freshman year with the highest academic average.

Gilchrist Music Award was established through gifts from family and friends in memory of Dr. Gilbert F. Gilchrist, Class of 1949 and Professor of Political Science. Awarded at commencement to the student or students who give the best applied musical performance either in recital or in jury.

Guerry Award for English was established by former Vice Chancellor Alexander Guerry.

Charles Hammond Memorial Cup for scholarship, leadership and athletics was founded by Mrs. Mary Hammond Fulton and R. Prentice Fulton Jr., in memory of Mr. Hammond, a member of the Class of 1920.

The Robert Hooke Prize for Achievement in Calculus is awarded to a student exhibiting special achievement after completion of the calculus sequence.

Eugene Mark Kayden Award for economics is awarded to the outstanding economics graduate, in honor of Professor Kayden, founder of the Department of Economics, who taught from 1924-1955.

Andrew Nelson Lytle Award Established to honor Andrew Lytle's contributions to American Literature as novelist, critic and man of letters, and to Sewanee as professor of English and editor of *The Sewanee Review*. Awarded annually to a graduating senior for academic excellence. Preference will be given to students who have demonstrated knowledge and appreciation of the literature and history of the American south.

Charles Pollard Marks Memorial Scholarship given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship is given to honor his mother by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

John McCrady Prize in fine arts, established by Dr. and Mrs. Edward McCrady in memory of Dr. McCrady's brother, is awarded annually to a fine arts major.

A.T. Pickering Prize for excellence in Spanish, in recognition of the work of Emeritus Professor Pickering, former chair of the Department of Spanish, is awarded to a senior who exhibits merit above and beyond departmental honors.

E.G. Richmond Prize for social science, founded by the late E.G. Richmond of Chattanooga, Tennessee, is awarded to the student with the best record for two years of work in political, sociological and economics study.

Ruggles-Wright Prize for French was founded by Mrs. Ruggles Wright of New Jersey. Awarded for the best performance of a senior major on the comprehensive exam in French or French Studies.

Judy Running Memorial Prize is awarded annually to the outstanding music student.

The Susan Miller Selden Award is given to an honors graduate pursuing a Bachelor of Science degree who has also demonstrated academic excellence in courses in the humanities as well as a commitment to community service.

Robert Bowden Shepard Jr. Photography Award was established by Mr. Shepard's daughter, Elizabeth Thompson Haywood Shepard, Class of 1998, in her father's memory. It is Ms. Shepard's intent for this award to provide photography students with financial relief for the additional expenses they incur in taking photography.

Alex Shipley Jr. Award was established by his mother, Virginia Shipley, in memory of her

son, an outstanding 1963 political science graduate of the University, a lawyer, a gentleman, and a true son of his alma mater. The fund assists the brightest and best graduating senior within the political science department as determined by the head and two senior members of the department.

South Carolina Medal for Latin was founded by Walter Guerry Green of Charleston, South Carolina.

Jack L. Stephenson Internship was established in 1998 to honor Jack L. Stephenson, Class of 1949, former President of the Associated Alumni (1981-84) by his son Hugh L. Stephenson, Class of 1980. The purpose of the Jack L. Stephenson Internship is to encourage undergraduates to research a career field of interest and to gain experience within it through a summer internship.

Algernon Sydney Sullivan Medallion for character was founded by the New York Southern Society, New York City.

Harry C. Yeatman Award in Biology established to honor Professor Yeatman, is given to the senior major exhibiting leadership and inspiration in the study of biology.

UNIVERSITY ENDOWED LECTURESHIPS

The Alfred I. duPont Lecture Series. These lectures were established by a gift from Mrs. Alfred I. duPont. They are designed to allow the University annually to invite four distinguished speakers in the fields of the humanities, philosophy and theology, the natural sciences and the social sciences.

The Sherwood F. Ebey Lecture Fund. Named in honor of Sherwood F. Ebey, professor emeritus, in order to allow the University to annually host a lecture on subjects relating to mathematical sciences.

Georgescu-Roegen Lecture Fund. Established by Otilia and Nicholas Georgescu-Roegen from Nashville, Tennessee to support an annual guest lecturer in the social sciences. The lecturer should be a distinguished scholar in the social sciences.

Anita S. Goodstein Endowed Lectureship in Women's History. Established by the University in honor of Dr. Anita S. Goodstein in recognition of her service to the University and education. The annual lectures are to serve to enrich the learning environment on campus by presenting to students and faculty the latest thinking and research of outstanding historians.

Stacy Allen Haines Memorial Lectureship. Established through gifts from family and friends in memory of Stacy Allen Haines, who became a Sewanee resident following his retirement from Sears, Roebuck and Co. in Chicago. To honor Mr. Haines' deep love of language, ideas, and the life of the mind, this lectureship will support visiting lecturers and imaginative young writers, who come to read from their works, whose subjects are pertinent to the English literature program.

Michael Harrah Wood Memorial Lecture Fund. Established by the Wood family in memory of Michael Harrah Wood to provide for a lecture to be given by outstanding men or women in public, private, religious or academic life on topics of lasting interest or importance in the fields of the arts, literature, science, history, religion, business, government, or contemporary events. It is the family's intent that these speakers will stimulate students to realize the importance of service to one's community.

STUDENT LIFE AND POLICIES

PHILOSOPHY ON STUDENT LIFE

Sewanee expects student to be engaged, honorable and responsible citizens of the community and the college.

The Student Life Division believes that holistic human development requires a constant inquiry of meaningful questions. We ask our students to consider:

- ◆ Who am I?
- ◆ What are my gifts?
- ◆ What is my place in the world?

Our goal is to support programs and processes that encourage and facilitate consideration of these questions by developing:

- ◆ Mentorship
- ◆ Autonomy and responsibility
- ◆ Ethical and critical decision-making
- ◆ Effective communication
- ◆ Abilities in problem solving
- ◆ Engaged and honorable citizenship
- ◆ Global perspectives that develop respect and consideration for others

ASSISTANCE FOR THE DISABLED

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. Inquiries should be directed to the office located at 187 Alabama Avenue (across the street from McCrady dormitory), extension 1325.

Assistance for the Learning Disabled

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. 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 ensure 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. The University Counselor certifies students as learning disabled or as having Attention Deficit Hyperactivity Disorder based on professional documentation. A staff psychologist talks with individual students to determine specific needs and to identify appropriate accommodations and resources, and is also available to consult with faculty members regarding learning disabilities and recommended modifications. The office is located at 187 Alabama Avenue; the phone number is 931.598.1325.

All incoming students with previously diagnosed learning disabilities are encouraged to make an appointment at the University Counseling Service as early as possible in their University career. A student who requests accommodation on the basis of a learning disability is required to submit the evaluation and diagnostic report and educational recommendations of a professional in the field of learning disabilities. The University also reserves the right to request an additional evaluation to be completed by a mental health professional whose assessment meets the criteria set by the University Counseling Services. This information is reviewed by the University Counselor who then meets with the student to discuss necessary support services. Students with documented learning disabilities may receive support in a variety of ways, depending on the specific nature of the disability, and what constitutes a reasonable accommodation for a learning disabled student is a highly individualized matter. Students are expected to discuss arrangements that might be necessary with their professors at the beginning of each semester.

Any student who suspects he or she may have an undiagnosed learning disability, or is uncertain about a previous diagnosis, is welcome to talk to a psychologist at the University Counseling Service about possible referrals for assessment with a professional approved or recommended by the University Counselor.

Assistance for the Medically Disabled

Students seeking assistance based upon a medical disability must submit appropriate diagnostic documentation related to the disability to and meet with the University Health Service staff. After review of submitted materials, decisions will be 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 in dealing with the necessary offices.

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. One can know honor without defining it.

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 take a book from the library without checking it out, 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 that follow were adopted and approved on May 2, 1984, and subsequently amended.

1. The Executive Committee of the Honor Council shall consist of the Chair, the Vice Chair, and the Secretary. In the absence or inability to act of any of these, the remaining members, or member, of the Executive Committee may appoint another member of the Honor Council to fill the vacancy on an interim basis.
2. Any information of a violation that is received by a member of the Honor Council shall be reported without delay to the Chair or, in the absence of the Chair, to the Vice Chair.
3. (a) When reasonable evidence of a violation of the Honor Code is received by the Chair, the Vice Chair, or the Secretary from a member of the Council or any other source the Chair shall determine first that the evidence was reported to a member of the Council or the Faculty within one hundred and twenty (120) hours after being detected. If the College is not in session at the time of the detection these one hundred and twenty (120) hour periods are to be measured from the resumption of the College session. If the Chair finds that a timely report of the evidence was so made he or she shall report the evidence to the Associate Dean of the College. The office of the Associate Dean of the College shall inform the student of a meeting with the Associate Dean, the Chair, and an appointed information gatherer. At the meeting, the student shall be informed of the reported violation of the Honor Code and furnished a copy of these Rules of Procedure. The Chair and the student shall agree upon a time and place for a meeting of the Executive Committee.
(b) In carrying out the procedures prescribed, the Chair may appoint a member of the Honor Council or other appropriate person to act as an (unbiased) information gatherer, but that person shall not participate in the deliberations or the vote of any proceedings. That person shall not be considered a witness in the proceedings.
4. (a) The purpose of the meeting of the Executive Committee is to determine whether there is sufficient evidence of a violation of the Honor Code to justify a hearing before the Honor Council. If the Committee should find insufficient evidence of a violation of the Honor Code but evidence of an offense within the jurisdiction of the Discipline Committee, it shall refer its information to the appropriate Dean of Students. If the Committee finds insufficient evidence to justify a hearing and no evidence of an offense within the jurisdiction of the Discipline Committee, the file shall be closed without any record and all persons involved shall be charged to hold the matter in strict confidence.
(b) The student has the option of appearing at this meeting and being heard by the Executive Committee before any further action is taken. The failure of the student to exercise that option and to appear shall not be considered as evidence of guilt, and if the student does appear, any statements he or she may make at that time in explanation of the matter shall may be used as evidence in any subsequent proceedings.
(c) This meeting of the Executive Committee shall be informal, with the Chair (or Vice Chair) presiding, and may be adjourned from time to time until its action has been completed. Two members of the Committee must be present at all times, to constitute a quorum, and the vote of two members shall be required for any action to be taken. If the decision is to proceed with a hearing before the Honor Council, the Associate Dean of the College shall be immediately advised of the name of the student involved and given a summary of the charge being made.

5. The student alleged to be involved in a violation of the Honor Code has the right to consult with a representative of his or her own choosing, has the right to remain silent if he or she chooses, and has the right to know that any disclosure voluntarily made may be used against him or her. It is the responsibility of the Chair (or Vice Chair) to be certain that the student involved fully understands these rights before any proceeding takes place.
6. Before making a decision whether to proceed with a hearing before the Honor Council, or before setting that hearing if it considers the evidence sufficient for that purpose, the Executive Committee may confer with other appropriate persons. The decision, or the setting of this hearing, shall not be delayed more than forty-eight (48) hours on this account unless with good cause or by agreement with the student involved.
7. If the Executive Committee decides to proceed with a hearing before the Honor Council, the student involved shall be served with a written notice of the date, time, and place of hearing and a statement of the offense charged. The hearing shall be held within five (5) days of the service of this notice unless delayed for good cause or by agreement. Any request for a change in the date, time, or place of hearing shall be ruled upon by the Executive Committee.
8. Any student charged with an Honor Code violation has the right to appoint another current student to serve as his or her representative at the hearing before the Honor Council. This representative should be identified to the Chair as soon as possible and no less than twenty-four (24) hours before the hearing. The Chair shall appoint one or two students, who need not be members of the Honor Council, and who shall not be members of the Executive Committee, to present the case charged. If any person so acting is a member of the Honor Council, he or she shall not participate in the deliberations or the vote upon the case.
9. The remaining members of the Council shall conduct the hearing, with the Chair (or Vice Chair) presiding. Seven (7) members eligible to vote shall constitute a quorum. The vote of two-thirds (2/3) of those sitting shall be required for a decision. If for any reason the quorum is lost during conduct of the hearing, the hearing shall be adjourned until a quorum is again present.
10. Any member of the Council who is a material witness to the offense charged, or who has demonstrable personal bias for or against the person charged, shall not sit with the Council or take part in the deliberations or voting. If a person disqualified by this rule does not withdraw on his or her own initiative, the Chair (or Vice Chair) shall submit the question to a vote by the other members of the Council whenever the possibility of this disqualification appears.
11. In conduct of a hearing these rules shall be followed:
 - (a) If more than one student is involved in the same offense, separate hearings shall be held, with their order determined by lot, unless those charged and the presiding officer agree to a joint hearing.
 - (b) The hearing shall be a closed hearing unless the student being charged makes a written request for an open hearing twenty-four (24) hours prior to the hearing. In that event the presiding officer shall have the authority to allow a maximum of five persons to attend the hearing as non-participants and has the authority to impose reasonable rules for their selection. The presiding officer also may exclude from the premises any additional non-participants whose presence is not needed to conduct a fair hearing.

- (c) At the beginning of each hearing a statement of the offense charged shall be read by the presiding officer. The student charged shall be asked whether he or she admits or denies the charge. (If the charge is denied, the denial may be withdrawn by the student and changed to a plea of admitted at any time during the proceedings.) A plea of denial will be followed by an opening report from the person designated to present the evidence of the offense, and by a reply from the student charged or his or her representative.
 - (d) All witnesses shall be sworn. The witnesses shall be excluded from the hearing except when giving their testimony and shall be instructed by the presiding officer not to discuss the case between themselves or with other persons, excepting the person presenting the case for the Council or the student's representative, after the hearing has begun.
 - (e) The Honor Council members, the information gatherer, the student (and his or her student representative if present) all have the right to question each witness.
 - (f) No evidence shall be received of other alleged offenses, whether found or charged, unless the student involved elects to make good character and reputation a defense to the charge being presented.
 - (g) The presiding officer shall rule on questions of whether evidence is pertinent and whether it is admissible. He or she may allow questions to be directed to witnesses by members of the Council at appropriate times if he or she considers that this will aid in the determination of the case.
 - (h) A request for recess may be made at any time by the student charged, the person appointed to present the evidence, or the Council, the granting of which is left to the discretion of the Chair. No proceedings shall continue past midnight without the mutual consent of both the Council and the student charged.
 - (i) At the conclusion of the evidence a final summation shall be allowed to the representative speaking for either side, with the presenter for the Council having the closing argument.
 - (j) All of the proceedings of the hearing, excepting the deliberations of the Honor Council, shall be fully recorded by tape or other adequate means. If the student is found not guilty of the charge, this record shall be promptly destroyed. Otherwise it shall be carefully preserved for purposes of an appeal or other proper use.
12. (a) At the conclusion of the evidence and arguments, the Honor Council shall hold a closed meeting for deliberations and voting. Only those members who have heard all the evidence and are eligible to vote and the non-voting representative from the School of Theology shall be allowed to attend and participate. A quorum of seven (7) members is still required. The members shall be instructed by the Chair that their decision must be based solely on the evidence received at the hearing and that the decision must be established by clear and reasonable evidence. If two-thirds (2/3) of those present and eligible to vote find that the student violated the Honor Code as charged, a written decision shall be signed by the Chair (or Vice Chair), and one copy delivered to the student, one copy to the Associate Dean of the College, and one copy to the Vice Chancellor. A copy of the Council's record of the hearing shall be included with the copy of the decision for the Vice Chancellor. The original record shall be filed with the Associate Dean of the College. If no finding of an Honor Code violation is made, the Chair (or Vice Chair) shall order the proceedings terminated and will so inform the student involved. The vote of individual members of the

Honor Council during these proceedings shall be held in strict confidence by those participating.

(b) Immediately at the end of the hearing, the student shall be informed in person of the decision.

13. If a violation of the Honor Code involves academic dishonesty, a student ordinarily must spend two academic terms away from the College of Arts and Sciences. But because of the individual nature of Honor Council cases, the Honor Council, in its discretion, may reduce the requirement to one semester. Such a decision may be considered on the following criteria, if discernible in the case: the flagrancy of the violation, the student's year in the College, and the student's truthful cooperation throughout the investigation and hearing.
14. If the violation of the Honor Code does not involve academic dishonesty, a student found to have violated the Code may apply to the Honor Council for probation. This application must be made to the Chair or Vice Chair within 12 hours after the decision is announced to the student. A separate session will be held by the members of the Honor Council who participated in the prior vote. New evidence may be received provided it is relevant to the issue of whether probation shall be allowed. Probation will be granted only if approved by vote of two-thirds (2/3) of these members of the Council and then upon such special conditions as they may find appropriate. Probation will be automatically revoked if the student is found guilty of another violation of the Honor Code within the probationary period. Notice of the probationary status of a student shall be given to the Associate Dean of the College and to the student officers of organizations who are involved in its conditions.
15. (a) After a decision that the Honor Code was violated has been announced to the student, and after the question of probation has been resolved, if applicable, the student shall have 72 hours within which to file a notice of appeal in writing with the Office of the Vice Chancellor. This appeal shall be acted upon as soon as is practical. The appeal will be judged by the full record of the hearing unless it is determined by the Vice Chancellor that additional evidence is desirable. If new evidence is received or if arguments are heard on the appeal, the Honor Council and the student shall both be properly represented. At the conclusion of this appeal the decision may be: to affirm the action of the Honor Council, to affirm the decision of violating the Honor Code but to change the penalty, to refer the case back to the Honor Council for further consideration, or to reverse the decision. The Vice Chancellor shall notify the parties, in writing, of his action on the appeal, and may state the reasons for that action.
(b) In reviewing such cases, the Vice Chancellor will consult with the Chair or some other designated member of the Council. The Vice Chancellor may consult with other faculty, staff, and students as deemed necessary. In addition, the Vice Chancellor may appoint a group consisting of a senior administrator, a faculty member, and two students to make a recommendation on an appeal. This body shall rely upon the Code as the basis of its recommendation, as does the Honor Council. The full body shall conduct its meeting with a member of the Honor Council, who shall not be allowed to vote on the group's recommendation. In cases in which such a group is assembled, the Vice Chancellor shall request written statements from the Honor

Council and the appointed advisory group.

16. Students who withdraw from the College of Arts and Sciences for Honor Code reasons are required to spend a minimum of two academic terms away from campus. At the time of the withdrawal, the Associate Dean of the College shall write a letter acknowledging the Honor Code circumstances of withdrawal. The withdrawing student must apply to the Admissions Office in order to be readmitted.

Rules for the Operation of the Honor Code During the Summer School

1. During the College Summer School, the Honor Council will entrust its jurisdiction over the Honor Code to a Summer School Honor Committee, appointed by the Council, consisting of five persons. Any Council members who will be attending the Summer School will automatically sit on the Committee. If less than five Council members expect to be enrolled in Summer School, the remaining positions will be appointed by the Council before the end of the Easter Semester. The Council will designate which Honor Committee members will serve as Chair, Vice Chair, and Secretary.
2. Two members of the Summer School Honor Committee, in consultation with an advisor appointed by the Associate Dean of the College, will act as the Executive Committee of the Honor Committee with the Chair presiding. Only one vote will be needed for a case to proceed to a hearing with the Summer School Honor Committee.
3. The procedures for a Summer School Honor Committee hearing will follow those of the Honor Council with the following exception:
In the event that no Honor Council members are available for a Summer School Honor Committee hearing, an advisor appointed by the Associate Dean of the College shall be present during all the proceedings, except the deliberations and voting. It will be his or her responsibility to become thoroughly familiar with the rules of conduct of hearings and to ensure that these rules are followed during a hearing. Three (3) members eligible to vote shall constitute a quorum.
4. It will be the responsibility of the Chair of the Summer School Honor Committee to familiarize summer school students with the meaning and significance of the Honor Code and to remind the Summer School Faculty of its responsibility to support the Code.

The Concept of Honor—One shall not lie, cheat, or steal.

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 along side the Student Assembly to voice student opinion through legislative action and exercises other forms of influence. 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.

Furthermore, as the head of the oldest branch of the student government, the President of the Order is, by precedent, the most senior officer of the student government.

Student Assembly

In 1969, the Order of Gownsmen created the Delegate Assembly, in an effort to create a more democratic and equitably representative body for the all students at the University. At that time, the Delegate Assembly had concurrent legislative and representative powers and responsibilities with the OG, with the exception that the OG could veto or require the reconsideration of any actions of the Delegate Assembly. This structure was later changed, and the Delegate Assembly was reorganized into the Student Assembly (SA) in the 1970s.

The present Student Government Constitution was approved by student referendum in the spring of 2007. The Constitution establishes the SA as the branch of the student government, which is specifically charged with representing the entire student body.

The executive officers of the Assembly are a Speaker, a Secretary, and occasionally a Treasurer elected each spring from the student body at large. In the fall representatives are elected from each college dormitory, the School of Theology, and non-dormitory students, in the ratio of one representative to each thirty students. In addition, the Executive Committee of the SA may appoint members-at-large. Furthermore, the Interfraternity and Intersorority Councils have non-voting delegates who attend SA meetings.

The Assembly represents student opinion and makes recommendations to the Faculty and Administration; it legislates in matters of student affairs subject to ratification by the Faculty and Administration; and it recommends to the Provost and Deans of Students the allocation of student activity funds through the Student Activities Fee Committee. It is also uniquely responsible for approving charters for new student organizations.

Student Executive Committee

The Student Executive Committee is comprised of the Speaker, Secretary, and Treasurer of the Student Assembly; the President, Secretary, and Parliamentarian of the Order of Gownsmen; the Head Proctors; the Chairs of the Honor Council and Discipline Committee; the Editor of *The Sewanee Purple*; and the Student Trustees. The Speaker of the Student Assembly serves as chair of the committee.

The Student Executive Committee shall have the following responsibilities: 1) to meet on a regular basis to facilitate communication among the various student organizations; 2) to serve as a possible venue for resolving conflicts among members of student government or for hearing grievances of the student body against the student government; 3) to participate in the Proctor selection process, if appropriate.

Student Life Committee

The Student Life Committee shall be comprised of the Speaker, Secretary, and Treasurer of the Student Assembly; the President, Secretary, and Parliamentarian of the Order of Gownsmen; the Head Proctors; the Head Assistant Proctors; the Chairs of the Honor Council and Discipline Committee; the Editor of *The Sewanee Purple*; the Head Residential Computer Consultants; the Student Trustees of the College and School of Theology; the President of the St. Luke's Student Body; the Chairs of the Interfraternity and Intersorority Councils; the Manager of the Women's Center at Bairnwick; the President of the African American Alliance; the President of the Gay-Straight Alliance; and the Chair of the Activities Fee Committee. The Senior Trustee serves as chair of the committee.

Student Discipline Committee

While most routine matters of student discipline are handled by the Deans of Students, some matters may be referred to the Student Discipline Committee, a nine member body elected by undergraduate students which makes recommendations to the Deans of Students. The Discipline Committee, following written notification to the student involved and a subsequent hearing to examine pertinent information and hear testimony, has the power to recommend a range of penalties including, but not limited to fines, assigned community service, oral or written reprimands, social probation, suspension, or expulsion.

Constitution of the Student Government may be found at <<http://www.sewanee.edu/og/const/SG>>.

STUDENT POLICIES

- ◆ Alcohol Policy
- ◆ Discipline Process
- ◆ Discrimination Based on Sex or Disability
- ◆ Drugs
- ◆ Fire Permits
- ◆ Fireworks
- ◆ Harassment Policy and Procedures
- ◆ Hazing
- ◆ Housing
- ◆ Off-campus Housing
- ◆ Meals
- ◆ Recreation
- ◆ Sexual Assault
- ◆ Social Host Responsibilities
- ◆ Transportation and Parking
- ◆ Weapons

ALCOHOL POLICY

An Advisory Committee on Alcohol and Drugs established during the 2001-2002 academic year, stated the following goals for the college:

1. To help develop a campus social culture that is truer to the University mission, that supports a rich and engaging intellectual and social climate, and that fosters a strong sense of community on campus.
2. To reduce the prominence of alcohol on campus and the harms and high-risk behaviors that alcohol and other drugs bring to campus life.
3. To continue efforts to provide more social alternatives for students, particularly those who choose not to drink.

The University of the South enforces the laws of the State of Tennessee and all other appropriate regulations concerning alcoholic beverages. Under state law and University policy, it is unlawful for any person under the age of 21 to buy, possess, transport, or consume alcoholic beverages and it is unlawful for a person over 21 to furnish alcoholic beverages for anyone under 21.

Where appropriate, alcoholic beverages may be consumed in a non-abusive manner by individuals of legal age, and social hosts may sponsor events at which alcoholic beverages are permitted with the understanding that hosts bear the responsibility for abiding by state laws, for establishing reasonable guidelines for the behavior of their guests, and for taking measures to discourage alcohol abuse at their social functions.

In keeping with University policy and the requirements of state law, the Rules Governing Alcohol Use and Social Host Guidelines can be found at the www2.sewanee.edu/socialhosts/.

Rules Governing Alcohol

1. The University prohibits the unlawful use, possession, and distribution of alcoholic beverages. Under Tennessee law, it is unlawful for any person under the age of 21 to buy, possess, transport, or consume alcoholic beverages, including beer and wine. It is also unlawful for a person over 21 to buy or furnish alcoholic beverages for anyone under 21. Any student who violates state law or the University's alcohol policies is

- subject both to the jurisdiction of local law enforcement officials and the discipline system of the University.
2. The public display of alcoholic beverages on campus, public intoxication, and drunk and disorderly conduct in public or private locations (including dormitories and fraternity lodges), and the possession of paraphernalia such as beer funnels are violations of University policy. Public places on campus include all property and buildings not held by a private leaseholder, including all University buildings. Occasionally areas normally considered public (e.g., Cravens Hall, Lake Cheston Amphitheater, Manigault Park, and Guerry Garth) may be designated private for specified events, and persons 21 and over may be permitted to possess alcoholic beverages in these areas in accordance with these policies. Private locations (such as fraternity lodges) are not exempt from University policies governing alcohol use.
 3. Common sources of alcoholic beverages (which include, but are not limited to, kegs, bulk quantities of canned or bottled beer or wine, and bulk quantities of alcoholic punch) are not permitted in dormitories. Display, possession and/or consumption of alcoholic beverages is prohibited in all public areas of dormitories such as common rooms, courtyards, breezeways, and halls. Note regarding dormitory room parties: The University does not permit unreasonable dormitory room parties, and it is expected that students remain mindful of dorm rules and restrictions and state law at all times.
 4. Consumption of alcoholic beverages at any public athletic contest, including all varsity, club, and intramural games, is a violation of the Sewanee social policy, and the NCAA and conference rules.
 5. Initiation practices which include the encouragement or promotion of alcohol consumption is prohibited. Organizations guilty of this infraction will be suspended.
 6. Driving under the influence is a violation of Tennessee law and University policy. Any student found guilty of driving under the influence is subject to University penalties (according to the penalties listed below) as well as to penalties by local law enforcement officials.
 7. Fines and penalties for alcohol violations can be found at <www2.sewanee.edu/alcoholpolicy>.

Alcohol Abuse

An effort is made by the Deans of Students to identify those students who are experiencing problems because of alcohol abuse. If the abuse should manifest itself in the person's academic performance or social behavior, a Dean confronts the individual, states a concern over the abuse, and suggests alternatives for dealing with the situation, including counseling options. Additionally, the University Counseling Service performs evaluations for chemical dependency for students who make such requests voluntarily. If the evaluation indicates chemical dependency, the student may ask or may be required to withdraw from the college in order to undergo treatment at an appropriate center. As with any mid-semester withdrawal from the University, a student withdrawing for medical or chemical dependency reasons must leave the Domain within twenty-four hours.

The Deans of Students most often become aware of an individual's abuse because of a disciplinary infraction. Any person who is guilty of this kind of disciplinary offense may be required to submit to a substance abuse educational program and, ultimately, may be required to withdraw from the college.

DISCIPLINE PROCESS

The University Ordinances gives the Deans of Students responsibility for establishing and implementing a student disciplinary system. This system addresses discipline matters not covered by the Honor Code. Under the current system, the Associate and Assistant Deans of Students have been delegated the primary role in overseeing student discipline and student disciplinary procedures, although time and circumstance may necessitate the direct and original involvement of the Dean of Students.

Most routine matters of student discipline are handled by the Associate and Assistant Deans of Students (or, if necessary and appropriate, the Dean of Students). But some matters may be referred to the Student Discipline Committee or the Faculty Discipline Committee. These committees, following written notification of at least twenty-four hours to the student involved and an opportunity for the student to be heard by the committee, have the power to recommend to the Dean of Students a range of penalties including, but not limited to, fines, assigned community service, oral or written reprimands, social probation, suspension, or expulsion. The Dean of Students may seek the counsel and advice of the Faculty Discipline Committee in any case. At the Dean's discretion, original jurisdiction may be exercised by the Deans or the Faculty Discipline Committee.

Penalties

Whether acting alone or in concert with the recommendations of the student or faculty disciplinary committees, the Deans of Students have discretion in handing down and administering sanctions for violations of the Sewanee social policy or the rules and regulations of the University. Specificity is given to a number of impermissible behaviors and to the sanctions generally appropriate for these misbehaviors.

In addition to the specified, impermissible behavior, conduct which violates the general terms of the Sewanee social policy and conduct which includes, but is not limited to, the following categories may also be dealt with by the Deans of Students as they deem appropriate: disturbing the peace; creating a danger to the safety of self or others; disrespect; assault; attempting to or damaging the personal property of others; falsifying reports of an emergency; falsifying or misusing University records; misuse and/or abuse of communications systems, such as e-mail, internet, and voice-mail; indecent and obscene conduct; unauthorized entry into University or other's property; and sexual assault. While away from our campus, students should observe the regulations of communities in which they are visiting. Students involved in misconduct (on or off campus), which leads to an arrest may also be subject to penalties by the University.

Where penalties for particular misbehaviors are specified, the Deans are guided by the specified sanctions, though discretion remains available to the Deans to impose penalties they deem appropriate.

Should the appropriate sanction be a reprimand, it may come in the form of an oral reprimand delivered by the Dean for lesser offenses or in the form of a written reprimand for more serious offenses which describes the nature of the infraction and any concomitant penalty, fine, or community service requirement. A copy of a written reprimand may be sent to the parents of the student involved and other appropriate offices.

Appeals

Appeals of a Dean of Students' decision may be taken to the Dean of Students or, at the discretion of the Deans, to the Faculty Discipline Committee. It should be noted, however, that the appellate authorities generally give consideration only to those cases involving the most serious matters and the most significant consequences. Decisions of the Faculty Dis-

cipline Committee, following written notification to the student involved and a subsequent hearing to examine pertinent information and hear testimony, are made in the form of a recommendation to the Dean of Students who has authority to accept, modify, or reject the recommendation of the committee. In cases of suspension, expulsion, or when the Faculty Discipline Committee has made a disciplinary recommendation in the exercise of its original jurisdiction, a student may appeal that decision to the Vice Chancellor.

If a student wishes to appeal a decision of a Dean of Students, such an appeal must be made in writing to the appropriate person or committee within seventy-two hours after notification of the decision. An appeal to the Vice Chancellor from a decision of the Dean of Students for suspension or expulsion must also be submitted within seventy-two hours. Should the penalty imposed by the Dean of Students involve suspension from the college, the requirement that a student leave campus within twenty-four hours of notification is not waived during an appeals process.

Procedures and Guidelines of the Student and Faculty Discipline Committees may be obtained in the Office of the Dean of Students or at http://www2.sewanee.edu/handbook/fdc_process.

GRIEVANCE PROCEDURE FOR DISCRIMINATION ON THE BASIS OF SEX OR DISABILITY

The University of the South prohibits discrimination in employment, admission of students, and administration of its education programs or activities on the basis of, among other things, sex and disability. Any student, employee, or applicant for admission or employment may initiate a grievance for sex discrimination, which is prohibited by Title IX of the Education Amendments of 1972, as amended. Any student or employee may initiate a grievance for disability discrimination which is prohibited by the Rehabilitation Act of 1973 (section 504), as amended.

The Compliance Coordinator provides assistance to those desiring to file a grievance. A grievance for alleged discrimination must be filed with the Compliance Coordinator within 30 working days of the occurrence of the alleged discrimination. The complaint must be in writing and contain the name of the person making the grievance, the nature and the date of the alleged discrimination, names of any witnesses to the alleged discrimination, names of those injured by the alleged discrimination, and the names of those employees, students or other persons claimed to be responsible for the alleged discrimination.

At the request of the party initiating the grievance (hereinafter the "grievant"), and at the discretion of the Compliance Coordinator, an attempt is made to resolve the complaint without recourse to a formal written grievance through informal meetings with appropriate persons.

If a formal grievance is filed, the Compliance Coordinator notifies the person(s) who must respond to the grievance (hereinafter the "respondent"), and the notification includes a copy of the grievance and a request that the response be submitted in writing within ten working days to the Compliance Coordinator. The person(s) required to respond is/are the person(s) alleged to be involved in the discrimination or the person with supervisory responsibility for the activity or area which is the subject of the grievance.

If a written response to the grievance has not been received within ten working days, the Compliance Coordinator sends a notice of non-response to the designated respondent, the respondent's immediate supervisor, and the grievant. Within five working days of receipt of the response or the sending of the non-response notice, the Compliance Coordinator refers the grievance to the appropriate investigative officer. That officer is normally an

administrator with responsibility in the area under investigation.

Within 20 working days of receipt of the written grievance and response or notice of non-response, the investigative officer consults with the grievant and the respondent, and others if appropriate, in order to ascertain the facts and views of both of the parties. The University Legal Counsel may also be consulted. The investigative officer then notifies the grievant, respondent and the Compliance Coordinator of his or her findings and recommendations.

If the grievant or respondent does not accept the investigative officer's decision, he or she must notify the Compliance Coordinator in writing within five working days of receipt of the decision. If no request for review of the investigative officer's decision is timely received, the recommended action, if any, is taken and the grievance is considered closed.

If review of the investigative officer's decision is sought, that review is conducted by the Provost, Dean or Vice President responsible for the employees or students involved in the grievance unless the Provost, Dean or Vice President was the grievant, respondent or investigative officer. In such a case, the Compliance Officer selects an appropriate University official.

The appropriate Dean or Vice President decides whether to accept the investigative officer's recommendation or to ask the investigative officer to consider the matter further and submit a supplementary report. Alternatively, the Provost, Dean or Vice President may appoint a three-person panel to conduct a further investigation and submit a recommendation to the Provost, Dean or Vice President. The Provost, Dean or Vice President notifies the grievant, respondent and Compliance Coordinator of his or her decision, which is final.

In certain cases, it may be appropriate for the Dean or Vice President to modify the procedures set forth above depending upon the nature of the charges and the procedures for discipline of faculty in cases involving grave misconduct or neglect of duty as set forth in the Faculty Personnel Procedures or the procedures of discipline of staff members as set forth in the Staff Handbook.

The facts about individual grievances and their dispositions are confidential except where it may be necessary to reveal information in order to comply with the applicable law.

DRUG POLICY

Unauthorized possession, use, manufacture, and distribution of narcotics, hallucinogens, and dangerous drugs, including marijuana, lysergic acid diethylamide (LSD), roofies (GHB), ecstasy and cocaine are illegal under both federal and state law. Students may be subject to prosecution by civil authorities for violation of these federal and state drug laws. Penalties may be severe and potential damage to the professional career is great.

The University of the South recognizes the enormous health hazards associated with the illegal use of drugs. In addition to this basic concern for the well-being of Sewanee students, it is also important to note that the college seeks to promote a vigorous intellectual community and a community that encourages growth into responsible citizenship. Since the presence and use of illegal drugs stands in direct contradiction to these basic concerns for our students, the college seeks to discourage the presence of these substances from our campus. The following rules reflect the serious attitude which the college has taken in confronting this area of our society's drug-abuse problem.*

1. Anyone who sells, distributes, or provides illegal drugs to another person is suspended from the college.

2. The use or possession of marijuana or the illegal use or misuse of prescription drugs on or off campus is strictly prohibited. If a student is not suspended for a first offense, any subsequent offense results in suspension. Students found guilty of marijuana possession or use while participating in a University sponsored or University coordinated program abroad are generally suspended immediately. Readmission to the college is not possible without some form of counseling and treatment, which have been deemed appropriate by the University Counseling Office.
3. The possession of other illegal drugs generally results in suspension. This includes the use or possession of LSD, cocaine, ecstasy, crack, roofies, mushrooms, and other illegal nonprescription drugs. Consideration may be given to readmission after appropriate counseling and rehabilitation.

****The University's policy governing illegal drug possession is subject to change. The University reserves the right at any time to amend its policy to send all appropriate incidents of drug possession and use to Franklin County for disposition, reserving for itself the authority to impose any or all of the penalties stated above, as well.***

FIRE PERMITS

Students and student organizations are strictly forbidden to have open fires on the Domain without permission from the Sewanee Police Department and Student Activities.

Rules for open fires on the Domain:

1. ABSOLUTELY no accelerants are to be used to start the fire or be present at the fire scene.
2. Fires can only be constructed out of natural wood or untreated lumber and started with paper, cardboard or kindling.
3. Fires must be at least 25 feet from the nearest structure [including cars].
4. Fires [flames] may not be taller than a ceiling—roughly how high an average six-footer can reach above his head or around eight feet.
5. The fire area must be cleared of debris, trash, etc.
6. There must be a designated firemaster who remains sober [not drinking at all] and who is in charge of the fire.
7. No horseplay, chicken fighting, wrestling, firewalking, or fire jumping is permitted.
8. No urinating or defecating in the fire.
9. NO BURNING OF ELECTRONICS, FURNITURE, RUGS, PILLOWS, TIRES, BIKES, ANIMALS, TREATED OR GLUED WOODS, CROSSTIES OR MATERIALS OTHER THAN THOSE SPECIFICALLY PERMITTED IN ITEM 2.
10. A water/garden hose must be present, connected to a sufficient water supply, and capable of reaching the fire.
11. At the end of the bonfire, the fire must be doused and put out.
12. If there is a problem, the firemaster should call the fire department.
13. Fires will not be permitted during dry spells and may be cancelled if other conditions warrant.

A violation of these rules will result in the suspension of that organization for the rest of the year. Two violations by any two organizations will result in another ban on fires for all groups. Student leaders must sign a form indicating that they understand and will adhere to the policy.

FIREWORKS

Students may not possess fireworks on campus without the written permission of the Dean of Students or the Sewanee Police Department. A violation results in a minimum fine of \$200.

HARASSMENT POLICY AND PROCEDURES

The University of the South stands firmly for the principle that its students, faculty, and staff members have a right to be free from harassment based on race, color, sex, religion, national origin, age, disability, sexual orientation, or protected activity under anti-discrimination statutes by any other member of the University community, and the University does not tolerate any form of harassment.

Conduct prohibited by this policy does not include simple teasing, off-hand comments, or isolated incidents that are not extremely serious.¹ Rather, conduct that rises to the level of harassment must be so offensive as to alter the conditions of employment or the educational environment. If the harassment culminates in a tangible employment or education action or is sufficiently severe or pervasive so 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.

Employees and students are strongly encouraged to report all incidents of harassment, including those that may not amount to a violation of law because they are not sufficiently severe or are isolated events. All supervisors must report incidents of harassment to their division head. Employees and students who make complaints of harassment or provide information related to such complaints will be protected against retaliation. No one is reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The University also endeavors to protect the rights of any person against whom a complaint is lodged. Once an inquiry or complaint is made, every effort is made to resolve the problem within a reasonable time. All complaints must be reported to the University's legal counsel who advises the University about the implementation of this policy and keeps a written record of every complaint received and any subsequent action taken.

Confidentiality of complaints is protected to the extent possible, but complete confidentiality is not possible since the University can not conduct an effective investigation without revealing certain information to the alleged harasser and potential witnesses. However, information is disclosed only to those who need to know about it.

The following procedures describe the options available to any person who believes that he or she has been harassed by a student, employee, or other person at the University of the South (such as contractors, vendors or other campus visitors). Anyone who wishes clarification or further information about any of these procedures is encouraged to speak with the director of personnel services or a dean.

Counseling, Advice And Informal Resolution

In many instances, informal discussion and mediation can be helpful in resolving perceived instances of harassment. 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.

1. Conduct that does not violate this policy may violate other University policies and subject an employee or student to disciplinary action.

Whom to Contact

Problems, questions and complaints may be discussed with a senior administrative officer. These individuals 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.

Formal Complaint Procedures

Anyone who believes himself or herself to be the object of harassment involving a member of the faculty, staff, or student body or other member of the University community may choose, either initially or after having sought an informal resolution, to bring a complaint through the University's formal procedures. Merely discussing a complaint does not commit one to making a formal charge.

1. 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 they have occurred.

2. How to File a Complaint

- a. Any dean and the director of personnel services are authorized to receive formal complaints.
- b. The individual making the complaint may wish to have another member of the University community present at discussions of the complaint.
- c. After discussion with a person authorized to receive a formal complaint, the individual may file a signed, written statement describing the complaint and requesting a formal investigation. This statement is shown to the accused person.
- d. The authorized recipient of the complaint notifies the Provost of the complaint, and the Provost appoints an investigative officer.
- 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.

3. Protection of the Complainant and Respondent

Throughout the complaint process, every effort is made to protect the individual bringing the complaint (hereinafter referred to as "complainant") from reprisals and to protect the accused (hereinafter referred to as the "respondent") from irresponsible complaints.

4. The Complaint Process

- a. The timetable set forth below is approximate. The investigative officer may, at his or her discretion, allow additional time for any of the steps noted.
- b. Within 10 days of receiving the written complaint, the investigative officer consults with the complainant and with the respondent, and others if appropriate, in order to ascertain the facts and views of both the parties. Either party may have another member of the University community present.
- c. The investigative officer prepares a report, summarizing the relevant evidence, within 30 days of receiving the written complaint. A draft of the report is shown to the complainant and the respondent in order to permit them the opportunity to respond before a final report is made.
- d. The final report, presenting the findings in summary, is sent to 1) the Dean of Students in the college for complaints about undergraduate students, 2) the

- Dean of the College for complaints about faculty in the college, 3) the Dean of the School of Theology for complaints about faculty or students in the School of Theology and 4) the Treasurer for complaints about staff members or others.
- e. The final report is shown to the complainant and the respondent. Within 5 days thereafter, the complainant and the respondent may each submit a statement to the appropriate Dean or Treasurer concerning the report.
 - f. Within five days after the submission of any final statements from the complainant and the respondent, the appropriate Dean or Treasurer decides to:
 - 1) dismiss a complaint if it is found to lack sufficient evidence or to otherwise be without merit; or
 - 2) take whatever action he or she believes is warranted by the evidence; or
 - 3) ask the investigative officer to consider the matter further and submit a supplementary report.

The complainant and respondent are notified of the action taken.
 - g. Following the disposition of a case, any party who is dissatisfied with the decision may appeal by submitting a written statement to the Provost within five days, stating with specificity the reasons for his or her dissatisfaction. The Provost, within 10 days of submission of such a request, may decide whether reconsideration is appropriate or, at his or her discretion, submit the matter for further investigation. The decision of the Provost is final.
 - h. In certain cases, it may be appropriate for the University to modify the procedures set forth above in light of the nature of the charges, the parties or witnesses involved, the procedures for discipline of faculty as set forth in the Faculty Personnel Procedures, the procedures for discipline of staff members as set forth in the Staff Handbook, or other reasonable cause.
5. Penalties
- The penalties for harassment depend on the nature of the offense. Sanctions may range from reprimand to dismissal. Any person who intentionally makes a false accusation is also subject to disciplinary action.
6. What Happens Following the Disposition of a Case
- a. The facts about individual cases and their dispositions are confidential. The appropriate Dean, Treasurer or Provost, however, informs the complainant, respondent, and others with a need to know of his or her conclusions in the case.
 - b. The investigative officer insures that any action determined by the appropriate Dean or Treasurer is carried out.
 - c. A permanent, written record of the formal complaint process and its outcome is ordinarily retained by the University. If the complaint did not result in any disciplinary action, the accused person may request the removal of the record from his or her personnel or student file after a reasonable period of time. The University then determines whether removal is appropriate.

The University of the South's policy against harassment is consistent with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and 34 CFR Part 106. In addition to contacting the designated persons specified in these procedures, 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, 101 Marietta Tower, 27th Floor, P.O. Box 1705, Atlanta, Georgia 30301.

—November 2001

HAZING

In accordance with Tennessee Law, the University of the South prohibits hazing by any student or student organization. Hazing is defined by Tennessee statute 49-7-123 as "...any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety." Institutional sanctions for hazing are determined on a case-by-case basis by the Deans of Students.

Information regarding the hazing agreement signed by each Greek Organization at the University of the South can be found at the following web address: <<http://www2.sewanee.edu/studentlife/greek/nonhaze>>.

Hazing incidents can be reported at <<http://www2.sewanee.edu/studentlife/greek/hazing>>

HOUSING

All students live in housing approved by the Deans of Students and the Director of Residential Life, and with few exceptions, reside in college residence halls and eat in college dining facilities during all of their undergraduate years. This residential policy is formed in the interest of cultivating community, promoting supportive relationships, building diversity, and integrating academic life with extracurricular experiences. A student usually shares a room with another. Single rooms are usually assigned to seniors by lottery. Students residing in college housing are required to sign a housing contract and a room condition form at the beginning of each academic year.

Room Assignments

Rooms are assigned by the Deans of Students and the Director of Residential Life for a full academic year. Each spring, after some rooms are set aside for students entering in the fall, students are given the opportunity to select rooms through a room lottery system. (Details for room lottery are available in the spring.) Priority in the lottery is granted to rising senior gownsmen, rising seniors, rising junior gownsmen, rising juniors, rising sophomore gownsmen, and rising sophomores, in that order. (Class status is determined by anticipated graduation date as determined by the Registrar's office and not by earned credits.) Students who do not acquire a room through the lottery are assigned a room over the summer. Students may not reserve their room from one academic year to the next. Upperclassmen who have not paid the reservation fee or pre-registered for the following year by the designated date forfeit all priority in the selection of a room.

Students entering the college for the first time or returning from leave-of-absence (including from study abroad) may express preference for a dormitory or a roommate, although no assurance is given that such requests can be granted. Residence hall rooms are generally assigned based on the student's housing form. Room assignments are mailed by the first week in August.

Students may not move from one room to another or switch roommates without prior approval from the Director of Residential Life, nor may students live in housing outside the college dormitories without prior approval of the Assistant Dean of Students.

RESIDENTIAL LIFE POLICIES

In order to make residential life safe and pleasant for everyone, the following rules are to be observed.

Air-conditioning

Window air conditioning units may not be installed in residence hall rooms without documentation from a treating physician explaining that air conditioning is “medically necessary” for the student. Such documentation must be submitted to the Office of Residential Life prior to room selection or two weeks before the start of the academic year. If permission to have an ac unit is granted by the Director of Residential Life, costs for installation and removal are the responsibility of the student. Air-conditioning is provided in some, but not all residence halls. Most of the residential buildings at Sewanee are quite old and some are not equipped with adequate electrical service to accommodate window ac units. See the residential life webpage for detailed information about special features of each residence hall.

Alcohol and Drugs

Alcoholic beverages are not allowed in the common areas of residence halls. Please see the “Alcohol Policy” section. Opened containers of alcoholic beverages (including cups and glass bottles) are forbidden in all public areas of residence halls such as courtyards, breezeways, and halls.

Breaks and Vacation Periods

The residence halls remain open for students during Fall Break and Thanksgiving Break. Students may not stay in residential facilities during the winter, spring, and summer vacation periods unless express, written permission is given by the Director of Residential Life. For security reasons, locks are changed during the Christmas and Spring break periods and students do not have access to the dorms or their dorm rooms during these periods.

Cable Television

Cable television is provided for dormitory common rooms only. Splicing into the cable system for use in personal rooms is considered stealing and is reported to the Honor Council. Furthermore, students may not install satellite dishes or antennas in dormitories.

Check-in

Upon arriving on campus, students are expected to collect their keys and sign a Room Condition Report and Housing contract for the academic year. Failure to pick-up keys or complete the appropriate paperwork results in a fine.

Check-out

Students are expected to leave their rooms in a clean and orderly manner at the end of the term. The room must be inspected by the Proctor or Head Resident and the checkout form completed and cosigned by the Proctor or Head Resident before the student departs for the summer. Failure to check-out of the residence hall results in a \$50 fine. Unless involved with commencement or directly related to a graduate, all freshmen and sophomores are required to check-out of their residence hall 24 hours after their last exam.

- a) Students may store a minimum of articles over the summer months. Students may not store fridges, furniture and bicycles. Specific instructions regarding storage are issued to all students at the appropriate time of year. The University cannot take

responsibility for items lost from or damaged in the storage areas.

- b) The University assesses fines for damage, including but not limited to: walls, carpet, furniture, doors, windows, screens, and other University property. The University assesses charges for the disposal of any improperly stored item. Students are also charged \$25 for each key that is missing upon check-out of the residence hall.

Cohabitation

Students of the opposite sex or same sex partners are not assigned and may not arrange to live together in any facility in the residential system.

Common Rooms

If all residents of a residence hall agree, a common room in the dorm may be designated available for twenty-four hour use with the following stipulations. Access must be limited to residents and their guests and guests must always be accompanied by a resident. Quiet hour policies apply at all times. Guests may not sleep in common rooms overnight. Common rooms may not be used for organized or spontaneous social activity which restricts any resident's use of the common rooms or for activity which results in the violation of University policies. Should these stipulations not be followed, the twenty-four hour access policy may be revoked and those who violate the policy may be subject to disciplinary action.

Contract with students

The University reserves the right:

- a) to entry by authorized personnel for inspection and repair, for disciplinary purposes upon reasonable cause to suspect violations of University conduct regulations, in an emergency, or for any other appropriate reason;
- b) to levy and collect charges for damage to, unauthorized use of, or alterations to room or equipment;
- c) to remove unauthorized or improperly used equipment;
- d) to reassign, evict, or levy fines against students who violate the above rules.

Damage

Students are responsible for keeping their rooms clean and orderly and for damage to their rooms and furnishings. When a student is assigned to a dormitory, it is understood that the assignment carries with it an obligation to maintain a reasonably clean and orderly environment and to protect University property. Doors to rooms, bathrooms, and closets, and window screens should not be removed. A student who violates these general expectations is fined \$25.

Needed repairs should be reported to the Proctor or Head Resident and should not be attempted by students.

Students must not mark or mar walls, doors, or carpets. Decals or contact paper should not be attached to walls, doors, windows, ceilings, and room furnishings. Only removable plastic adhesive should be used to attach decorations to the walls. Students should see the Proctor or Head Resident for details or for a limited supply of wall adhesive. Use of nails or tape is not allowed.

A student who intentionally or carelessly damages residence hall property or damages the facility is fined \$25, will be charged restitution, and may lose priority for room assignment for the next year. At the discretion of the Assistant Dean of Students, a community service option may be made available in lieu of or in addition to the cost of the repairs.

Whenever the Director of Residential Life and the Deans of Students are unable to

determine the person(s) responsible for dormitory damage that is clearly not the result of normal use, the cost of damage and repairs is split amongst the residents of the building. Charges related to damage in common areas of the residence halls may not be appealed.

Damage to Personal Property

University insurance does not cover personal losses. Students should take precautions to protect personal belongings from theft, fire, water damage, accident, or other loss.

Early Arrival

Students may not come to campus until their designated arrival date, as stated on the yearly academic calendar. Students who come early, without permission, in August, January, or March are charged \$100 per night until the residence halls officially open. Students may also be asked to leave campus 24 hours after their last exam in both December and May.

Fire Safety

Students are expected to observe the following fire code regulations. Violators of these regulations or general expectations of safe behavior are subject to a minimum of a \$25 fine, disciplinary action, payment of any damages, and a maximum fine of \$500. If the fire department answers a call due to misbehavior, the responsible parties are likely to be charged a minimum fine of \$200 (the cost of response by the fire department is approximately \$500 per hour).

- a) For the protection of residents, dormitories are equipped with smoke and fire detection and prevention devices. Tampering with the smoke detector and alarm system or with fire extinguishers is a college offense as well as a violation of the fire code. Inappropriately discharging a fire extinguisher is a \$100 fine as well as the cost of clean-up and the cost of recharging the extinguisher.
- b) Stairwell doors leading to hallways should be kept closed.
- c) Hallways must be kept clear at all times. Furniture and personal belongings such as bicycles, trunks, boxes, and drying racks may not be placed in the hallways.
- d) Ceiling hangings of any description are not permissible as they interfere with the proper function of the fire/smoke detection and prevention devices.
- e) Fireworks, firecrackers, and flares are not permitted in the residence halls. (Students are not permitted to possess fireworks and firecrackers while on the campus.) Violators are fined \$200.
- f) Lighting or heating devices which produce an open flame are prohibited in the residence halls. This includes candles and kerosene lamps. No hotplates, indoor grills, toaster ovens, or auxiliary heaters are to be used; hot irons and coffeepots should not be placed on the carpet. Halogen lamps are discouraged; bulb wattage must not exceed 150 watts.
- g) Cardboard boxes and boxes of like materials may not be stored in attics of dormitories if gas water heaters are present in these attics.
- h) Bicycles left in dormitory common rooms, halls, stairwells, or where they obstruct exits are picked up. They should be stored only in designated bike storage areas.
- i) Personal refrigerators (limited to half-size, "under-the-counter" models) are allowed in student rooms. Refrigerators must meet all requirements and specifications as prescribed by the Residential Life Office. Those found unsafe are removed. It is recommended that a plastic drop cloth or other covering be placed underneath any refrigerator to prevent damage to floors and carpets.
- j) Students should not tamper with electrical fixtures. Only power strip extension

cords are permitted.

- k) Students must comply with all fire safety measures undertaken on campus, including vacating buildings when a smoke/fire detection device has been activated or when the fire department is engaged in a practice session. Failure to exit during an alarm results in a \$75 fine.

Furniture

Furniture and other residence hall equipment may not be removed from the dormitory, from the common room, from one room to another or to the hallways. It may not be borrowed by fraternities, sororities, or other social groups.

Beds other than those provided by the University as normal furniture are not permitted in the dormitories. Students may not build loft-type beds or other structures. Beds may not be disassembled. Bed frames, box springs and mattresses, mattress covers, and head and footboards should not be removed. Concrete blocks may not be used in dormitory rooms, however, plastic bed risers are permitted.

Students should not tamper with built-in furniture such as wall-mounted bookshelves or wardrobes.

Glass Bottles

The intentional breaking of glass (bottles, windows, etc.) results in a \$50 fine and five hours of assigned community service. (The fine and the hours may be increased if the incident involves multiple bottles or windows being broken.) Student under the age of 21 may not display glass alcoholic beverages in their residence halls. Violators will be asked to recycle their glass containers. Persistent violators may be fined \$25 per bottle.

Guests

Residents may not have long-term guests in the residential facilities. Guests may only stay in a dormitory room with the permission of all persons assigned to the room or suite, and must be respectful of the entire residential community.

Residents should register their guests with the Head Resident or Proctor. Guests are required to abide by University policy including the policies governing alcohol and drug use. Residents are held responsible for any damages or infractions perpetrated by guests. Privileges to have guests in the residential halls may be revoked if a student's guests violate University policies.

Keys

Individual room keys and front door keys should be used only by the student to whom they are issued. The keys are to be used only when school is in session and are to be returned at the end of the year to your Proctor or Head Resident. Lost keys, for which there is a \$25 fine, must be reported and replaced.

Noise and Quiet Hours

Excessive noise should be avoided at all times. Excluding periods of final examinations, quiet hours are from 7:30 p.m. to 8:00 a.m. Sunday through Thursday and 10:00 p.m. to 8:00 a.m. on Fridays and Saturdays. During final examination periods, quiet hours are in effect 24 hours every day until the last exam. During times when seniors living in the residential halls are preparing for comprehensive examinations, quiet hours are 7:30 p.m. to 8:00 a.m. Sunday through Saturday. Quiet hours violations result in a minimum fine of \$25.

Parties

Parties or large gatherings are not permitted in residence hall rooms at any time. Students hosting parties in their rooms may be fined a minimum of \$25.

Pets

Students living in University housing may not own pets, may not feed or keep pets in the residence hall, nor keep pets anywhere on the Domain. A minimum of \$25 fine is imposed for violation of this policy and students may be fined an additional \$25 per day that the animal continues to be kept on the Domain.

Privacy

Residence halls are off limits to all persons except members of the University, their guests, and others who have legitimate business. Off-campus salesmen and persons advertising business products are not admitted to the dormitories without a letter from a Dean of Students dated after the first day of the beginning of each school year.

Rooftops

Students are not allowed access to rooftops for sunning or any other purpose.

Security

Room doors should be locked to prevent theft. The University assumes no financial responsibility for lost or stolen property. Please contact immediately the Police Department (Ext. 1111) and your Proctor or Head Resident if you become aware of a theft or of intrusions by unauthorized persons.

Exterior doors to residence halls are normally locked at 10:00 p.m. and unlocked by 8:00 a.m. The schedule for locking and unlocking doors may change according to the academic calendar or special events occurring on campus.

Propping exterior doors is prohibited and jeopardizes the safety of all residents of a residence hall.

Smoke Free Facilities

Smoking and the use of smokeless tobacco is prohibited in all residential facilities and on balconies. Individual residence halls may vote to allow smoking in courtyards or on porches and patios. Incense and candles are also prohibited. Violators of this policy are subject to a minimum of a \$25 fine.

Substance-Free Housing

The college has set aside a number of rooms dedicated to substance-free housing. Students living in substance-free housing agree not to possess or use alcohol, tobacco, smokeless tobacco or other illegal substances within the confines of their room or suite. They further agree that should they consume alcohol while away from their residence, they will not return to their dorm room while under the influence of alcohol or other substances. Students who violate the conditions set forth for substance-free housing are subject to disciplinary action including fines, sanctions and they are likely to have their substance-free housing privilege revoked. Should someone's substance-free housing privilege be revoked, they are required to move to the first appropriate space, as determined by the Director of Residential Life or the Deans of Students.

Vandalism

See "Damage."

Visitation

Residence halls (or, with regard to co-ed buildings, the individual rooms) are open to visitors of the opposite sex from 9:00 a.m. until 12:00 p.m. Sundays through Thursdays, and from 9:00 a.m. until 1:00 a.m. Friday and Saturday nights. A roommate's right to free access to the room at all times must not be abridged by visitation. A roommate must not be deprived of the right to privacy, study time, or sleep because of a guest. When there are infractions of the visitation rules, action is taken against all offending parties according to the following guidelines.

- a) In the case of an infraction involving a first-time offense where the guilty parties react in a cooperative manner and have not been in the dormitory for more than one hour beyond closing time for the dorm, the Residential Life staff member should give the students a reprimand and turn in their names to the Assistant Dean of Students, who normally takes no further action.
- b) In the case of an infraction involving persons who are not cooperative, who are repeat offenders, or who have been in the dorm beyond one hour past the closing time, the guilty parties should be reported to the Assistant Dean of Students. The Dean levies a minimum fine of \$25 and may send the persons to the Student Discipline Committee.
- c) In the case of individuals who are reported for a visitation infraction after having already been warned by the Assistant Dean or in a case involving cohabitation, the guilty parties should be turned over to the Dean. The Dean then decides on a fine (not less than \$25), determines whether or not the persons should be turned over to the Student Discipline Committee, and may also select additional punishment from the following options depending on the severity of the case: loss of priority for room sign-up for the next year; loss of visitation/guest privileges in one's dormitory; eviction from the dormitory system.

Window Displays

Students may not display neon, commercial signs, or generally offensive materials from their dormitory room windows.

OFF CAMPUS HOUSING POLICY

From one year to the next, the University, in its sole discretion, may allow a small number of students to live outside the residential system with preference given to those who seek to live close to campus with a faculty member. In the Easter semester, students interested in living outside the residence halls must apply for exemption. Consideration is given only to student with exemplary academic and social records. Students should not make arrangements with property owners until they have been given written permission and direction from the Office of Residential Life.

Students who have been granted permission to live outside the residential life system are required to sign an off-campus agreement. Failure to comply with the terms and conditions of the agreement generally results in fines, possible revocation of permission to live off-campus with relocation to a dormitory room as determined by the Director of Residential Life.

Similar to the social host guidelines established for campus and Greek-letter organizations, students who live in the Sewanee community are expected to be good citizens of their neighborhoods. Complaints related to noise, trash, parking, and parties are likely to result in fines and a meeting with the Assistant Dean of Students. Copies of incident reports from the Sewanee Police are sent to the landlords of off-campus properties.

MEALS

All undergraduate students who live in college residence halls or in facilities associated with the residential life program of the college are required to purchase the University board plan.

Special Diets

Students who require special diets should present to the University Health Service a written report from their family physician including the prescribed diet. Special diets are available at McClurg Hall.

SEXUAL ASSAULT

Conduct Standard

Sexual assault is defined as sexual contact and/or activity that takes place without the effective consent of the other individual(s) involved. Effective Consent is shown by the exchange of mutually understandable words or actions between the parties to sexual contact and/or activity. In order to be effective, consent cannot be obtained by the use of force, intimidation, threat, coercion, physical helplessness and/or incapacitation. Sexual activity with someone a person knows to be, or should know to be, mentally or physically incapacitated (because of disability, alcohol or other drug use, sleep, unconsciousness, or bodily restraint) is a violation of this policy. It should also be noted that silence, previous sexual contact, and/or a current relationship between the parties may not be taken as an indication of effective consent.

Examples of sexual assault include, but are not limited to, the following offenses:

- a) Category 1: Rape (anal, oral or vaginal intercourse without consent or through force, intimidation, threat, coercion, physical helplessness, and/or incapacitation). Intercourse is penetration, however slight, with any object (finger, penis, tongue, or other instrument).
- b) Category 2: Any actual or attempted non-consensual sexual activity, including but not limited to: attempted rape, fondling, kissing, groping, touching another person's intimate parts (defined as genitalia, groin, breast, buttocks, lips, or the clothing covering them) or compelling a person to touch his or her own or another person's intimate parts without effective consent.
- c) Category 3: Threats, actual or implied, of sexual contact and/or activity that result in intimidation, fear or apprehension of a sexual assault or physical harm. These might include, but are not limited to: threatening gestures or words, obscene phone calls, stalking, indecent exposure or voyeurism.

Conduct that does not violate this policy may violate other University policies and subject a student to disciplinary action.

Information about Adjudication Options and Support Services may be found at <www2.sewanee.edu/studentlife/sexualassault>

RECREATION

Hunting and Fishing

Hunting on the University Domain is prohibited except by express, written permission of the Vice Chancellor.

Fishing is permitted in all the University lakes with the exception of Lake Dimmick.

Camping on the Domain

When the college is in session, current students are allowed to camp in most areas of the University Domain as long as they have filled out a camping registration form at either the Sewanee Outing Program office or the Sewanee Police Department. Please note that no permanent or semi-permanent structures may be constructed for camping on the Domain. No campfires are permitted and low-impact camping practices are expected. Because the Domain is used for a variety of recreational and research projects, restricted camping areas may vary throughout the academic year. Such areas are noted at points of registration. Camping is at the risk of the individual, and the University does not regularly patrol or inspect the Domain.

Sewanee Golf and Tennis Club

The physical facilities of the Club consist of ten all-weather laykold courts, a nine-hole, eighteen-tee golf course of 6,235 yards playing to a par of 72, and a clubhouse containing a pro shop and a snack bar.

The Club, an associate member of the USGA, is a semi-private organization supported in part by 125 members from Sewanee and nearby communities. Income from daily fees and the rental of electric golf carts enable the Club to operate with a minimum subsidy from the University Corporation. The primary purpose of the facility is to serve the recreational needs of the students. The tennis courts are open to students without charge. Physical education classes and the varsity golf team use the golf course without charge.

Student golf memberships are available for \$75 for the academic year. They may be obtained upon registration and may be charged to University charge accounts. Greens fee for the students who are not members is \$3.75 weekdays and \$7.50 on weekends and holidays.

The pro shop and snack bar are open from 7:00 a.m. until dark.

Horseback Riding

The University owns a 24-stall horse barn with 30 acres of pastureland, two working rings, a dressage arena, stadium jumps, and cross-country courses. Those students interested in bringing a horse with them are encouraged to do so. A reasonable board rate is charged monthly.

Lessons in huntseat and western riding are available on a semester basis for physical education credit or for pleasure. Arrangements can be made for competition. Clinics are available in the area. There is a tuition fee for riding of \$550 per semester.

Mountain Views and Caves

Around the edge of the plateau on which the University stands there are numerous and distinctive cliffs from which may be obtained various views of the valley below. Some of these views are within walking distance; others are more remote and require transportation. In addition to these views there are numerous caves in the side of the Mountain. Individuals may visit these sites independently, and the Sewanee Outing Club organizes trips to many of these each semester.

A detailed description of attractions in the surrounding area may be found in Mary Priestley's and Greg Allen's *Go take a hike!: a guide to hiking on the domain of the University of the South*. A marked trail around the perimeter of the Domain has been created for the enjoyment of the Sewanee community.

SOCIAL HOST RESPONSIBILITIES

The University of the South supports legislation which emphasizes a host's responsibility to plan social gatherings in a way that provides a safe setting for an event and makes a conscientious effort to uphold the alcoholic beverage laws of the State of Tennessee and the policies of the University. Furthermore, hosts, whether individuals or organizations, are held responsible for taking measures to discourage alcohol abuse at their social functions. Finally, hosts should plan social functions with consideration for proper decorum and to be respectful of Sewanee's community.

The Deans of Students establishes a set of guidelines to help student organizations and their leaders understand their social host responsibilities. While the University provides advice and other forms of assistance to undergraduate hosts of parties, the responsibility for providing an appropriate and safe atmosphere for parties belongs with the person(s) sponsoring the event. Therefore, it should be noted that the guidelines and penalties, found at <http://www.sewanee.edu/studentactivities/eventregistration>, are intended to benefit the host and should be incorporated into party plans in the spirit of host responsibility and not simply followed in order to comply with the letter of the law. Accordingly, hosts may wish to complement these guidelines by adding other measures for protecting the safety of their guests.

TRANSPORTATION AND PARKING

A "vehicle" is defined for purposes of registration as a car, truck, motorcycle, and motor scooter. All students, faculty and staff are required to register their cars. Failure to display an automobile registration sticker results in a \$25 fine. Stickers for students are available in the Office of the Dean of Students for a \$40 registration fee.

The speed limit throughout campus and in the village is 25 miles per hour except where otherwise posted. Automobiles must give pedestrians the right of way at all designated crosswalks.

Students whose driving privileges are revoked for violation of University rules and regulations including driving under the influence of alcoholic beverages or drugs must turn in their keys to the Office of the Dean of Students. Thereafter, they may not operate any vehicle on campus nor may they loan their vehicle to other students for operation without the express permission of the Dean or Assistant Deans of Students. Vehicles may not be operated on the campus by students on social probation nor may students on social probation loan their vehicles to other students for operation. Driving privileges for students may also be revoked when vehicles are operated in a reckless or inappropriate manner. Students whose keys have been turned in to the dean's office may pick up their keys prior to University holidays, but must turn in their keys upon return to campus.

Bicycles

All student bicycles must be registered with the Dean of Students' Office, and the registration sticker must be attached to the bicycle. Bicycle registration is free.

A bicycle may not be used during the hours of darkness unless it is equipped with a light on the front and red reflector on the rear. Preferably bicycles shall be ridden on the right side of the street, in single file, but never more than two abreast. However, bicycles may be ridden on the sidewalk with preference given to pedestrians. Violators of these rules are issued traffic tickets, and a fine of \$10 is imposed for each violation. Bicycles left on campus after Commencement in May are considered abandoned property and subject to sale or disposal at the University's discretion.

Skateboards/Scooters/Roller Blades-Skates

It is the policy of The University of the South to provide a safe environment for students, staff, faculty and community residents through the adoption and enforcement of rules and regulations that promote the health, safety, and morale of the community.

Skateboards, Roller blades, Scooters and similar devices on wheels and runners are prohibited by law (T.C.A. 55-8-173) from being operated on the public streets and highways. The University supports the enforcement of Tennessee highway safety laws. The above devices may be used on the sidewalks of The University of the South except in the following areas:

1. All sidewalks on the All Saints' Chapel side of University Avenue extending from Georgia Avenue south to Elliott Park.
2. The sidewalk area in front of the Fowler Sports & Fitness Center from University Avenue to Allen Gipson Lane. This includes all pedestrian areas at or near the entrance to the Fowler Center.
3. Any University sidewalks constructed from flagstone.
4. Within 50 ft. of the doorway entrance to any commercial establishment, University dorm, or University building housing classrooms.
5. Sidewalks on both sides of University Avenue from the Duck River Electric Cooperative to the Senior Citizen's Center. This includes all business parking lots and entrances.

These devices may not be used in any manner that test the skill and ability of the user to perform acrobatic maneuvers except in the rear portion of the parking lot between Cravens Hall and the Tennessee Williams' Theatre when both facilities are not being used for public events.

Users of these devices must yield the right-of-way to pedestrians at all times.

Users and minor children are urged to take simple precautions like wearing safety helmets and protective pads, avoiding traffic or rough surfaces and riding in daylight hours.

Any person who violates the above policy is fined \$25 per incident.

Parking

People often ask why Sewanee, a small rural community, should have a parking policy. The reasons are simple. Every day, literally thousands of people drive, walk, and bicycle across the Domain on streets that are owned by the University, Franklin County and the State of Tennessee. To ensure safety, efficiency, consistency, and aesthetics, the University has developed a comprehensive parking policy that serves our needs and addresses our concerns. This policy is reviewed frequently and amended as necessary. Your understanding and compliance with the Parking Policy is helpful, appreciated, and helps make Sewanee a better place to live and grow.

It is the responsibility of every student who owns or operates a vehicle to be familiar with parking regulations and restrictions and the no parking zones. Ignorance of the rules is not considered a valid excuse for illegal parking. Parking policies apply year round with the exception of the color-code parking restrictions which apply between the dates that dormitories open and close.

It is necessary to restrict parking on campus. Violators of the parking restrictions are fined \$10-\$25 for a first offence. A second violation per semester results in the regular fine of an offense, plus \$50. A third, or subsequent, violation results in the regular fine, plus \$100. In addition, violators are responsible for the cost of towing, if at the discretion of the Sewanee Police Department towing is required.

All traffic violations are the responsibility of the owner of the vehicle involved in the

violation. Penalties for parking violations are only charged against the owner of a vehicle and not against another person responsible for the violation.

All traffic tickets are charged to the student's account. Appeals from fines will be heard by the Traffic Appeals Committee, comprised of faculty, staff, police and students. All appeals must be made in writing using the form found at <http://www2.sewanee.edu/trafficappeal/> and submitted within 48 hours of the citation. Violations more than 48 hours old are NOT considered for appeal. Appeals must include the date, time, and specific location of the infraction.

Parking spaces on University Avenue in front of the University Book and Supply Store are reserved exclusively for the customers of the Bookstore and the Tiger Pantry from 8:00 a.m. until 5:00 p.m., seven days a week. A 30-minute or one-hour time limit, depending upon the marking on the space, is strictly enforced. These spaces may not be used for other purposes such as dining at McClurg Hall or class attendance.

NO PARKING ZONES include, but are not limited to, areas marked with yellow lines, no parking signs, blue lines (faculty/staff parking), visitor parking areas, and the areas designated in the list of no parking areas which are available in August on the web. Areas that do not have painted parking spaces are also no parking zones (except on University Avenue). The list is available in the Office of the Dean of Students. The 15-minute parking restrictions at dormitory parking lots and elsewhere on campus apply 24 hours a day. During special events, no parking zones may be used for parking. Follow instructions given by police officers or police signs.

The police department enforces the improper parallel parking of vehicles. Tennessee Code Section 58-8-161 states "Every vehicle stopped or parked upon a roadway where there are adjacent curbs shall be so stopped or parked with the right-hand wheels of such vehicle within eighteen inches (18") of the right-hand curb." The fine for improper parallel parking is \$10. The University parking policy restricts student parking in the central campus area as noted below:

1. Only students living off-campus and in the Wheat House are eligible to park their cars in central campus from 8:00 a.m. to 5:00 p.m. Monday through Friday. Eligibility is dependant upon each student's specific off-campus location and is determined by the Dean of Students. If the student lives in central campus housing the vehicle must be parked at the dorm residence between the hours of 8:00 a.m. to 5:00 p.m. Monday through Friday, unless the student is leaving central campus. A student may not borrow a car and park it at another dorm during these hours. If the student loans his/her car, and it is cited for a color code violation, the citation is billed to the owner of the vehicle.
2. Eligible students must clearly display their registration and are only permitted to park in designated student parking behind Fulford.
3. Parking behind duPont Library is reserved for faculty, staff and seminarians.

WEAPONS

In accordance with Tennessee Code 39-17-1309, the University of the South prohibits firearms and other weapons on University property (except for law enforcement officers in the discharge of their official duties or when used solely for instructional or school-sanctioned ceremonial purposes). Weapons prohibited by statute include, but are not limited to any firearm, explosive, bowie knife, hawk bill knife, dagger, switchblade knife, slingshot, blackjack, knuckles, or any other weapon of like kind. The University also prohibits BB guns, pellet guns and paintball guns.

Violation of University policies governing the use or possession of firearms, ammunition and weapons results in a minimum fine of \$200, 30 hours of assigned community service, loss of the privilege to participate in fraternity or sorority rush, parental notification, and social probation. Cases may also be referred to the Faculty Discipline Committee if the violation warrants possible suspension or expulsion. Students may also be subject to prosecution by civil authorities for violation of state laws governing firearms and weapons.

ACTIVITIES AND ORGANIZATIONS

Orientation Program

The dean of students and a student committee plan orientation activities each year. The schedule, which runs for several days before the college opens in the fall, includes social events, academic orientation, and information on all aspects of Sewanee life. Dining with the faculty advisor, signing the Honor Code, attending the induction of new students, and participating in a discussion of the summer reading are among the highlights of orientation. Through these activities, students and parents become familiar with the Sewanee community, upperclassmen, and faculty members. Before orientation begins, the Sewanee Outing Program offers an optional pre-orientation, popularly known as the PRE. During the PRE, students have the opportunity to try different outdoor activities including camping, climbing, caving, hiking, community service and a ropes course, all of which are available on the Domain.

Bishop's Common

The Bishop's Common, known as the BC, is a center of extracurricular activity. It contains the Student Post Office (SPO), the Tiger Bay Pub, lounges, conference rooms, a photographic darkroom, games, and student organization offices. The Niles Trammell Communications Center on the upper level houses WUTS, the University's student-operated radio station.

Sewanee Outing Program

The Sewanee Outing Program (SOP) promotes outdoor activities both on and off the Mountain. Canoeing, kayaking, climbing, backpacking, caving, mountain biking, cycling, and skiing trips are all arranged through the SOP office throughout the year. Trips are conducted for various skill levels. Equipment is loaned out for student use.

The Bike Shop is a self-help repair facility staffed by students for minor repairs and maintenance. Arrangements can be made to have bikes worked on or to get help in learning bike repair.

The Carter Martin Whitewater Club Boathouse serves as a storage facility and meeting site for boating activity at the University. Groups such as the canoe team and weekend paddlers depart from this site for practice and paddling trips. For more than twenty years, the canoe team has been highly successful in competition and in promoting the sport of canoeing.

The twenty-mile **Perimeter Trail** is a marked and maintained multiple-use path that follows the bluffs around campus and occasionally dips down into the hollows. The trail is open to foot travel with certain sections available for mountain biking. Secondary trails and dirt fire lanes make up another great way to explore the woods on campus and are used by hikers, runners, mountain bikes, and horses.

The Bouldering Wall is a great new addition to the activities offered by the SOP. This indoor bouldering wall is 60 feet long and 12 feet high and is located in the Fowler Center. It has permanent padding in place allowing for students, faculty and staff to learn how to boulder or hone their skills.

Sewanee Emergency Medical Service

SEMS is Tennessee's only volunteer emergency medical service. The ambulance is staffed by college students and community members. Freshmen may take a class beginning in August and ending in April to become Tennessee EMT-IVs. Tryouts are then held for the positions on the service. Students attend a weekly practice and typically serve a 3 1/2 day shift every other week when they carry a pager, refrain from alcohol and remain on the central campus.

Sewanee Fire Department

The Sewanee Volunteer Fire Department consists of both students and members of the community. Freshmen wishing to serve on the Department take a class second semester and then try out for the six student positions in each class. Weekly drills and weekend training in specialties such as vehicle extrication and high angle rescue are expected of these dedicated volunteers. Student firefighters live together in Wiggins Hall next to the fire station.

HONOR AND RECOGNITION SOCIETIES

The following honor and recognition societies have active chapters at the University.

Phi Beta Kappa, a national honor society founded in 1776, encourages active scholarship and achievement. The Sewanee chapter, Beta of Tennessee, continues the fine tradition of the society. 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. Prominent political science speakers are presented at its open meetings.

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 premedical, pre-dentistry, and pre-veterinary 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.

SOCIAL ORGANIZATIONS

A variety of social organizations allow students to find a place to share their interests. Organizations sponsor events that are open to all. Sewanee's eleven national fraternities, one local fraternity, and eight local sororities and one national sorority provide intellectual and social enrichment. They serve as an outlet for athletic interests through intramural competition, provide a training ground for leadership and fiscal management, and help offset the academic routine with social events. The fraternities and sororities also sponsor the Annual Fall Fest and participate in service projects such as the Red Cross Blood Drive, the AIDS Walk, Big People for Little People, Habitat for Humanity (Housing Sewanee), and the School Tutors programs. Annual evaluations assure that their operations meet stated expectations in areas of academic achievement, group citizenship, fiscal management, property maintenance, alumni support, and community service.

Eleven national social fraternities have chapters at Sewanee. They are; Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha Order, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. Gamma Sigma Pi is the only local fraternity. Most fraternities maintain a house that is used for meetings, social events, and everyday recreation. There are eight local sororities at Sewanee; Alpha Delta Theta, Alpha Tau Zeta, Gamma Tau Upsilon, Kappa Omega, Phi Kappa Epsilon, Phi Sigma Theta, Theta Kappa Phi, and Theta Pi. Kappa Delta is the only national sorority. The nine sororities each have a dedicated residential house or apartment for meetings and small social events.

The fraternity and sorority rush programs are supervised by the Interfraternity and Intersorority Councils and held at the beginning of the Easter semester. Rush activities are designed to help those who take part become acquainted with all the fraternities and sororities. About seventy percent of men and women belong to fraternities or sororities.

The Women's Center at Bairnwick, run by the Women's Center Board, serves as the primary women's advocacy group on campus. They promote women's interests through social and educational programs, facility space, leadership opportunities, and an annual Women's Conference.

Service Organizations and Activities

Increasing numbers of Sewanee students in the college and seminary help others through the All Saints' Chapel Outreach Program and the student Community Service Council.

The campus chapter of Habitat for Humanity works with local and regional organizations building new and repairing older homes for low-income families in this Southern Appalachian region.

During each academic break, the outreach program offers several service projects in vari-

ous cultural settings. In the spring, there are six trips — three abroad and three domestic: Jamaica, Costa Rica, Ecuador; and New York, New Orleans, and Miami. The outreach office, in conjunction with career services, also assists with summer and career job opportunities and internships in nonprofit, community service, and ministerial fields.

The Community Service Council has many different organizations serving the needs of a diverse University and rural population. Its organizations include:

- ◆ Sewanee AIDS Awareness Association (SAAA)
- ◆ BACCHUS
- ◆ Appalachian Women's Guild Volunteers
- ◆ Children's Story Hour
- ◆ Waste Not: Environmental Forum; Re-Cycling; and Environmental Education
- ◆ Waste Reduction
- ◆ Big People for Little People
- ◆ Community Kitchen in Chattanooga
- ◆ Trinity United Methodist Church Shelter/ Atlanta, Ga.
- ◆ Senior Citizen's Outreach
- ◆ Girl Scouts
- ◆ Headstart
- ◆ School Tutors
- ◆ Extended School Program (ESP)
- ◆ Community Action Committee
- ◆ Youth Soccer Coaches and Referees
- ◆ Youth Baseball Coaches, Umpires, & Field Maintenance
- ◆ English as a Second Language/General Education Degree Tutoring
- ◆ Tutoring English as a Second Language in Winchester
- ◆ Housing Sewanee Inc./ Habitat for Humanity

Student Newspaper, Yearbook, Radio Station

All students are welcome to join publications staffs.

The Sewanee Purple is the bimonthly campus newspaper. The yearbook, the *Cap and Gown*, is issued each September. Positions are generally available on each publication to write, edit, photograph, design, sell, and manage. The editors are elected by the student body and the Order of Gownsmen from a list of nominees who have met the requirements for each office. Once elected, an editor has responsibility for selecting a staff. The Publications Board, a joint faculty/student committee, advises staffs, mostly in financial matters.

Other publications include the *Mountain Goat*, a journal that publishes poetry, fiction, and scholarly writing by students and faculty members.

The student-operated radio station, WUTS, has staff openings for college and seminary students. All musical tastes are welcomed, and emphasis is given to alternative music that is unavailable on commercial stations. No experience is required, and positions are open for disc jockeys, announcers, writers, and technically inclined students.

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.

Performing Arts Series

The Performing Arts Committee is a faculty and student organization that presents six or more plays, concerts, dance performances, and other arts events each year. Recent presentations have included Bela Fleck, New York Gilbert & Sullivan Players, Peter Schickele with the Lark String Quartet, Chanticleer, the Ahn Trio, and the Chaksampa Tibetan Dance and Opera.

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, voice, and orchestral woodwinds also is available.

In addition to the music offered through the Performing Arts Series, there are frequent musical productions by the Department of Music.

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 8,000 records, tapes, and CDs, including all types of music, a complete collection of Shakespearean performances, and many other recordings of literary works, and over 10,200 video cassettes and DVDs.

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 shows first run movies seven nights a week.

Theatre Sewanee and Dionysus and Company produce a number of plays each year. A Shakespeare series, Gilbert and Sullivan productions every other year, and a Tennessee Williams festival complement other productions of the theatre department.

University Art Gallery

The art gallery is a popular source of ideas and culture in Sewanee, presenting exhibitions of contemporary art of interest to students, faculty, staff, and the surrounding community. Its idyllic location and reputation as a cultural center draws audiences from a larger population that includes Nashville, Huntsville, Chattanooga, Birmingham, and Atlanta.

Four or five major exhibitions a year feature solo and group shows of painting, sculpture, drawing, printmaking, lens- and time-based photography, and installations by living artists. In addition, "Works on Paper I" Biennial was inaugurated in 2004 featuring works by internationally acclaimed printmakers. This was followed in 2006-2007 with the exhibit "Beyond Words." This exhibit perfectly captured the essence of artists' books where the traditional book evolves into a new medium where the message or meaning is conveyed through the integration of all its elements.

Below the gallery the "Art Underground" offers temporary studio space for short term artists-in-residence who give demonstrations and workshops in their specialized mediums, extending opportunities for further cultural enrichment. For a virtual tour of the gallery and its programs, please visit the gallery.

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 four 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.

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 included 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: <http://www.sewanee.edu/Medieval/main.html>>

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: <http://www2.sewanee.edu/ssmf>>

The Sewanee Summer Music Festival has achieved an enviable reputation among musicians internationally, both for its training opportunities and performances. The five-week program attracts about 250 students along with a staff from around the globe. The program is in conjunction with the department of music.

Most students are high school and college age. All participate in the orchestra and chamber music programs and study privately. In addition, classes are offered in theory, harmony, composition, and conducting. College credit is available for college students.

The program boasts three full symphony orchestras and a plethora of chamber groups. Weekend concerts take place throughout the session. A gala "mini-fest" concludes the summer's activities. During the final four days, nine concerts are presented by various organizations.

Sewanee Writers' Conference

<Website: <http://www.sewanee-writers.org/>>

The Sewanee Writers' Conference is a twelve day program designed to bring together from all over the country and abroad talented apprentice writers of varying degrees of experience in fiction, poetry, and playwriting, who work with writers of national and international reputation in a mentoring environment. The conference offers four fiction workshops, as well as two on poetry, and one in playwriting. In addition to being a member of a workshop (which meets for a minimum of ten hours), a participant has an hour-long individual conference with his or her manuscript reader. A full schedule of readings, craft lectures, panel discussions, and question-and-answer sessions afford other valuable opportunities, as does the chance to meet with editors, publishers, and agents, and other writers, in formal and informal settings. Numerous social events offer opportunities for writers to cultivate contacts with those who can help them in their pursuit of the craft of writing as a profession. It is held annually from mid to late July and draws more than 110 participants who are selected from a competitive admission process.

Sewanee Young Writers' Conference

<Website :<http://www.sewanee.edu/ywc/>>

The conference meets for two weeks each July, and offers workshops in poetry, fiction, and sometimes playwriting, for about 40 high school students. The workshops are taught by younger writers, who are completing or have just published a first book. The conference also features lectures by faculty members from Sewanee's English department and readings by major writers: Horton Foote, Ernest Gaines, Alice McDermott, Romulus Linney, Mark Jarman, Andrew Hudgins, Padgett Powell, and many others.

University Book & Supply Store

The University Book & Supply Store stocks all required textbooks. It also has a broad selection of books, periodicals, newspapers, notebooks, office supplies, Sewanee clothing, and personal items.

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.

ATHLETICS

Sewanee's athletic program emphasizes physical education, intramurals, and intercollegiate competition. Sewanee is a Division III member of the National Collegiate Athletic Association (NCAA) and a member of the Southern Collegiate Athletic Conference (SCAC). While the college does not offer athletic scholarships, its intercollegiate program offers many opportunities for keen competition for men and women.

The athletic program for men includes intercollegiate baseball, basketball, cross country, equestrian, football, golf, soccer, swimming and diving, tennis, lacrosse, and track & field. Varsity intercollegiate sports for women include basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming and diving, tennis, track & field, lacrosse, and volleyball. Club sports are also offered — bicycling, cricket, fencing, rugby, ski, crew, and canoe teams.

In addition to the intercollegiate programs, the athletic department promotes club and intramural competition for men and women in a number of sports and offers a wide range of activities for its physical education classes. More than seventy percent of the student body participates in the athletic program at either the intercollegiate or intramural level.

The Robert Dobbs Fowler Sport and Fitness Center (commonly called the Fowler Center) includes a nine-track pool with diving well, an indoor track with field event areas, multipurpose volleyball and basketball courts, batting cage, 1,000-seat performance gym, racquetball courts, squash court, indoor bouldering wall (60' long x 12' high), training rooms and machines, locker rooms, dance studios, indoor tennis courts, and a classroom.

Equestrian Center

The University offers a riding program for all experience levels. Facilities include a spacious barn, outdoor rings, a dressage arena, stadium and cross-country jumps, pasture, individual paddocks, indoor riding arena, and easy access to the Perimeter Trail.

Instruction is offered in balance-seat equitation from beginning to advanced levels. Special courses are also offered in training, management, and teaching. Clinics with guest instructors are offered to more serious students each semester, and students participate in a number of shows, fox hunts, and endurance rides. The Sewanee Equestrian Team enjoys a national reputation.

The University has been given several outstanding show horses available for use in the program. There is also some boarding space for student-owned horses. Arrangements to board horses may be made with the director of the center.

Classes offered for all levels of riding activity may earn physical education credit.

The Equestrian Center includes a 32-stall school horse barn, a 14-stall boarder barn, a 100' by 250' indoor riding arena with permaflect flooring, a 100' by 200' outdoor riding arena, 30 acres of pasture and individual paddocks. Boarding for students and community members is available. Group lessons for physical education credit are offered each semester. Private lessons for boarders are also available. The University owns horses, which are available to students in lessons. The varsity Equestrian Team is a member of the Intercollegiate Horse Show Association.

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