

COLLEGE OF ARTS & SCIENCES
CATALOG
& ANNOUNCEMENTS
2004–2005

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The University of the South

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2004–2005 ACADEMIC CALENDAR

ADVENT SEMESTER – 2004

- August 21, Saturday, New students arrive.
August 22, Sunday, Orientation begins.
August 24, Tuesday, Returning students arrive.
August 25, Wednesday, Registration for all students.
August 26, Thursday, Classes begin.
September 6, Monday, Opening Convocation of the University.
September 23-25, Friday – Sunday, Family Weekend.
October 15, Friday, Fall break begins at 5:00 p.m.*
October 20, Wednesday, Classes resume.*
October 12, Tuesday, Founders' Day Convocation.
October 15, Friday, Mid-Semester.
October 23, Saturday, Alumni Homecoming.
November 1, Monday, All Saints' Day.
November 24, Wednesday, Thanksgiving holidays begin at 12:15 p.m.*
November 29, Monday, Classes resume.*
December 5, Sunday, Lessons & Carols.
December 7, Tuesday, Last day of classes.
December 8, Wednesday, Reading day.
December 9, Thursday, Final examinations begin.
December 15, Wednesday, Final examinations end.
December 16, Thursday, Dormitories close at noon.

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

EASTER SEMESTER – 2005

January 16, Sunday, Dormitories open at 12 noon.
January 17, Monday, Registration for all students.
January 18, Tuesday, Classes begin.
January 25, Tuesday, Opening Convocation of the University.
February 9, Wednesday, Ash Wednesday.
March 7, Monday, Mid-Semester.
March 9, Wednesday, Spring vacation begins at 5:00 p.m.*
March 21, Monday, Classes resume.*
March 25, Friday, Good Friday.
March 27, Sunday, Easter Day.
May 4, Wednesday, Last day of classes.
May 5, Thursday, Reading day.
May 6, Friday, Final examinations begin.
May 11, Wednesday, Final examinations end.
May 13, Friday, School of Theology Commencement and Crossing.
May 14, Saturday, Baccalaureate.
May 15, Sunday, Commencement Day.
May 16, Monday, Dormitories close at noon.

SUMMER SCHOOL – 2005

June 12, Sunday, Dormitories open.
June 12, Sunday, Registration for all students.
June 13, Monday, Classes begin.
July 20, Wednesday, Last day of classes.
July 21, Thursday, Reading day.
July 22, Friday, Final examinations begin.
July 23, Saturday, Final examinations end.
July 24, Sunday, Dormitories close at noon.

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

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ERIC WOODFIN NAYLOR

B.A., The University of the South;
M.A., Ph.D., University of Wisconsin
*William R. Kenan Professor of Spanish,
Emeritus*

KENT S. NELSON, '04

B.A., Yale University; M.A., Harvard
Law School
Tennessee Williams Fellow in Fiction

RICHARD ALLAN O'CONNOR, '78

B.A., The College of William and
Mary; M.A., Ph.D., Cornell University
*Biehl Professor of International Studies
and Co-director of Center for Teaching*

JUNKO OBA, '02

B.A. International Christian
University; M.A., Wesleyan University
*Director of the Freeman Center for Asian
Studies and Visiting Instructor of
Asian Studies and Music*

MITSUTOSHI OBA, '03

B.A., Chuo University and Southern
Connecticut State University; M. Phil,
City University of New York
*Visiting Assistant Professor of Asian
Studies and Art History*

ELIZABETH OUTKA, '01

B.A., Yale University; M.A., Ph.D.,
University of Virginia
*Assistant Professor of English
Leave of absence 2004-05*

DAN M. O'BRIEN, '04

B.A., Middlebury College; M.F.A.,
Brown University
Tennessee Williams Fellow in Playwriting

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
Assistant 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*

WILLIAM BROWN PATTERSON, '80
 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

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
 Dean of Students*

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

JAMES ROBERT PETERS, '84
 B.A., Northern Illinois University;
 M.A., Ph.D., Northwestern University
*Associate Professor of Philosophy
 Sabbatical Leave Easter 2005 Semester*

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

GARY ALLEN PHILLIPS, '98
 B.A., Lynchburg College; M.Div.,
 Vanderbilt Divinity School; Ph.D.,
 Vanderbilt University
*Professor of Religion
 Sabbatical Leave Easter 2005 Semester*

JOHN JAMES PICCARD, '78
 B.A., M.F.A., Florida State University
Lecturer in Theatre Arts

GEORGE WILKINSON POE, '87
 A.B., 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
Assistant 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
 Sabbatical Leave Advent 2004 Semester*

**WILLIAM MCGOWEN PRIESTLEY,
 '67**
 B.A., The University of the South;
 M.A., Ph.D., Princeton University
*Gaston Swindell Bruton Professor of
 Mathematics*

TROY JAMES PRINKEY, '04
 B.A., University of Pennsylvania; M.A.,
 Ph.D., University of Virginia
Visiting Assistant Professor of Spanish

EUGENE 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*

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 and Co-
director of Center for Teaching*

STEPHEN BOYKIN RAULSTON, '98

B.A., University of the South; M.A.,
Ph.D., University of California,
Berkeley
*Associate Professor of Spanish
Leave of absence Advent 2004 Semester*

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
Associate 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*

DALE EDWARD RICHARDSON, '73

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

LESLIE BUCHMAN RICHARDSON, '80

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

SUSAN JANET RIDYARD, '89

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

HOUSTON BRYAN ROBERSON, '97

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

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

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
Associate 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
*Director of Academic Technology Center,
Director of Instructional Technology
Workshop, Adjunct Assistant Professor
of Education*

TAYYEB SHABBIR, '03

B.A., Government College, Lahore,
Pakistan; M.Sc., Quaid-I-Azam
University, Islamabad, Pakistan; A.M.,
Ph.D., University of Pennsylvania
Visiting Professor of Economics

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

JOHN HISASHI SHIBATA, '98

B.S., University of Washington; Ph.D.,
University of Washington
*Associate Professor of Chemistry
Sabbatical Leave Easter 2005 Semester*

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

HENRY WILDS SMITH JR.

B.A., Dartmouth College; M.F., D.For.,
Yale University
*Annie B. Snowden Professor of Forestry,
Emeritus*

CHARLES KENNETH SMITH, '98

B.S., Colorado State University; M.S.,
Ph.D., University of Florida
Assistant Professor of Forestry and Geology

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

PHILIP STEPHENS, '00

B.A., University of Missouri-Columbia;
M.A., Johns Hopkins University;
M.F.A., University of California-Irvine
Instructor in English

RICHARD G. SUMMERS, '01

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

SCOTT TORREANO, '93

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

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*

KENNETH EDWARD WALSH, '04

M. Sci., Ph.D., University of Bristol,
UK
Visiting Assistant Professor of Chemistry

THE REV. THOMAS R. WARD JR., '94

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

BARCLAY WARD, '75

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

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
Associate Professor of Economics

SAMUEL RUTHVEN WILLIAMSON, '88

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

JOHN CHARLES WILLIS, '91

B.A., Baylor University; M.A., Ph.D.,
University of Virginia
*Professor of History
Sabbatical Leave 2004-05*

SCOTT HOWARD WILSON, '94

B.A., Oberlin College; M.A., Ph.D.,
Cornell University
Associate Professor of Political Science

JIWEI XIAO, '04

B.A., Beijing Foreign Studies
University; M.A., Rutgers University;
Ph.D., Rutgers University
Assistant Professor of Asian Studies

HARRY CLAY YEATMAN

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

William R. Kenan Professor of Biology, Emeritus

REINHARD KONRAD ZACHAU, '78

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

Professor of German

KAREN PAO-YING YU, '96

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

Associate Professor of Psychology

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. DeBlois 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 Louis 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 PURPOSE

The mission of the university is set forth in the following statements adopted by the University Board of Trustees on May 7, 1993: “The University of the South, an institution of the Episcopal Church, exists for education in such disciplines as will increase knowledge, understanding, and wisdom, pursued in close community and in full freedom of inquiry, and enlightened by Christian faith, to the end that students may be prepared to search for truth, to seek justice for all, to preserve liberty under law, and to love and serve God and humanity.”

“The purpose of the College of Arts and Sciences of the University of the South is to develop the whole person through a liberal arts education of high quality. Sewanee is committed to the college of liberal arts as a distinct unit in the educational system of our country. The college’s aims include training in personal initiative, in social consciousness, in aesthetic perception, in intellectual curiosity and integrity, and in methods of scientific inquiry. It endeavors to achieve these objectives with excellence in the context of a small college with a faculty of character and distinction maintaining close personal contact with a carefully selected group of students.”

“The purpose of the School of Theology is to provide for the Church a committed leadership both clergy and lay which is both informed by the Word of God and skilled in the theological disciplines. It seeks to offer an education in which the student’s experience is confronted by the revealed presence of God in Christ both in terms of the church’s heritage and of life within a Christian community. It is our intention that a Christian meaning will be formed that will constitute a source of strength and stability for a flexible ministry to the individual and to the world which is both prophetic in its witness and redemptive in its purpose.”

THE UNIVERSITY

Sewanee: The University of the South consists of an undergraduate College of Arts and Sciences and a graduate 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 unani-

mous 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 a charter member of the Southern Association of Colleges and Schools, and its credits are accepted by all institutions of higher learning in this country and abroad. 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. It 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 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.

St. Luke's Hall (1878; 1951; 1956-57) formerly housed the School of Theology which, in 1984, moved to Hamilton Hall. St. Luke's now houses *The Sewanee Review*, classrooms and faculty offices for the College of Arts and Sciences, Grosvenor Auditorium, and student rooms. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault.

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 the board of trustees. It served as a library from 1901 to 1965. Breslin Tower, donated by Thomas and Elizabeth Breslin, houses a clock and chimes given by the Rev. George William Douglas.

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 communications 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) 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. 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.

The 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.

The Cleveland Memorial (1965), connecting Walsh-Ellett and Carnegie, was given by the family of William D. Cleveland Jr. It houses the offices for the registrar, 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 676,000 print volumes, 293,000 microforms, 6,900 records, tapes, and CDs, and over 8,000 videocassettes and DVDs. As the oldest federal documents depository in the state, beginning in 1873, the Library contains 350,000 government publications. In addition to over 2,500 print periodical subscriptions, the library also provides access to 261 online research databases and more than 18,000 electronic journals.

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 the South.

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-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. 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. Reference rooms, meeting rooms, and interview spaces are available to students, alumni, and recruiters.

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 Arkanian 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 250 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.

Residence halls: **Hodgson** (1877; 1950), **Emery** (1916), **Hoffman** (1922), **Elliott**, formerly the Sewanee Inn (1922), **Cannon** (1925), **Johnson** (1926), **Tuckaway** (1930), **Phillips** (1951), **Gailor** (1952), **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 the newest residence hall. It 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 new 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 will 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.

ACADEMIC PROGRAM

Sewanee: The University of the South offers a challenging program in the liberal arts. Emphasizing the mastery of fundamental disciplines, the academic program 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. The college aims to inspire personal initiative in social consciousness, aesthetic perception, intellectual curiosity and integrity, and methods of scientific inquiry while encouraging moral growth.

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 required course in a foreign language at the 300-level allows students to develop an insight into the way language works, and provides an understanding of a different literature and culture. At the 300-level (the fourth semester, as languages are numbered here), a student should have considerable facility in speaking a modern foreign language and be able to read serious works of literature in that language, be it ancient or modern.

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 entering 301). With the approval of the foreign language department concerned, a student who has completed two or more years of a foreign language in secondary school may be allowed to take the first semester of that language for full credit both in hours and in grade.

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 will 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).

First Year Program: The First Year Program (FYP) is an intensive academic experience that seeks to integrate challenging classroom work with out-of-class experiences. The FYP offers small seminars with about a dozen students and one or more faculty members. The content of the seminars varies greatly and allows students to choose an idea that interests them. All courses are designed to meet general distribution requirements for a writing-intensive course; some meet other general distribution requirements as well. The courses are interactive and act as a bridge for the transition from high school to college. FYP course topics include God, Death, and the Meaning of Life; The Struggle between Good and Evil; Fairy Tales in Literature and Music; Sex and Gender Around the World; Common Issues and Diverse Perspectives; and Philosophy through Film: Socrates, Jesus, and Cowboys.

DEGREE REQUIREMENTS AND ACADEMIC REGULATIONS

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;
- Take a minimum academic load of three courses per semester.

During the first two years, a student's courses will generally be 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
 - b. Two writing-intensive courses
 - 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 the only courses counted toward this requirement are 107, 108, 353, and 357.
 - In forestry all courses except forestry 201 and 319 may be counted toward this requirement.
3. Social Science
 - a. History 100
 - 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
 - In philosophy, any course at the 100 or 200 levels (except Philosophy 201, Logic) will satisfy this requirement.
5. Arts
 - a. One course in the arts (art, art history, music, or theatre)
 - Two half-courses in theatre 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. 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. Two half-courses constitute one full course.
2. Students may not receive hours credit 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. Effective with the class of 2005, the faculty expects a student to have completed all general distribution courses before the beginning of the fourth year. 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.
5. 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-eight majors from which to choose:

American Studies	Geology
Anthropology	German
Art	German Studies
Art History	Greek
Asian Studies	History
Biochemistry	Latin
Biology	Mathematics
Chemistry	Medieval Studies
Computer Science	Music
Economics	Philosophy
English	Physics
Environmental Studies: Policy	Political Science
Environmental Studies: Ecology and Biodiversity	Psychology
Environmental Studies: Natural Resources and the Environment	Religion
Environmental Studies: Chemistry	Russian
Forestry	Russian Studies
French	Social Science-Foreign Language
French Studies	Spanish
	Theatre Arts
	Third-World Studies

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. 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 will complete at least nineteen full academic courses (seventy-six semester hours) outside the major field.
3. Each candidate for a degree will 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, minor, or concentration (even if one is interdisciplinary) cannot be used to fulfill requirements for any other major, minor, or concentration.

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 will be 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, a concentration, or another minor.

Minors are currently offered in:

Anthropology	History
Art History	Latin
Asian Studies	Mathematics
Biochemistry	Music
Biology	Philosophy
Chemistry	Physics & Astronomy
Computer Science	Political Science
Economics	Psychology
Environmental Studies	Religion
French	Russian
German	Spanish
German Studies	Theatre Arts
Greek	Third World Studies

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

Academic Concentration

A concentration emphasizes interdisciplinary and interdepartmental studies. A concentration, which requires five to seven courses, is similar to a minor in the college; however, a concentration represents an academic area which is not found in existing departments in the college and are not available as a major. A concentration requires that a student have a GPA no lower than 2.00 in the courses constituting the concentration.

A student may declare a concentration in the fourth semester but must do so before mid-semester of a student's last enrolled semester. The student must have at least a 2.00 GPA in the courses already taken to fulfill concentration require-

ments at the time of the concentration declaration. Program courses may not count toward requirements for a major, minor, or other concentration. A concentration does not require a comprehensive exam, but does require some type of integrative experience.

Current concentrations are:

Education

Women's Studies

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 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 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 divided into small groups within each dormitory, and each group is assigned an academic advisor for the year. The advisor is often the instructor for the student's First Year Program course. 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-year students, or sophomores, 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 will 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 registrar mails to students formal grade reports after the end of each semester.

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 Office of the 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.

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).

Accumulation of physical education credits does not give a student a higher classification.

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 will 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 will be 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.

In accordance with the regulations of the U.S. Department of Veterans Affairs, the university does not certify, for VA benefit purposes, any student who fails to meet the 2.00 GPA standard within the normal undergraduate period of eight full-time semesters.

Adding and Dropping Courses

A student may make a schedule change or change a class to pass/fail by submitting the appropriate form to the registrar. During the first week, this can be approved with the signature of the student and a faculty advisor. After that, the schedule adjustment form requires three signatures: the instructor of the course in question, the academic advisor, and the student. Through use of these forms, the instructor may be notified of the student’s intention to drop, add, or change the class to pass/fail. After mid-semester, when changes of this kind are not advisable, the signature of the associate dean of the college is required.

1. A course dropped during the first four weeks of classes is not entered on the student’s record.
2. A course dropped after the fourth week of classes, but before the first Tuesday in November (for the Advent semester) or the first Tuesday 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.

3. 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.
4. Exceptions may be made (with the approval of the associate dean of the college and/or the degrees committee) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.

Deadlines for any given year are published in the *Student Handbook*.

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. Of the thirty-two full courses needed for graduation requirements, *no more than four may be taken pass/fail. The four would include "course by examination" credit described in the Course by Examination section.* (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.

Course by Examination

Any course other than one that fulfills a general distribution requirement (or a prerequisite for such a course) may be taken by examination for credit on a pass/fail basis. This must have the prior approval of the instructor and the associate dean of the college. An application (available in the Office of the Dean of the College) must be filed in the Office of the Registrar at least thirty days in advance of the date of the examination. There is a fee of \$50.

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 accredited college or university prior to registering at Sewanee. The registrar assesses such credits for transfer students with the approval of the associate dean of the college. 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.

Exceptions: 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 associate dean of the college. 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 2/3 their face value (example: five quarter hours equal three semester hours).

Release of Student Information

The official repository of the permanent academic records relating to students is maintained in the Office of the Registrar. Requests for transcripts must be submitted in writing and signed.

In accordance with the Family Educational Rights and Privacy Act of 1974, as amended:

1. Eligible students have the right to inspect and review their own education records (providing they have not waived this right) within forty-five days of the day the university receives a request for access. Students should submit to the registrar a written request identifying the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records requested are not maintained by the registrar, then he or she shall so advise the student.
2. Students may ask the university to amend a record that they believe is inaccurate or misleading. To challenge the accuracy of an educational record, the student should confer informally with the registrar and, if appropriate, with the originator of the document in question, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. Thereafter, the student may confer with the Office of the Dean of the College. If the results are unsatisfactory, the dean will arrange a formal hearing with officials of the college who have no personal or official interest in the challenged item. Decisions of the hearing panel will be final.
3. All undergraduate students are considered independent unless satisfactory proof (certified copy of the parents' most recent federal income tax form) is given to the University Registrar within the first two weeks of a semester.
4. Personally identifiable information about a student will not be released from an educational record without the prior written consent of the student except as permitted by law. 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 boards of trustees or regents; or a student serving on an official committee. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her responsibilities.
5. The following personally identifiable information is deemed to be directory information and is subject to disclosure without consent at the university's discretion, including publication of some of this information in the annual Campus Directory: student's full name, class, home address and telephone number, campus address and telephone number, campus e-mail address, advisor, major, place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most previous educational institution attended, and parents' names. Photographs are also considered directory information. Any student or parent who objects to the university's designation of any or all of this directory information must so notify the registrar in writing within the first week of the Advent (fall) semester of each academic year.

6. Eligible students may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the Family Educational Rights and Privacy Act. The office that administers FERPA is: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

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 will 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. Preveterinary 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 will need 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 Committee, and the associate dean of the college will 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 will 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 con-

centrate 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.

This is a compact program. 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 a 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 BA or BS 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.

Programs in Education and Teaching

Sewanee offers two programs: **the licensure program** which includes student teaching and leads to a Tennessee Teaching License and **the concentration in education**, which does not include student teaching and does not lead to a teaching license. The concentration is part of the licensure program so any student who successfully completes the licensure program is also awarded the concentration in education. This designation appears on the Sewanee transcript along with the major.

The concentration in education is a program designed for students who are interested in pursuing careers as K to 12 teachers, school and guidance counselors and administrators and who cannot complete the licensure program while at Sewanee. It is also an appropriate course of study for students interested in art, museum, community and environmental education, higher education and training in business. For those who want to become teachers, the concentration is excellent preparation for post-baccalaureate and graduate programs.

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement which allows students who successfully complete the concentration in education at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary and special education. With carefully planned coursework at Sewanee, students can complete graduate programs at Peabody in three semesters. Peabody representatives are on campus each fall to discuss opportunities for graduate studies in education and to help students plan for them.

Since the licensure programs include requirements both in education and major coursework, students who are interested in working toward a Tennessee teaching license should apply for the licensure program.

The Licensure 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), social sciences (history, history and economics, and history and government). Sewanee offers programs leading to K to 12 Tennessee teaching licenses in the visual and theatre arts.

For a list of requirements, see “Education” under academic departments and majors, or visit the program website www.sewanee.edu/Education.

SPECIAL EDUCATIONAL OPPORTUNITIES

Interdisciplinary Majors

Interdisciplinary majors, which are 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, minor, or concentration in another field.

Student-Initiated Courses

During second semester, as many as three special courses may be offered based on student proposals. Students may request courses in departmental, interdepartmental, or extradepartmental areas. 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 will be 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 Edith Lodge Kellerman Language Laboratory houses audio, video, and computer equipment in an attractive language learning center.

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) encourage both academic and enrichment activities.

The largest telescope for public observations is an eleven-inch Schmidt-Cassegrain (Celestron Ultima) reflector. There are also smaller ten-inch and 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, 0.35 and 0.30 meter (fourteen and twelve inches) telescopes on computer controlled mounts are housed in a small roll-off shed 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 Theological Exploration of Vocation

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. The grant sponsors fellows and visiting lecturers who talk with students about issues of vocation and service and virtues and values. There is also an eight-week summer program of vocational exploration, which includes a six-week internship, for either the ordained ministry or work with service or non-profit organizations. The website <http://www.sewanee.edu/lillyproj> has more information.

Food for Thought: A Summer Program in Ecology and Sustainable Agriculture

Students in this program explore the fields of ecology and sustainable agriculture through readings, writing assignments, discussions, hands-on learning in an organic garden, community life in a house dedicated to the program's themes, field trips, and service to the local community through work in a food bank. The program has three main themes: (i) a rigorous academic analysis of the intersection between ecology and agriculture, (ii) practical explorations of agricultural and ethical issues, and (iii) development of a sense of place through involvement in the local ecological and human community. The program lasts ten weeks and is based in Sewanee. Students earn two course credits (eight credit hours) in environmental studies.

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.

FACES, Freeman Asian Cultural Experience in Sewanee

FACES is a two-week pre-collegiate summer program introducing Asian studies at The University of the South. Sponsored by the Freeman Center for Asian Studies and the Asian Studies Program at the University, it offers an introductory experience for high school students who are interested in Asia, its people, societies, and cultures.

During the two-week session, students participate daily in two Asian studies seminars taught by the college faculty. These seminars will focus on easily accessible and topical subjects in Asian cultures such as Asian religions and philosophies as practiced in everyday life, the role of the family in Asian societies, and the images of Asia in traditional arts and contemporary popular cultures. They are taught in a discussion format, designed to offer a typical Sewanee classroom experience. After completing the seminars, students receive a good preparation for college courses and are well positioned to pursue an Asian Studies major in college.

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 playwrighting, 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.

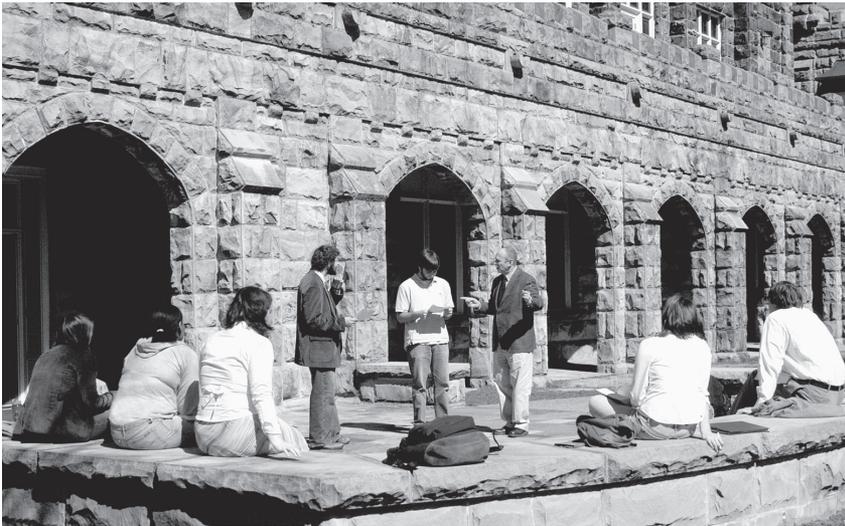
College Summer School

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.

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 means that the student must apply for readmission to the college. 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.

Sewanee in China provides a unique opportunity based on a “problem-based learning” strategy of teaching, focusing on fieldwork-based academic courses using a multi-disciplinary approach. The project particularly focuses on collaboration of the University of the South with institutions in China, such as international agencies like the United Nations, the Chinese Ministry of Agriculture, and the Chinese Academy of Social Sciences (CASS). Course credits are generally in the areas of economics, history, and/or political science.

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 7 days of study in Sewanee, 9 days in Bangladesh, 6 days in Italy, and 3 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 education 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.

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 OR 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 will involve 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.

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 (Dijon, Nantes, and Paris); Ireland (Dublin); Italy (Milan and Rome); The Netherlands (Amsterdam); Spain (Madrid, Salamanca, and Barcelona); and the United Kingdom (London). There is also a special program on the European Union, held in February. The faculty in each of these programs is composed principally of European scholars. Courses are available in most undergraduate subjects. Special programs are available dealing with the European Economic Community at Freiburg and art history and archaeology at the École de Louvre in Paris. Internships are available with Parliament in London and with businesses and international organizations in other locations.

The Institute for the International Education of Students (IES) also enables students to study for a semester or a year in university programs in Argentina (Buenos Aires), Australia (Adelaide and Melbourne); China (Beijing); Chile (Santiago); Japan (Nagoya, Kasugai, 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 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 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 Association of Episcopal Colleges, a consortium of twelve colleges with historic and present ties to the Episcopal church. 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.

Internships in Public Affairs

Undergraduates are eligible for supported summer internships in public affairs made possible by the Tonya Foundation of Chattanooga, Tennessee, and administered by the Department of Political Science. The grants are awarded, based on proposals, to work in federal, state, or local government, or in the private sector in an area related to public affairs.

Internships in Economics

The Internship Program in Economics is for students interested in some area related to the private sector of the economy. The major purpose of the program is to enhance and enrich the learning of students through work and study in a job setting. Sponsored with support of the Tonya Foundation, the program is administered by the Department of Economics.

Academic Credit for Internships

A student awarded academic credit for a supervised internship through an ap-



proved 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. 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.

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 associate 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 10 and January 10, 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 will be retained. A second reservation deposit will be necessary to reserve a space in the college for the semester of planned re-entry.

LIFE ON THE MOUNTAIN

Sewanee has a population of nearly 2,500 year-round residents, who represent a wide variety of interests and vocations. Students find it easy to relate to and participate with community members in cultural, social, and other activities. Through organizations such as the Emergency Medical Service and the Volunteer Fire Department, students make a significant contribution to the health and safety of the community.

ADMINISTRATION OF THE COLLEGE

The executive offices comprise the offices of vice chancellor and provost. The vice chancellor is the president of the university — the chancellor is one of the bishops of the owning dioceses of the Episcopal Church and heads the University Board of Trustees. The provost deals with financial and other management issues for both the College of Arts and Sciences and the School of Theology.

The well-being of the College of Arts and Sciences rests with the Office of the Dean of the College, which administers academic regulations and provides scholastic counseling. Department chairs assist with administrative duties and advising of departmental majors.

The dean of students is responsible, in general, for matters of student life outside the classroom and for facilitating a respectful and collegial campus of students. With a full complement of student affairs professionals, the dean of students is specifically responsible for freshman orientation and advising, social policies and functions, student organizations and activities, student support and counseling, student discipline and judicial procedures, class attendance regulations, campus safety and security, career services, student housing, and student health services. The dean of students also supervises the dormitory staff, which includes head residents, proctors, and assistant proctors; and publishes the yearly crime statistics required by law.

The University Counseling Service has one or two full time licensed clinical psychologists to provide assistance for student mental health needs. Programs are offered for adjustment to college, academic skills enhancement, substance abuse problems, short-term psychotherapy, and personal growth and development. All services are free, voluntary, and confidential.

The university chaplain and the chapel staff have offices in All Saints' Chapel and the Bishop's Common. They are available for counseling and other pastoral needs. The chaplains conduct weekly services in the Episcopal tradition and lead a variety of classes, lectures, and discussion groups. The University Choir provides music for the services and students serve as lay readers, ushers, acolytes, and sacristans. Other area churches are easily accessible. Nondenominational religious groups are part of the social life on the Mountain as well.

The Office of Financial Aid oversees applications for financial aid and the distribution of need-based awards. The university makes every effort to meet 100% of calculated eligibility.

The Office of Career Services provides resources to help students identify and pursue career goals, evaluate work experiences, explore graduate school opportunities, locate and secure internships, conduct job searches, write résumés and business correspondence, and prepare for interviews.

The University Health Services is staffed by a full-time nurse practitioner, a registered nurse, and an office manager. Physicians are available for referrals. The staff cares for illnesses, promotes preventative care, and offers health education programs.

The director of minority student affairs works to help minority students adjust to university life, both academically and socially, and assists the dean of admission in representing the college to prospective minority students.

The Office of University Relations includes the offices of alumni relations, communications, and development.

Academic Schedule

The college's academic year is divided into two semesters. Fall semester, known as Advent semester, begins in late August and ends before Christmas. Spring semester, known as Easter semester, begins in January and ends in May (see Academic Calendar).

Classes are held five days a week, Monday through Friday. The normal schedule calls for classes to meet for three fifty-minute or two seventy-five minute sessions per week.

Academic Year

At Sewanee the term "academic year" is generally interpreted to mean the sequential combination of Advent semester (fall term) of one calendar year and the Easter semester (spring term) of the next calendar year. For purposes of determining the total amount of credit earned during an academic year, it may be allowed, under exceptional and specific circumstances, that the work during Sewanee summer school may be counted into an academic year; however, the addition is always to the preceding academic year, as defined above, and not to the following terms.

HONOR CODE AND STUDENT GOVERNMENT

Honor Code

The concept of honor is strongly emphasized at Sewanee. Students commit to the ideals of integrity, self-discipline, individual responsibility, and mutual respect when they sign the Honor Code during freshman orientation. The Honor Code is upheld by the student-elected Honor Council. The Office of the Dean of the College serves in an advisory role to the Honor Council.

The code demands that an honorable person shall not lie or cheat or steal. Plagiarism is a form of cheating because the plagiarist copies or imitates the language 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 acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Student Government

Sewanee's student government is bicameral, comprising the Student Assembly and the Order of Gownsmen.

The executive officers of the assembly are the speaker, secretary, and treasurer, elected from the student body. The assembly represents student opinion and makes

recommendations to the faculty and administration. It legislates matters of student affairs, subject to ratification by the faculty and administration, and, through the Student Activities Fee Committee, it recommends to the dean of students and the provost how student activity funds should be allocated.

The chief executive officer of the Order of Gownsmen (OG) is the president, elected by members of the OG. Members are inducted into the body when they receive the appropriate grade point average. The OG advises the Student Assembly and strives to maintain and promote the spirit, tradition, and ideals of the university. The OG has legislative authority through its appointments to student and faculty committees and its ability to investigate student problems or concerns.

The Student Executive Committee includes the officers of the Student Assembly, the president and secretary of the OG, the head proctors, the chair of the Disciplinary Committee, the chair of the Honor Council, the editor of the *Sewanee Purple*, and the student members of the University Board of Trustees.

Student Trustees

Two college students and one seminarian are elected to the University Board of Trustees. Many students also serve on a variety of college committees.

Student Handbook

The *Student Handbook* is the official source of information regarding student conduct, rules, and regulations. It contains detailed explanations of the Honor Code and social policies of the college. It is distributed each year through the Office of the Dean of Students.

HOUSING AND MEALS

Students live in university-approved housing, primarily residence halls. Each residence hall has a common room, kitchen, and an apartment for a head resident. Students usually share rooms. Single rooms are usually assigned to seniors. There are no freshman-only residence halls.

Each room is furnished with: a single bed, a desk and chair, a bookcase, and closet for each student. Students are expected to provide pillows and linens, and a desk lamp; they may bring other furnishings within reason.

The administration has the right to inspect any hall, lecture room, office, student's room, or public apartment of the university.

Most residence halls have head residents who work with the hall staff to provide a homelike atmosphere for students. Proctors have responsibility for rule enforcement, educational and recreational activities, and reporting repairs. Assistant proctors have freshman advisee groups and act as a liaison between freshmen and their faculty advisors. Hall staff is available for student support and counseling.

McClurg Hall, opened in January 2001, is Sewanee's main dining facility and offers students a variety of freshly prepared foods. Built completely of Tennessee sandstone, much of it quarried in Sewanee, this facility has the capacity to serve 1,500 students. Students pay a fee each semester for meals. Non-boarding students and visitors pay a per-meal fee.

Married students and those who live with their families are not expected to adhere to the housing and meal plans.

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.

Honor Societies

The following honor 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, predentistry, and preveterinary fields. Members are elected from junior and senior associate members.

Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.

Delta Phi Alpha, is the national German honor society. Members are elected based on academic merit and interest in Germanic culture.

Social Organizations

A variety of social organizations allows students to find a place to share their interests. Organizations sponsor events that are open to all. Sewanee's eleven national fraternities, two local fraternities, 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, Theta Kappa Phi, Phi Sigma Theta, 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 various 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:

- BACCHUS
- Big People for Little People
- Community Building Community
- Sewanee Volunteer Fire Department
- Headstart
- School Tutors — local county high school
- Senior Citizens Program
- Sewanee Emergency Medical Service
- Sounds of Silence
- Students Against Multiple Sclerosis
- Waste Not

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 of each are elected by the student body and the Order of Gownsmen from a list of nominees who have met the requirements for 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, French horn, clarinet, oboe, flute, and voice 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 music listening room in the Jessie Ball duPont Library has a collection of more than 22,000 recordings and CDs, including all types of music, a complete collection of Shakespearean performances, and many other recordings of literary works.

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, Drama, Art

The Cinema Guild presents a series of free movies on Thursday nights at the Sewanee Union Theatre, highlighting art house and foreign films. The rest of the week, the Office of Student Activities offers recent releases at the theatre.

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.

The University Gallery and the Department of Art and Art History provide shows of original painting, sculpture, photography, and other art. Traveling exhibitions, specially curated collections, and student works are all shown in 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 3,000 libraries, with about 500 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

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

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

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

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 Jarmon, 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.

ATHLETIC PROGRAM

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, tennis, and track & field. Varsity intercollegiate sports for women include basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming, tennis, track & field, and volleyball. Club sports are also offered — bicycling, cricket, fencing, lacrosse, 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 Permaflex footing, 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.

THE SEWANEE-FRANKLIN COUNTY AIRPORT

The university 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.

ADMISSION AND FEES

ADMISSION

The Committee on Admission 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.
January 10	Merit Scholarship application deadline.
February 1	Regular decision 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 op-

tional 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 academic year at 10 a.m. and 2 p.m. on weekdays. A group information session is 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. As an early decision applicant, you agree to withdraw all applications to other colleges and universities to which you have applied 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 your 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 not 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 will 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 any 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 Admission – 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 Admission.
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 Admission) 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 Dean. The Degrees Committee, in consultation with the chair of departments concerned, may not grant 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 will invalidate 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 will not be 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, art history, biology, chemistry, classical languages, computer science, economics, English, 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 will be 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 will 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.

Audit Statement

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 2004-2005 is \$640 per course.

FEES AND FINANCES

Costs of a Sewanee Education 2004-2005

	ADVENT SEMESTER	EASTER SEMESTER	TOTALS
Tuition	\$ 12,687.....	\$ 12,687	\$ 25,374
Fees	206.....	0*	206
Room	1,820.....	1,820	3,640
Board	1,740.....	1,740	3,480
Totals.....	\$ 16,453.....	\$ 16,247	\$ 32,700

**For students not enrolled for Advent semester, the fee is \$206.00 for the Easter semester. Fees cover expenses for activities, services, and programs that are not separable by semester.*

This schedule shows the costs charged each student for the academic year 2004-2005. 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, 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.

The full board policy appears in the student and parents' handbooks and the housing and meals section of the college catalog.

Students without adequate health insurance coverage will not be allowed to register for classes. A student medical insurance plan offered through an independent insurer is available for students who do not already have adequate health insurance. The Dean of Students sends information about the insurance plan to all students before the beginning of each school year.

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 \$1,360 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
Bicycle registration , per year.....	\$5
Part-time students , per semester hour.....	\$920
Special examinations , per course.....	\$50
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 for riding lessons at the University Equestrian Center	
Per semester.....	\$525
Physical Education Classes — some courses require extra fees—see “Courses of Study”	

FINES & PENALTIES

Failure to check out	\$25
Late registration fee	\$50
Late payment of semester tuition	\$50
Returned check and returned phone payments	\$20
Replacement of lost Campus card	\$15
(Exception: Elliott and Humphrey’s Dorms	
— card provides outside door access).....	\$25
Replacement of lost authorization code/Long distance	\$10
Replacement of lost residence hall key	\$25
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 will be charged for damages plus a minimum fine of \$25 and may also 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, a minimum of \$25 will be charged to each resident of that dormitory plus a pro-rata share of the cost of repairs. Damage and other charges may be assessed upon completion of room inspection, after graduation or withdrawal, and must be paid to obtain a transcript of grades.

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 13, 2004, for the Advent semester, and January 7, 2005, for the Easter semester. Failure to pay by these dates will result in a \$50.00 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 one to three months 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. It may also be used to open an optional student debit account at AmSouth Bank and for small purchases at vending machines, copiers, and at several retail locations on campus.

- 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 \$15.00 charge for

- replacing the card. Cash stored on the low dollar CashStripe will be lost.
- 3) The card becomes void upon interruption or termination of enrollment.

Students will have the option of using the SEWANEECard, cash, check, commercial credit card, or ATM card at many university facilities. A full service automated teller machine (ATM) is located in front of the college bookstore.

OTHER CHARGES

Students who have traffic, library or other fines, or have account balances will 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 that can be charged back to their student account, credit card or banking account. Monthly credit limits can be setup 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 call waiting, may be purchased at an extra charge. Additional information about long distance plans will be mailed during the summer months or you may call extension 1095.

Long distance telephone service provided through the university must be debited to the student's bank account or charged to a Mastercard or Visa.

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; and failure to effect withdrawal appropriately can have financial consequences. For those withdrawing formally, 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 sixty percent 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 sixty percent 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 sixty percent 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 sixty percent 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



to you with the fall semester billing. You may also obtain applications 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 will be 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. AmSouth representatives will be available on campus at the beginning of the year to assist students in setting up a bank account which can be linked to their SEWANEECard.

Special arrangements will be made available for any student who is unable by reason of disability to go to the Cashier's Office. Notify the dean of students to request such assistance at extension 1229.

FINANCIAL AID

The College of Arts and Sciences is committed to the principle that, if at all possible, no admitted student will be denied the opportunity to attend because of financial hardship. Aid is awarded based on calculated eligibility and academic promise. More than \$7 million of institutional aid is awarded each year. Eligibility for financial aid is determined by an impartial analysis of the family's financial situation (income, assets, responsibilities, and liabilities) using procedures established by the federal government and the institution.

Sewanee allocates much of its aid funds to students for whom aid is a necessity in order 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 www.sewanee.edu/Financial_Aid/aidapp.html.
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 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. Early decision applicants may, prior to January 1, obtain an estimated expected family contribution at www.finaid.org.

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 calculated eligibility 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 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 the Office of Financial Aid.

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 the Office of Financial Aid.

SCHOLARSHIPS

SCHOLARSHIPS AND NEED-BASED AWARDS

Much of the scholarship assistance awarded to students each year comes from the earnings of approximately one hundred endowed funds and many annual gifts. In addition to the generosity of the individuals named below, each year the college provides assistance from general funds. Those interested in strengthening this scholarship program are invited to contact the vice chancellor.

Scholarships, need-based, and merit-based awards are administered through the Office of Admission and the Office of Financial Aid.

SPECIAL PROGRAMS

Benedict Scholars Program

The Benedict Scholars Program provides three exceptional freshmen with full-cost scholarships, covering tuition, fees, and room and board — a total package worth \$32,700 during the academic year 2004-2005. Established in 1991, this most prestigious of Sewanee's scholarship programs attracts students to the university who have demonstrated tremendous potential as scholars.

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.

Baldwin Scholarship Program

Like the Wilkins Scholarship Program, the Baldwin Scholarship Program covers at least half of tuition and is renewable for four years. The program is available to two outstanding students from Montgomery County, Alabama, each year.

Regents' Scholarship Program

Reflecting an ongoing institutional commitment to enrolling a diverse student body, funding has been provided for four merit-based Regents' 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. Regents' Scholarships are awarded in an amount of no less than one-half of the university's tuition and are renewable for four years.

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.

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. The recipient shall exemplify the characteristics of academic excellence, service, and personal leadership embodied by Dr. Lancaster.

Lilly Foundation Scholarship

Awarded biennially to two incoming freshmen, recognizing dedication to community service.

ENDOWED SCHOLARSHIPS**Scholarships with Nomination Restrictions**

If those designated to nominate candidates for any of these scholarships have not made their nominations ninety days before the opening of school, the scholarships will be awarded for the year by nomination of the vice chancellor and president.

Rosa C. Allen Scholarship Established for students from the Diocese of Texas; nominated by the dean of Christ Church Cathedral, Houston.

William T. Allen Memorial Scholarship Established in memory of Dr. Allen, a former chair of the Department of Physics at the university, to assist a physics major nominated by the department.

Robert H. Anderson Memorial Scholarship Established by Mrs. John C. Turner for students from Mr. Anderson's home parish, the Church of the Advent, Birmingham, Alabama; nominated by the rector.

Maurice M. Benitez Scholarship Established by the Episcopal Foundation of Texas and friends to honor the thirty-six years of distinguished ministry to the Episcopal Church by Bishop Benitez, an alumnus of the School of Theology and a former trustee of the University of the South.

Charles M. Binnicker Classical Studies Foreign Study Endowment Fund Established in honor of Professor Charles M. Binnicker by a grateful student to assist worthy students in classical languages 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 nomination by the Rev. Dr. James Savoy or the bishops of Tennessee.

George Nexsen Brady Scholarship Established by the son and daughter of Mr. Brady, preferably for a postulant or candidate for Holy Orders; nominated by the bishop of the Diocese of Michigan.

Margaret E. Bridgers Scholarship Nominated by the Rector of St. James' Church, Wilmington, North Carolina.

Joseph D. Cushman Scholarship Established by Joseph D. Cushman, to be given to a rising senior history major who exemplifies the characteristics of academic achievement, high character, and a sense of responsibility.

Carolyn Turner Dabney Memorial Scholarship Established as a living memorial by her parents, brother, and husband; nominated by the rector of Church of the Redeemer, Sarasota, Florida.

Robert P. Davis Memorial Scholarship Established in memory of Bob Davis, M.D., Class of 1964. This is a two-year scholarship, offered to a junior who shows an interest in premed and/or business. Preference will be given to candidates who are Episcopalian and demonstrate leadership, integrity, and loyalty. Qualified applicants, as determined by the university, will be presented to the family for final selection.

John R. and Bessie G. Dibrell Scholarship Established by Mrs. Dibrell's bequest; nominated by the rector of Christ Episcopal Church, Little Rock, Arkansas.

Ezzell Dobson Memorial Scholarship Established by his parents following his death in 1947 while a senior in the college; nominated by the Dobsons or their descendants.

Dr. William Egleston Scholarship Bequeathed by an alumnus of the class of 1898; nominated by the bishop of South Carolina or the bishop of Upper South Carolina.

D.A. Elliott Memorial Scholarship Given in memory of D.A. Elliott, a former trustee, and his wife Mary, the first woman trustee, to undergraduates from the Diocese of Mississippi; nominated by the rector and wardens of St. Paul's Church, Meridian.

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, with nominations by the Sewanee Club of the Delta or by the bishop of Mississippi.

George William Gillespie Scholarship Established by members of St. Mark's Church, San Antonio, Texas, in memory of a member of the Class of 1946 who was killed in France in 1944; nominated by the rector.

The Rt. Rev. Romualdo Gonzalez Memorial Scholarship Established by a group of his fellow bishops, clergy, family, and friends in perpetual memory of this Spanish-born bishop of Cuba (1961-66) to aid Hispanic students enrolled in the College of Arts and Sciences or the School of Theology at the University of the South. Nominations are invited from any source and especially from the Hispanic Scholarship Trust Fund Committee of the Episcopal Church.

Atlee Heber Hoff Memorial Scholarship Established by his wife as a living memorial to her husband, Class of 1907, and awarded to a worthy senior student of scholastic attainment in economics. Designated by the vice chancellor and president and the head of the Department of Economics.

Atlee Henkel Hoff Memorial Scholarship Established by his parents as a living memorial to their son, Class of 1935, who died as a Lieutenant, USNR, in the service of his country in World War II. These scholarships are awarded on the same basis as the Atlee Heber Hoff Scholarships.

Louis George Hoff Memorial Scholarship Established by his parents as a living memorial to 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 and president and head of the Department of Chemistry, to a senior of academic attainment in that field.

Dora Maunevich Kayden Scholarship Established by Dr. Eugene M. Kayden, professor of economics, in memory of his mother. May be used for undergraduate or graduate study in economics; designated by the Department of Economics.

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.

Lee McGriff Jr. Scholarship Established by employees of McGriff, Seibels & Williams, Inc., in honor of Mr. McGriff and his vision, planning and overwhelming generosity. Awarded to outstanding students from the State of Alabama.

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, Mobile, Alabama, and from Mobile County, or to a student from Alabama; nominated by the bishop of the Central Gulf Coast.

Joseph R. Murphy Scholarship Established by Mr. Murphy's wife and friends in memory of J.R. Murphy of San Antonio, Texas. Nominated by the rector of Christ Church, San Antonio, or the bishop of the Diocese of West Texas.

Charles Joseph Orr Jr. Memorial Scholarship Established in 1984 by many whose lives were richly touched by Charlie, a *cum laude* graduate in the Class of 1979, to assist, here and elsewhere, serious students pursuing his goal of the "unveiling of life through literature." Nominations are invited from anyone, particularly from the Orr family and members of the faculty of the Department of English.

William T. Palfrey Scholarship Established by his bequest as a memorial to his parents; nominated by Lodge No. 57 of the Free and Accepted Masons or by the Vestry of St. Mary's Episcopal Church, Franklin, Louisiana.

Edwin Hagan Reeves Scholarship Established in 1998 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 to attend 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.

Charles H. Russell Jr. Memorial Scholarship for Children of Clergy Established in 2003 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, to provide scholarships for children of Episcopal clergy enrolled in the College of Arts and Sciences, based on financial need.

St. Matthew's Scholarship Established in 1998 by a gift from St. Matthew's Episcopal Church, Kosciusko, Mississippi, for either undergraduate or theological school scholars, in memory of Wade Harvey Moore and Henryce Armstrong Moore, for students from Attala County, Mississippi, or adjoining counties, nominated by the rector and wardens.

Benjamin Strother Memorial Scholarship Established by his mother with preference given to students from Edgefield County, South Carolina, and in the Diocese of Upper South Carolina; nominated by the bishop.

Herbert Tutwiler Memorial Scholarship Established by his wife with first consideration to students from his home parish, the Church of the Advent, Birmingham, Alabama, and then to candidates from Jefferson County; nominated by the bishop of Alabama.

Morgan W. Walker Scholarship Established by Mr. Walker for students from the Diocese of Louisiana nominated by the bishop.

UNIVERSITY SCHOLARSHIPS, GRANTS, AND LOAN FUNDS

Raymond Alvin Adams Scholarship Established by the bequest of Mr. Adams to provide scholarships for deserving students in need of financial aid. Preferences are given to students from Tullahoma, Tennessee; Coffee County, Tennessee; and Middle Tennessee, in that order.

Alfred Thomas Airth Scholarship Bequeathed by Mr. Airth to provide scholarships for needy students.

Alden Trust Fund Scholarship Established by a gift of the George I. Alden Trust of Worcester, Massachusetts. Awarded to needy students in the college.

David Chappell Audibert Scholarship Established in 1998 by a bequest from Mrs. Blanche Audibert.

Robert Moss Ayres Jr. Scholarship Established in 1996 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, in honor of their father Robert M. Ayres Jr., Class of 1949, Honorary Degree 1974. Awards are made on the basis of financial need to students from the Diocese of Texas or the Diocese of West Texas.

Robert Moss Ayres Jr. Campaign Scholarship Established by the University Board of Regents to honor Mr. Ayres' dedication during The Campaign for Sewanee.

Baggenstoss Family Scholarship Established by family and friends in honor of the six Baggenstoss brothers — John, Robert, Herman, Fritz, Charles, and Albert — whose parents immigrated from Switzerland to Grundy County in the late 1800s. Their lives were devoted to community service, conservation of natural resources, support of local youth, and the Episcopal church. Preference is given to natives of Grundy County.

Bailey-Harper Scholarship Established by family and friends in memory of Sarah Harper Bailey and in honor of Mary LeNora Harper, devoted and faithful members of St. Luke's Episcopal Church, Andrews, South Carolina.

Baker-Bransford Memorial Scholarship Established by a bequest from Mrs. Lizzie Baker Bransford.

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.

Grace Mahl Baker Scholarship Established in memory of Grace Mahl Baker, devoted wife of Dean George M. Baker, who during the thirty-some years her husband served as dean of the college, won the affection and admiration of countless students for her hospitality, charm, and unflinching capacity to care for all whose lives she touched.

Abel Seymour and Eliza Scott Baldwin Scholarship Established for students from Jacksonville, Florida, by the bequest of Mrs. Baldwin.

William O. Baldwin Scholarship Established by Captain Baldwin, Class of 1916, to benefit children of naval personnel.

Captain William O. Baldwin Memorial Scholarship Established by Ewin Baldwin Yung for deserving young people from Montgomery, Alabama.

Bank of Sewanee Scholarship Established for an outstanding entering freshman from Franklin, Grundy, or Marion counties.

J. Edgeworth Beattie Memorial Scholarship Established by the Beattie Foundation in memory of J. Edgeworth Beattie. Awarding of the scholarship is based on demonstrated financial need.

Elizabeth and George Bedell Scholarship Established by the Bedells to assist female students first from the State of Florida, then to assist any female students.

Lawrence W. Bell Scholarship Given by Mrs. Bell in memory of her husband, for students interested in the conservation of natural resources.

The Beloved Physician Scholarship Created by the vestry of St. Mark's Episcopal Church, Beaumont, Texas, in thanksgiving for the life of Lamar Clay Beville, M.D.

Harvey G. and Varina Webb Booth Memorial Scholarship Established in 2000 by a gift from Varina Webb Booth in memory of her husband Harvey G. Booth, Honorary Alumnus 1959, Trustee of the University 1958-1960, and member of the Board of Regents 1962-1965. Preference will be given to students from Florida.

Leslie G. Boxwell Scholarship Established by a bequest from Mr. Boxwell.

James Aubrey Bradford Jr. Memorial Scholarship Established in 1996 by James and Lyn Bradford in memory of their son. Awarding of the scholarship is based on demonstrated financial need.

Jacob F. Bryan III Scholarship Established in 1985 by Jacob F. Bryan IV, Jacksonville, Florida, Class of 1965, in memory of his father.

Elizabeth T. Burgess Scholarship Established by a bequest from Mrs. Burgess.

Clayton Lee Burwell Scholarship Established in 1996 by Clayton Lee Burwell, Class of 1932, to encourage and reward academic excellence and a demonstrated interest in Chinese and/or Asian studies.

William Carl Cartinhour Scholarship Established by a grant from the Cartinhour Foundation, Incorporated.

Francis and Miranda Childress Scholarship Students who are children of clergy in the university's owning dioceses may, but need not, be granted preference.

Chisholm Foundation Scholarship Established by the Chisholm Foundation of Laurel, Mississippi. Awarded to needy students from the State of Mississippi who will subsequently perform community service in their home state.

Arthur Ben Chitty and Elizabeth Nickinson Chitty Scholarship Given by university historians Arthur Ben Chitty, Class of 1935, H'88, who also served as Director of Public Relations (1946-1965, 1970-1973) and his wife, Elizabeth Nickinson Chitty, H'88, who served as Director of Financial Aid and Placement (1970-1980), their family and friends, the income to be used for needy students in the College of Arts and Sciences.

Gordon M. Clark Memorial Scholarship Established by Mrs. Martha Neal Dugan in memory of her late husband, Class of 1927, and director of athletics at the university from 1930 until his death in 1952. Awarded to students in recognition of excellence in academic and extracurricular pursuits.

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 1977. 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.

John Hamner Cobbs, Class of 1931, Scholarship Established anonymously in memory of Mr. Cobbs to assist "a deserving student who otherwise would not have enough money to come to Sewanee."

Columbus, Georgia Scholarship Established by Mrs. George Foster Peabody.

Tom Costen Memorial Scholarship Established in honor of Lt. William Thompson Costen, Class of 1985, killed in action during Operation Desert Storm. Awarding of the scholarship is based on 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. This fund has been used for both scholarships and loans.

Clarita F. Crosby Scholarship Established by her bequest with at least one-half of said scholarships being awarded to women.

Jackson Cross, Class of 1930, European Study Abroad Scholarship Established in 1997 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.

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.

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.

Suzanne E. Dansby College Scholarship Established by the gifts of Miss Dansby.

Ellen Davies-Rodgers History Scholarship Given by Mrs. Ellen Davies-Rodgers, D.C.L. of 1986, distinguished West Tennessee educator and historian. The scholarship is awarded to a deserving history major at the end of the junior year, applicable to the senior year.

Lavan B. Davis Scholarship Established to honor the Rev. Lavan Davis on the twenty-fifth anniversary of his ordination, with preference to students from St. Christopher's Episcopal in Pensacola, Florida, the city of Pensacola, or the Central Gulf Coast.

Katherine Woodruff Sanford Deutsch Scholarship Established by R. Woodruff Deutsch, Class of 1972, Judith A. Deutsch, and David S. Deutsch in memory of their mother, Katherine Woodruff Sanford Deutsch. Preference is given to women students in the College of Arts and Sciences.

Hildreth Varnum Tucker and Kenneth H. Dieter Memorial Scholarship Established by Kenneth H. Dieter in response to the wishes of his wife, Hildreth, to aid promising students.

Lenora Swift Dismukes Memorial Scholarship Established by John H. Swift.

Hilda Andrews Dodge Scholarship Established by the bequest of Mrs. Dodge, with preference to members of the Church of the Advent, Birmingham, Alabama.

Byrd Douglas Scholarship Bequeathed by Miss Mary Miller for Tennessee students.

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.

Arthur B. Dugan and Martha N. Dugan Scholarship Awarded to undergraduate students at the University of the South who demonstrate the qualities of academic excellence and leadership.

Rosalie Quitman Duncan Scholarship Bequeathed by Eva A. and Alice Quitman Lovell.

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.

Jessie Ball duPont/Frank A. Juhan Scholarship Established by Mrs. duPont with hope that recipients would later pass along the amount they received to other worthy students.

Thomas P. Dupree Sr. Scholarship Established by the University Board of Regents to honor Mr. Dupree's dedication during the Campaign for Sewanee.

Elizabeth and Sumner Finch Scholarship Established in 1999 by Elizabeth Finch, Class of 1977, and Sumner Finch. Awards are made on the basis of financial need.

Robert Frierson Evans Scholarship Established by a gift; to be awarded annually to a junior student who has demonstrated a high degree of interest and academic achievement in American history, literature or political science.

Fooshee Scholarship for Freshmen 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.

Combs Lawson Fort Jr. Memorial Scholarship Established in 1983, the year of his graduation, by his family and friends.

Dudley and Pearl Fort Scholarship Established in 1993 by Dudley C. Fort. Awarding of the scholarship is first, to students from Davidson and/or Robertson counties; second, to students from the State of Tennessee; and third, to students from the south.

James M. Fourmy Jr. Scholarship Bequeathed by an alumnus of the Class of 1946 with preference given to students from the State of Louisiana.

Benjamin H. Frayser Scholarship Established by Mrs. Anne R.F. Frayser in memory of her son, Class of 1909.

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.

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 a preference given to residents of Palm Beach County, Florida.

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. in memory of Peter J. Garland, former French teacher and football coach at Sewanee Military Academy, his wife, Katie Flynn Garland, and Thomas Payne Govan, former professor of history at the university. 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, whose parents are not employed by the university.

The C.S. and Sidney C. 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 Established by Judge and Mrs. Goodwyn.

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.

Grant Foundation Scholarship Established in recognition of Mrs. Mary D. Grant, a resident of Nashville, Tennessee, by the Grant Foundation of New York.

Kenneth R. Gregg Scholarship Established by Mr. Gregg; awarded to history majors.

Guerry Scholarship The Guerry Scholarship established in 2001 by the Hamico Foundation in Chattanooga, Tennessee in memory and honor of the generations of the Guerry Family that have been associated in prominent ways dating back to at least 1880. These include the Right Reverend and Mrs. William Alexander Guerry, Dr. and Mrs. Alexander Guerry, The Reverend Sumner Guerry, Anne Guerry Perry, The Reverend Moultrie Guerry, Alex Guerry Jr., the Reverend Edward Guerry, John Patten Guerry, Lee Bradford Guerry, John Patten Guerry Jr., William Wright Guerry, and Alexander Guerry III. Awards are made on the basis of merit to incoming first-year students. Recipients shall be referred to as Guerry Scholars.

Charlotte Patten Guerry Scholarship Established by Z. Carter Patten and Sarah Key Patten, his mother, for forestry students in honor of Mrs. Alexander Guerry, wife of the ninth vice chancellor and president.

Ella Guerry Scholarship Bequeathed by Mrs. Guerry. Awarding of the scholarship is based on demonstrated financial need with preference given to male students.

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, for premedical students or, when not so needed, for students majoring in chemistry or biology.

The Rev. Alfred Hamer Memorial Scholarship Endowed in 1984 by his son to assist students of the organ and liturgical music honoring his English-born father, who was organist and choir master at Trinity Cathedral in Pittsburgh for fifty years and canon precentor for twenty-three years.

Alfred Hardman Memorial Scholarship Established by Mr. James B. Godwin in memory of the Very Rev. Alfred Hardman, Class of 1946.

Zadok Daniel and George Hendree Harrison Memorial Scholarship Given by Edward Hendree Harrison, Class of 1935, in memory of his grandfather, Zadok Daniel Harrison, who served as a member of the Board of Trustees of the university from the Diocese of Georgia from 1886-1907 and from the Diocese of Atlanta from 1908-1923 and 1927-1929, and as a regent from 1911-1928; and his father, George Hendree Harrison, who served as a member of the Board of Trustees from the Diocese of Lexington from 1917-18 and from the Diocese of Florida from 1928-1933.

James Edward Harton Scholarship Established by Mrs. Anne Harton Vinton in memory of her brother, Class of 1921.

Coleman A. Harwell Scholarship Bequeathed by Mr. Harwell to assist upperclass students with a career interest in journalism.

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. This is the earliest scholarship endowment in the college.

Telfair Hodgson and Alice Cheatham Hodgson Parker Scholarship Originally established by Mrs. Medora C. Hodgson in memory of her late husband, an alumnus and treasurer of the university, and expanded by a gift from the Parker family in memory of Telfair and Medora Hodgson's daughter, Alice Cheatham Hodgson Parker.

Franklin Eugene Hogwood Memorial Scholarship Mr. Hogwood initially left \$3,500 to Sewanee to thank the university for its contributions toward the development of his son, Stephen Franklin Hogwood, Class of 1974. Additional family gifts have increased the endowment, with funds earmarked for a "worthy student."

George W. Hopper Scholarship Established by the bequest of George W. Hopper and the gifts of his wife, Sally H. Hopper, to provide scholarships for the sons and daughters of Episcopal clergy.

Marshall Hotchkiss Memorial Scholarship Bequeathed by Mrs. Venie Shute Hotchkiss in memory of her husband.

Elmer L. and Catherine N. Ingram Scholarship Established through a bequest from the Ingrams.

Norman and Ruth K. Jetmundsen Scholarship Established in 1998 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 preference to students from Alabama.

Charles H. and Albert Brevard Jetton Memorial Scholarship Established by a bequest from Rebekah J. Jetton.

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 Johnstone, dedicated supporter of the university, and her son, Henry Fraser Johnstone, who graduated with distinction from the college in 1923.

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. Preference in awarding is 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.

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.

Jupiter Island Garden Club Scholarship Given by the Jupiter Island Garden Club of Hobe Sound, Florida, to benefit students of forestry, ecology, or botany.

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.

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. This fund was later increased regularly by Mrs. Frank Hugh Kean Jr. in memory of her husband.

Estes Kefauver-William L. Clayton Scholarship Established by the Hon. William L. Clayton, in honor of Senator Kefauver, with preference to students in political science.

Estes Kefauver-Edmund Orgill Scholarship Established by the family of Mr. Orgill, in honor of Senator Kefauver, with preference to students in political science.

William and Elizabeth Kershner College Scholarship Established by a gift of Mr. and Mrs. William K. Kershner.

Dr. and Mrs. Ferris F. Ketcham Scholarship Established by Dr. and Mrs. Ketcham for academically outstanding graduates of Sewanee-area high schools.

Minnie Ketchum Memorial Scholarship Established by the Convocation of Scranton of the Diocese of Bethlehem, Pennsylvania.

Carlton Kimberly Memorial Scholarship Established through a generous bequest to assist students in the College of Arts and Sciences.

Kimbrough Family Scholarship Established by Mr. and Mrs. Arch Kimbrough.

George Frederick and Ellen Constance Kinzie Memorial Scholarship Established by their son, Dr. Norman F. Kinzie, to be awarded annually on a need basis 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.

James Coates Lear Memorial Scholarship Established in memory of Mr. Lear, Class of 1936.

Diocese of Lexington Scholarship Established in 1997 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 students enrolled in the College of Arts and Sciences from the geographical boundaries of the Diocese of Lexington.

Stiles B. Lines Memorial Outreach Scholarship Established in 1999 through gifts from friends of the Reverend Stiles B. Lines, to recognize Mr. Lines' interest, during his tenure as interim university chaplain, in the development of a university outreach program. This scholarship shall be awarded to a deserving student to enable them to participate in the university's outreach trips.

Edward H. Little Loan Fund Established by a bequest of Mr. Little.

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.

Antonia Quitman Lovell Scholarship Established through a bequest from Rosalie Duncan Lovell in honor of her mother.

Elizabeth and Shirley Majors Memorial Scholarship Established by family, friends, and former athletes in memory of the head football coach at the university from 1957-77 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. Marion H. Hollowell in memory of her father, an alumnus and trustee.

Grover Maxwell Endowed Scholarship Established in 1998 by a gift from Grover C. Maxwell III, a member of the Class of 1977. Awards are made on the basis of financial need.

McDonald Family Scholarship Established in 1995 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 total 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.

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.

Norma Patteson Mills Scholarship Established by the University Board of Regents to honor her dedication during the Campaign for Sewanee.

Mitchell Scholarship Established as a memorial to their parents by the sons of George J. and Annie G. Mitchell.

Montana-Sewanee Scholarship Established by the Rev. Dr. H.N. Tragitt, Class of 1916, for students from Montana.

Monteagle Rotary Club Scholarship Established by the Monteagle Rotary Club to assist incoming freshmen from Grundy County High School. Should such candidates not be available, the award will continue with prior recipients.

Horace Moore Scholarship Established in honor of Coach Horace Moore to benefit needy students in the college.

Thomas Rowan Moore Family Scholarship Established by William W. Moore, Class of 1959, in memory of his mother and father, 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.

Katharine L. Morningstar Memorial Scholarship Established by John M. and Leslie H. Morningstar, with preference to students from the western mountain states.

Mary Rawlinson Myers Scholarship Established by Mrs. Myers for students wishing to prepare for the ministry.

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.

A. Langston Nelson Scholarship Established by Virginia P. Nelson in memory of her husband, Class of 1923, to aid students in premedical studies.

Stanford J. Newman Scholarship Established by his sons, Eric M. Newman, Class of 1970, and Robert C. Newman, Class of 1973, as a tribute to their father in loving

appreciation for the many wonderful educational and life experiences he afforded them. The scholarship is need-based and preference is given to a well-rounded, outstanding student, preferably athletic—first from the Tampa Bay area and then from the State of Florida.

Harold Scott Newton, Class of 1968, Memorial Scholarship Established in 1975 by his family as a memorial to Mr. Newton, Class of 1968, and graciously extended by the family in 1993 to honor the memory of all members of the class of 1968.

Crawford Merritt Noble Memorial Scholarship Established through a bequest from Sibyl Noble Murray.

Northern Students Scholarship Established by the Sigma Phi Fraternity for students from the North.

James and Florence Oates Memorial Scholarship Established by family and friends in memory of Mr. Oates, formerly Commissioner of Buildings and Lands, Business Manager, and Manager of Gailor Dining Hall, and his wife, for many years secretary to the Dean of the College.

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 member of the junior class.

Oehmig Scholarship Established by the Westend Foundation to assist needy students from the Chattanooga area.

Douglas Paschall Scholarship Established in memory of Dr. Douglas Paschall and his many achievements in and contributions to the life of 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.

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 in memory of Dr. Price, Class of 1930, by his family and friends.

Stephen Elliott Puckette III Memorial Scholarship Established by family and friends the year following his graduation to honor this scholar and athlete.

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.

Burr James Ramage Scholarship Bequeathed by Mrs. Harriet Page Ramage in memory of her husband.

Edward Randolph Scholarship Established by a bequest from Julia Balbach Randolph in memory of an alumnus, Class of 1989.

Reader's Digest Foundation Scholarship Established through a gift of *Reader's Digest*.

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, with preference to students from the Diocese of West Texas.

Brian Wayne Rushton Scholarship Established by his family in memory of Mr. Rushton, Class of 1963, for forestry students.

Ernst Rust Jr. Scholarship Established by Antoinette and Ernst Rust in memory of their son, Class of 1946, for upperclassmen.

John Adams Sallee Scholarship Established by a bequest from Mr. Sallee.

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.

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 assistance to the sons 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, United States congressman from Alabama (1952-68); principal deputy assistant secretary of defense for international security affairs (1970-72); United States ambassador to New Zealand, Western Samoa, Tonga, and Fiji (1974-79); and the University of the South's distinguished alumnus (1983). Awarded to a needy student chosen by the family from university recommendations with preference given to Episcopalians from Alabama.

Bettye Hunt Selden Scholarship Established in 1952 by G. Selden Henry, Class of 1950, in memory of his grandmother.

Margaret Walker Weber and Eva Dora Weber Simms Scholarship Established through a bequest of Margaret Weber Simms for premedical students.

Adair Skipwith Scholarship Bequeathed by his sister, Miss Kate Skipwith, in memory of one of the first nine students who entered the university at its opening in 1868.

J. Bayard Snowden Memorial Scholarship Bequeathed by Mr. Snowden, Class of 1903, former trustee and regent and endower in 1923 of the Department of Forestry, for forestry students from Shelby County, Tennessee.

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 singular and enlightening experience.

Monroe and Betty Spears Scholarship Established in 1995 by Monroe and Betty Spears of Sewanee, Tennessee in appreciation of their long and active involvement with the university community. Awarding of the scholarship is based on demonstrated financial need. Preference is given to juniors or seniors majoring in either music or English.

C.V. Starr Scholarship Provided by the Starr Foundation for undergraduate scholarships.

Ted Stirling Scholarship Established in memory of Dr. Edwin M. "Ted" Stirling, a teacher in the Department of English from 1969 until his death in 1994. Awarding of the scholarship to an English major is 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.

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 Mr. John M. Templeton to benefit needy students from Franklin County, Tennessee.

Will Trahan Scholarship Established in 1996 by William Dorsett Trahan, Class of 1963, in loving memory of his son, 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 by 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.

Bayly Turlington Scholarship Established in 2002 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.

University of the South Scholarship Established by two anonymous donors to be used by the College of Arts and Sciences.

Lon S. Varnell Scholarship Established by former basketball players in honor of their friend, head basketball coach at the university from 1948-70. Awarded to competent students active in university life.

John Waddill Scholarship Established by the bequest of Anastasia Howard, of Baltimore, Maryland.

Johnson Bransford Wallace Scholarship Established in 1996 by a gift from the Louise Bullard Wallace Foundation in honor of J. Bransford Wallace, Class of 1952. Additional gifts were made by Mr. Wallace. Awards are made on the basis of financial need, with 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, Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference is given to a Spanish-speaking student.

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 needy students who otherwise would be unable to attend Sewanee.

Faye and Edwin Welteck Scholarship Bequeathed in memory of Faye and Edwin Welteck. Awarding of the scholarship is based on demonstrated financial need with preference given to female students.

Carolyn and Charles Wentz Scholarship Established in 1977 by their family.

Diocese of West Texas Scholarship Established by the Episcopal Diocese of West Texas to assist needy students 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.

James L. and Marjorie Williams Scholarship Established in 1995 in memory of James L. Williams, an alumnus of the 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 a devoted alumnus of the university, Class of 1901.

Tennessee Williams Scholarship Established by the estate of 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 need financial assistance in order to attend the university.

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 the students, without 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 in memory of Mrs. Wortham, wife of Eben A. Wortham, Class of 1918.

Georgia Roberts Wrenn Scholarship Established by the bequest of Beverly B. Wrenn, an alumnus of the class of 1891, in memory of his mother, to assist students from the State of Georgia.

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.

ANNUAL SCHOLARSHIPS AND AWARDS

Deans' Scholarship Established in 1997 by the Wright-Bentley Foundation of Chattanooga. 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.

Marie L. Rose Huguenot Scholarship Awarded by the Huguenot Society of America to a student descended from a Huguenot who settled in what is now the United States before November 28, 1787.

Algernon Sydney Sullivan Scholarship The Sullivan Foundation of New York City makes an annual donation for scholarships and for the Sullivan Medallion Award for character.

Lettie Pate Whitehead Scholarship Awarded annually by the Lettie Pate Whitehead Foundation to poor and deserving Christian women from selected Southeastern states.

Probasco Scholarship Provided by the Scott Probasco Charitable Lead Trust to assist needy students from the Chattanooga area.

MEDALS AND PRIZES

Bain-Swiggett Poetry Prize is awarded to a student for outstanding poetry submitted to *The Mountain Goat*, the student literary magazine.

Susan Beatty Memorial Prize for chemistry is awarded to the student who makes the greatest improvement in general chemistry.

Chemical Rubber Company Handbook Award is given to the outstanding freshman student in general chemistry.

Class of 1935/Dr. I. Croom Beatty Prize for chemistry is awarded to the student who makes the greatest improvement in organic 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.

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.

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.

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.

Guerry Award for English was established by former Vice Chancellor Alexander Guerry.

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.

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 outstand-

ing 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 to annually 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.

ACADEMIC DEPARTMENTS AND MAJORS

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

Departmental faculty are listed in ranking order. An alphabetical list of faculty members, with the year they joined the faculty, is on page 7. The information in this catalog was correct as of June 15, 2004. An updated version of the catalog can be found at <<http://www.sewanee.edu/catalog/>>.

American Studies

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

Professor O'Connor, Anthropology

Associate Professor Register, Chair

Associate Professor Ray, Anthropology

Assistant Professor McKeen, Political Science

Visiting Assistant Professor E. Grammer, English

Interdisciplinary Faculty

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 will 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.

330. History of Religion in America (also History) This seminar explores both in broad scope and through case studies the role religion has played in North American social, cultural, and political history. The course involves religion as an abstract idea, an extraordinary experience, and an important component of individual and group social identity in the American past. No prerequisite. (Credit, full course.) **Israel**

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 will concentrate 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 330: History of Religion in America
 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: Cultures of Appalachia and the South
 Anthropology 306: Native Peoples of North America
 Anthropology 411: Research Seminar: Campus Life and Academic Culture

Art History:

Art History 212: American Animation, 1910-1960
 Art History 310: "Far East" in American Visual Culture

Art History 340: American Art
 Art History 347: Matthew Barney's Cremaster Cycle
 Art History 348: Reframing Architecture and the Decorative Arts: Arts and Crafts,
 Art Nouveau, and Art Deco

English:

English 212: Studies in Literature
 English 377, 378: American Literature
 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 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 301: Ancient Greece
 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 330: History of Religion in America
 History 332: Twentieth Century American Culture
 History 333: Colonial North America
 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 210: Music in Multicultural America
 Music 223: American Music

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 320: Contemporary American Politics
 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:

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

Anthropology

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

Professor O'Connor

Professor Kipp

Adjunct Professor Hamer

Adjunct Professor McCollough

Associate Professor Wallace

Associate Professor Ray, Chair

Assistant Professor Murdock

Major in anthropology: A student major is required to take Anthropology 104, 106, 390, 401, and 402, and five electives for a minimum of ten courses in anthropology. 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). In 402, each student will write and present a paper integrating his or her area or topical specialty with anthropology. Majors are strongly urged to take a course in statistics.

Comprehensives will be given in two parts during the student's last semester; a written exam on anthropology, and an oral defense of the written exam and the ethical, methodological, and theoretical integrity of the research done in 401. Students with a B or better average in anthropology and a B or better in 390 can elect to write an honors paper for course credit in Anthropology 402. Students who take 390 and 402 concurrently must receive departmental approval to write an honors paper.

Minor in anthropology: A minor in anthropology requires five courses that include at least one introductory course (either Anthro 104 or 106); at least one course among Anthro 390, 401 and 402; and three electives in anthropology. All courses for the minor will normally be taken at the University of the South.

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**

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. Male and Female: 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 (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 may 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. Our study initially focuses on the people of the European Iron Age (800 BC 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**

298. Environmental 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. We consider various ecosystems and landscapes as palimpsests that reveal cultural “footprints” to the archaeologist and human choices to the ethnographer. We explore 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. Cultures of Appalachia and the South 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.) **Staff**

303. Peoples and Cultures 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.) **Staff**

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.) **Hamer**

305. Cultures of Latin America (also Third World Studies) 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. No prerequisite. (Credit, full course.) **Murdock**

306. Native Peoples of North America 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.) **Hamer**

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. Prerequisite: Anth 106 and permission of the instructor. (Credit, full course.) **McCollough**

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**

309. Archaeology of Moccasin Bend National Park (also Environmental Studies) A case study of the interaction of archaeology, public law, and citizen advocacy in the creation of historic parklands in America. Prerequisite: Anth 106 and permission of the instructor. (Credit, full course.) **McCollough**

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 106 and one of the following (Anth 307, 309, or 313) and permission of the instructor. (Credit, full course.) **McCollough**

312. Place, Ritual, and Belief: The Phenomenology of Landscape 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 societies through interpretations of the archaeological record. (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 will be part of the course. Prerequisite: Anth 106 or permission of instructor. (Credit, full course.) **McCollough**

314. Colonialism and Culture (also Third World Studies) 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.) **Leggett**

315. Culture and Society in Russian and the Successor States: Ethnographies of Change An exploration of the effects of the fall of socialism, as represented in new ethnographic works on post socialism. Issues include globalization; violence, terror, and suffering; commodification, power, and identity; nation building and conflict; and gender inequalities. The course will focus on the Newly Independent States (NIS) of the former Soviet Union, especially the Russian Federation, Latvia, Ukraine, and Central Asian countries. The focus in Russia is on “central” (Moscow) and “peripheral” areas (the Russian Far East and Chechnya). (Credit, full course.) **Staff**

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.) **Hamer**

321. Women in Cross-Cultural Perspective (also Women’s Studies, Third World 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. (Credit, full course.) **Murdock**

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**

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 106 or one of the following (Anth 307, 309, or 313), and permission of the instructor. (Credit, full course.) **McCullough**

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. We 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 American 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**

390. Social Theory 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**

401. Anthropological Field Methods 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**

402. Senior Seminar The seminar course explores current issues and surveys world ethnographic regions as well as the field's topical specializations such as politics and law, religion, economics, and urban anthropology. Students read and discuss major ethnographies. Required of senior majors. (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 sce-

narios 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 Students. May be repeated for course credit more than once. (Credit, variable.) **Staff**

Art and Art History

Professor Carlos

Professor Malde

Professor Clark

Associate Professor Mansfield, Chair

Associate Professor Brennecke

Assistant Professor Pond

Visiting Assistant Professor Oba

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. At least sixteen courses (sixty-four hours) must be taken outside the department.

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) the Senior Seminar (ArtH 402); 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], American Art [ArtH 340], Modern Art [ArtH 345], Contemporary Art [ArtH 346]

In addition, art history majors are required to take a selection of three full classes from three of the following course areas or courses: art (lower- or upper-division), music history (lower- or upper-division), anthropology (upper-division), history (upper-division), philosophy (upper-division); Chemistry and Art (Chem 108), Classical Mythology (ClSt 101), or Literary Criticism (Engl 401). The three full courses may be taken at Sewanee, at another institution, or in a study-abroad program and may be taken on a pass-fail basis. Students who have completed the four-semester Interdisciplinary Humanities sequence need only take two of the three full courses.

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

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

Minor in Art History: The following requirements apply to classes to 2005: Students may minor in art history with six courses: (a) two art-history surveys (ArtH 103 and ArtH 104), (b) the Junior Seminar (ArtH 317); and (c) three upper-division (200-level or above) lecture or seminar courses. The following requirements apply to classes graduating beginning class of 2006: 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. To assure that requirements are met in a timely manner, minors must complete both surveys by the time they take the Junior Seminar, that is, by their sixth semester. Subject to approval by the art history faculty, the department will accept 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 will be decided upon by the chair.

Major in Art: The degree requirements for students majoring in art consist of eleven full courses (forty-four hours) and a comprehensive examination. In order to receive departmental honors, a student must have a cumulative departmental GPA of 3.5. At least sixteen courses (sixty-four hours) must be taken outside the department. Eight of the eleven required courses must be in art. The program offers classes in three general areas that include six disciplines:

1. Sculpture and Digital Arts
2. Photography and Video
3. 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; the two senior seminars (ArtS 420 and 430); one art history class; and full courses

in two of the following six fields: anthropology, chemistry, education, music, philosophy, or theatre.

The department recommends that majors take, at the earliest opportunity, classes in each of the three general areas listed above. Juniors should take one of the junior tutorials.

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

There is no minor in art.

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

ART HISTORY

102. Introduction to Film (also Theatre 102) Study of basic film techniques, vocabulary, themes, and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) **Staff**

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**

106. History of Film (also Theatre 106) A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films will be shown and analyzed. (Credit, full course.) **L. Richardson**

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 *mis 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**

207. The Arts of Asia (also Asian Studies and Third World Studies) A survey of the visual arts of India, China, Japan, and neighboring countries from prehistory to the present. The major monuments consisting of architecture, sculpture, and painting, are discussed. Both indigenous and cross-cultural aspects of each art work are examined in the light of style, iconography, and historical context. No prerequisite. (Credit, full course.) **M. Oba**

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**

307. Japanese Art (also Asian Studies) A survey of the visual arts of Japan from prehistory to the present, including a discussion of the stylistic, historical, and social significance of major art works in a variety of media including architecture, sculpture, painting, prints, ceramics, and gardens. Japanese ways of thinking, as well as the cross-cultural issues reflected in each art work, are also discussed. (Credit, full course.) **M. Oba**

310. “Far East” in American Visual Culture (also Asian Studies, American Studies) An examination of the American fascination with and assimilation of art and culture of the “Far East” as demonstrated by japonisme in Victorian America, Zen in contemporary art, as well as Orientalism in popular culture. While emphasis is on painting, a variety of media (including architecture, sculpture, decorative arts, prints photography, and film), are discussed. The ideological, religious, and social issues are addressed along with the stylistic and aesthetic ones. Prerequisite: One course in Art History, Asian Studies, or American Studies. (Credit, full course.) **M. Oba**

312. Greek and Roman Art 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 Interdisciplinary Humanities sequence. (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 *mudejar* 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. As in the Senior Seminar, 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 *Mudejar* 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 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 Interdisciplinary Humanities sequence. (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 will be especially emphasized. (Credit, full course.) **Clark**

325. Italian Renaissance Art 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 Interdisciplinary Humanities sequence. (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 Interdisciplinary Humanities sequence. (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 will be 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: ArtH 104 or Interdisciplinary Humanities sequence. (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**

347. Matthew Barney’s Cremaster Cycle (also American Studies) This seminar focuses on Matthew Barney’s recently completed Cremaster Cycle of films. An American sculptor, performance artist, and filmmaker, Barney (b. 1967) has earned international acclaim as the most important American artist working today. Regardless, Barney’s films remain the source of heated critical debate. Through close study of Barney’s early performances, videos, and sculptures as well as his Cremaster Cycle, participants in this seminar will explore the social and aesthetic significance of his work. Course offered 2003-04 only. (Credit, full course.) **Mansfield**

348. Reframing Architecture and the Decorative Arts: Arts and Crafts, Art Nouveau, and Art Deco (also American Studies) A survey of three major modern art movements in Europe and the United States, in which architecture and the decorative arts became inseparable: Arts and Crafts, Art Nouveau, and Art Deco. This course explores the concept of decoration through stylistic, aesthetic, technological, and socio-cultural readings of the works associated with those movements. Related art and architectural movements such as Victorian Gothic, American Renaissance, Aestheticism, De Stijl, Purism, and Bauhaus are discussed for contextualization of art works in question. Prerequisites: ArtH 104 or Humn 202. (Credit, full course.) **M. Oba**

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**

402. Senior Seminar A seminar designed to introduce students to the research methods and interpretive approaches of art history. Written as well as oral assignments develop students' research and communication skills. Each year the seminar focuses on a specific historical, cultural, or thematic topic chosen by the instructor. Prerequisite: ArtH 103 and ArtH 104. (Required of all majors.) (Credit, full course.) **Staff**

440. Independent Study in Art History Prerequisite: Permission of the instructor. (Credit, variable from half to full course.) **Staff**

ART

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, video, digital and interactive art. Assignments include studio projects, papers, and presentations. No prerequisite. (Credit, full course.) **Malde**

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/Film Production Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Films 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. Students participate in a group film-making experience followed by three individual assignments. (Credit, full course.) **Pond**

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.) **Carlos**

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 as 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.) **Pond**

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.) **Carlos**

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.) **Carlos**

261. Intermediate Photography A continuation of Art161, 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. (Credit, full course.) **Malde**

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 a 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.) **Carlos**

331. Advanced Projects in Digital Arts This course builds on experience gained from Introduction to Digital Arts, ArtS 131. 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 131. (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/Film Production (also Theatre 343) Further study in video/film techniques and aesthetics emphasizing style, theme, and content. Master cinematographers, film photographers and auteur directors are studied. Emphasizes a major project of one's own creation. Prerequisite: ArtS 141. (Credit, full course.) **Pond**

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

351. 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.) **Carlos**

361. Advanced Photography A continuation of ArtS 261. Prerequisites: ArtS 261. (Credit, full course.) **Malde**

381. Advanced 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. (Credit, full course.) **Pond**

391. Advanced Painting A continuation of ArtS 291. Prerequisite: ArtS 291. (Credit, full course.) **Carlos**

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 will 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

444. Independent Study in Studio Art Prerequisite: Permission of the instructor. (Credit, full course.) Staff

Asian Studies

Professor Goldberg, History

Professor O'Connor, Anthropology

Professor Peterman, Philosophy

Professor Mohiuddin, Economics

Associate Professor Wilson, Political Science, Chair

Assistant Professor S. Brown, Religion

Associate Professor Wallace, Anthropology

Assistant Professor Xiao, Chinese

Visiting Assistant Professor M. Oba, Art History and Japanese

Visiting Instructor J. Oba, Music, Director of the Freeman Center for 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: Introduction to Asian Studies
- 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 Religion 162: Introduction to Asian Religions; Religion

- 205: Women and Religion; History 211 and 212: History of China and East Asia; Philosophy 215: Chinese Philosophy; Religion 262: Buddhism; Religion 263: Chinese Religion; Religion 264: Hinduism; Religion 364: Buddhist Ethics; Religion 361: New Religions; Religion 363: Zen; History 375: British India; History 388: The United States and Vietnam since 1945.
- 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: Political Science 250: States and Markets in East Asia; Economics 309: Women in the Economy; Economics 310: Economic Development in the Third World; Political Science 326: Comparative Asian Politics; Anthropology 340: Families in Asia; Anthropology 341: Culture and History of Southeast Asia; Economics 345: Policies for Economic Development; Political Science 360: Chinese Politics.
 - g. Asian Studies 444. A senior reading and research paper on a topic agreed upon by a sponsoring faculty member and the student.
 - 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: Under the direction of Professor Yasmeen Mohiuddin, Sewanee students may take advantage of summer study in China. The continuing focus of the program is the issue of economic development, with other subjects also included in different summers. The students will have the opportunity to visit a farm project and interview peasants about their changing economic lives.

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**

307. Japanese Art (also Art History) A survey of the visual arts of Japan from pre-history to the present, including a discussion of the stylistic, historical, and social significance of major art works in a variety of media including architecture, sculpture, painting, prints, ceramics, and gardens. Japanese ways of thinking, as well as the cross-cultural issues reflected in each art work, are also discussed. (Credit, full course.) **M. Oba**

311. Modern China in Literature and Films: Memory, Identity, and Modern Narratives (also Third World Studies) 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. No prerequisite. (Credit, full course.) **Xiao**

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**

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**

Art History 207. The Arts of Asia A survey of the visual arts of India, China, Japan, and neighboring countries from prehistory to the present. The major monuments consisting of architecture, sculpture, and painting, are discussed. Both indigenous and cross-cultural aspects of each art work are examined in the light of style, iconography, and historical context. No prerequisite. (Credit, full course.) **M. Oba**

Art History 310. “Far East” in American Visual Culture An examination of the American fascination with and assimilation of art and culture of the “Far East” as demonstrated by japonisme in Victorian America, Zen in contemporary art, as well as Orientalism in popular culture. While emphasis is on painting, a variety of media (including architecture, sculpture, decorative arts, prints photography, and film), are discussed. The ideological, religious, and social issues are addressed along with the stylistic and aesthetic ones. Prerequisite: One course in Art History, Asian Studies, or American Studies. (Credit, full course.) **Oba**

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 (also Third World Studies 211, 212) 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 (also Third World Studies 375) 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.) **A. Knoll**

History 388. The United States and Vietnam since 1945 (also Third World Studies 388) 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**

Philosophy 215. Chinese Philosophy (also Third World 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**

Philosophy 226. Philosophical Issues in Daoism (also Third World 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**

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**

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**

Biochemistry

Professor H. Croom, Biology, Co-director

Professor Kirven, Chemistry

Professor Palisano, Biology

Assistant Professor Summers, Chemistry, Co-director

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
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 3.00 or higher GPA in the major courses, pass the comprehensive exam with distinction, and 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, and Chemistry 201, 202, 417. Students majoring in either biology or chemistry should be aware that no course from their major field that is used to satisfy the requirements of their major may also be counted toward the biochemistry minor.

For course descriptions, please refer to the appropriate department.

Biology

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

Professor H. Croom

Professor Jones

Professor Palisano

Associate Professor Berner

Associate Professor Evans

Associate Professor Haskell, Chair

Assistant Professor McGrath

Assistant Professor Zigler

Visiting Assistant Professor Butler

We provide an outstanding and rigorous classroom- and laboratory-based education to majors and non-majors and we are committed to developing and supporting interdisciplinary innovations. We place 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, we prepare students for careers addressing societal challenges. We emphasize a broad biological foundation combined with opportunities for exploration of specific areas.

The biology department is integral in offering 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 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 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 will count toward the major. Additional requirements are Math 101 or 102, one year of chemistry, and 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. (Please refer to “Major in Biology” to see the physics requirement.) No student may take more than one of the following courses for credit: Biology 100, 105, 106, and 116; and credit for even one will not be granted for a student who has already completed 131 or 132.

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**

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**

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**

112. Field Zoology and Natural History This ecological approach to the study of mammals, birds, reptiles, amphibians, spiders, and insects includes identification and study methods in the field. Non-laboratory course. (Credit, full course.) **Berner**

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**

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.) **Staff**

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.) **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**

204. Parasitology A study of parasitic and commensalistic relationships, with emphasis on the development life cycles, pathology and epidemiology of parasitic animals and protozoans. Laboratory and field investigations explore the biology of selected parasite/host systems. The course centers primarily on those parasites that are pathogenic to wildlife and humans. Laboratory course. Prerequisites: Biology 131 and 132 or permission of the instructor. (Credit, full course.) **Staff**

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. (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 will include some field and laboratory work. (Credit, half course.) **Jones**

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, neurological, skeletomuscular, and cardiovascular disease. Laboratory class. Prerequisite: Biology 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 will also be discussed. Laboratories focus on instrumentation and field methods for quantifying plant responses to environmental factors under natural and stressful conditions. Prerequisite: Biology 131 or Forestry 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**

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: Biology 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 Biology 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: Biology 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**

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: Biology 131 or 132 or permission of instructor. (Credit, full course.) **Haskell**

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**

320. Comparative Vertebrate Physiology A comparative study of vertebrate physiological systems emphasizing adaptations to various habitats and evolution of the homeostatic process. Laboratory course. Prerequisites: one year of college chemistry and Biology 132 or permission of the instructor. (Credit, full course.) **Berner**

321. Cellular Biology An experimental approach to the study of eukaryotic cell structure and function with emphasis on problem-solving. Laboratory course. Prerequisite: Biol 132 and one year of college chemistry, or permission of instructor. (Credit, full course.) **Croom**

330. 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: Biology 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. Prerequisites: Biology 131 and 132. (Credit, full course.) **Staff**

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

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

Department Website: <http://www.sewanee.edu/chem/chem.html>

Professor Bordley, Chair

Professor Kirven

Professor Durig

Associate Professor Shibata

Assistant Professor Summers

Assistant Professor Bachman

John D. MacArthur Assistant Professor Miles

Visiting Assistant Professor Walsh

Visiting Instructor Fitz

Entering students who are considering a major in chemistry should discuss their plans with chemistry faculty members during orientation. Students interested in advanced placement into Chemistry 102 or 201 should also consult the department.

Major in Chemistry: Minimum requirements for a major :

Chemistry 101 and/or 102, 201, 202, and 352.

Two of the following: 307, 308, 311

One 400-level course

Chemistry 102 is a prerequisite to all courses numbered 201 and higher.

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, pass the comprehensive with distinction, 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.

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.

101. General Chemistry Much of the content in the lecture and laboratory is drawn from the chemistry of the environment. Atoms, molecules, and ions; types of compounds; stoichiometry; reactions in aqueous solutions; gases, liquids, solids, solutions, and phase transitions; equilibrium calculations. Lecture, three hours; laboratory, three hours. (Credit, full course, each semester.) **Staff**

102. General Chemistry Models of the atom leading to trends in the periodic

table; bond properties and models; thermochemistry; thermodynamics; chemical kinetics; acids and bases; equilibrium of slightly soluble salts and complex ions; electrochemistry; chemistry of representative elements; organic functional groups; polymers — both biochemical and man-made. Lecture, three hours; laboratory, three hours. Prerequisite: Chemistry 101, placement exam, or permission of instructor. (Credit, full course, each semester.) **Staff**

108. Chemistry and Art A study of the chemistry underlying some topics that are of particular interest to artists. Topics may include paper making, pigments and binders, photography, glass making and coloring, metal casting, and printmaking. The course is designed for the general student and meets the laboratory science requirement of the college. Lecture, three hours; laboratory, three hours. (Credit, full course.) **Bordley**

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 hours. Prerequisite: Chem 102. (Credit, full course.) **Walsh**

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: Chemistry 201. Lecture, three hours; laboratory, three hours. (Credit, full course.) **Walsh**

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 hours. (Credit, full course.) **Summers**

308. Inorganic Chemistry A survey of the inorganic and organometallic chemistry of the elements. Prerequisite: Chemistry 202 or permission of the instructor. Lecture, three hours; laboratory, three 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; spectro-

photometric and spectroscopic methods; and chromatographic and separation methods. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 102. (Credit, full course.) **Miles**

352. Thermodynamics and Kinetics An introduction to thermodynamics and kinetics. Prerequisite: Math 102 or permission of the instructor. Prerequisite or corequisite: Physics 101. Lecture, three hours; laboratory, three 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**

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. 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**

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. Prerequisites: Chemistry/Biology 306 or Chemistry 307, or permission of instructor. Lecture, three hours. (Credit, full course.) **Summers**

422. Quantum Chemistry and Spectroscopy An introduction to quantum mechanics in chemistry and spectroscopy. Prerequisite: Math 102, and Physics 102 (may be taken as a corequisite) or permission of the instructor. Lecture, three hours. (Credit, full course.) **Bordley**

424. Topics in Physical Chemistry Prerequisite: Chemistry 352 and 422 or permission of instructor. Lecture, three hours. (Credit, full course.) **Shibata**

425. Introduction to Organometallics A study of characterization and reactivity of compounds containing metal-carbon bonds. Emphasis includes transition metal organometallic systems such as metal carbenes, metal carbonyl complexes, as well as pi-bound allyl and arene compounds. The course also involves a survey of bonding, spectral interpretation, catalysis and the organometallic literature. Lecture, three hours. (Credit, full course.) **Staff**

426. Polymer Chemistry A study of the chemistry of polymers drawing upon the traditional subdivisions of chemistry: analytical, organic, inorganic, physical, and biochemistry. Lecture, three hours. (Credit, full course.) **Shibata**

428. Advanced Topics in Analytical Chemistry This course covers the theory and practice of special methods and recent advances in analytical chemistry. Prerequisites: Chemistry 311 or permission of the instructor. Lecture, three hours. (Credit, full course.) **Miles**

430. Materials Science An examination of the preparation and physical properties of technologically relevant materials including metals, glasses, ceramics, semiconductors, composites, polymers, plastics, and liquid crystals. The course includes an introductory look at several modern analytical techniques used in materials characterization. Lecture, three hours. (Credit, full course.) **Bachman**

444. Research/Independent Study Qualified juniors and seniors may do research or independent study under the supervision of a member of the chemistry department. Prerequisite: permission of instructor. (Credit, variable.) **Staff**

Chinese

Assistant Professor Xiao

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.

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

Department Website:

<http://www.sewanee.edu/CollegeCatalog/CollegeDepartments/ClassicalLanguages.html>

Professor Seiters, Chair

Assistant Professor McDonough

Assistant Professor Bruss

Visiting Assistant Professor Huber

Major and Minor in Greek or Latin: The department offers a major in Greek and a major in Latin. Each student's major program is designed in consultation with the chair of the department, the normal requirement being eight courses numbered 300 or higher. All majors are expected to complete an appropriate course in ancient history. Those planning graduate studies in classics should complete courses in the other language at least through 301. A student accepted as a major in this department will be 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 will be based on these readings. To be eligible for departmental honors, a student majoring in 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. 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).

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

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**

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

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**

311. Advanced Grammar and Composition The principles of prose composition and advanced grammar. Written exercises are assigned for each class meeting. (Credit, full course.) **Staff**

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 *Eclogues*, *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

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. This is a Freshman Year Program course. (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 350) 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, adultress, 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**

354. Sacred Spaces in and around Rome (also Italian 354) This three-week interdisciplinary course focuses on the relationship of the human to the divine in Italy, and Rome especially, from its earliest pagan manifestations, through the rise of Christianity in the first century, to the reform of spiritual life associated with St. Benedict and St. Francis of Assisi. The emphasis of the course is on the sense of place in these religious experiences and how location affected belief and behavior. Students explore ancient temples, Christian churches and catacombs in Rome, and follow in the footsteps of St. Benedict and St. Francis in Umbria. (Credit, half course.) **Staff**

Economics

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

Professor Ingles

Professor Gottfried

Professor Mohiuddin

Visiting Professor Shabbir

Associate Professor Williams, Chair

Visiting Associate Professor S. Ford

Assistant Professor Bradbury

Visiting Assistant Professor B. Ford

Lecturer Heinemann

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 (for students entering Sewanee prior to Advent semester of 2000): The major requires a minimum of nine courses in economics. Six courses are prescribed for all majors: 101, 201, 301, 305, 306, and 401. The first three of these should be completed by the end of the sophomore year, 305 and 306 during the junior year, and 401 is limited to seniors. In addition, three electives at the 300-level or above are required. Mathematics 101 is a prerequisite to 201 and thus should be taken in the freshman year by all those considering the economics major. Courses in accounting do not count toward the nine-minimum-course requirement in economics, nor do such grades count in the grade point average in the major. Courses in accounting do count as credits outside the major field. All majors in this department are required to pass a written comprehensive examination.

Major in economics (for students entering Sewanee in the Advent semester of 2000 and after): 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, not 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 distin-

guished 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.

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. This is a First Year Program course. (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.) **Staff**

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: Economics 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**

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**

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.) **Ingles**

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: Economics 101. (Credit, full course.) **Bradbury**

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. Pre-requisite: 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.) **Bradbury**

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 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**

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.) **Shabbir**

347. Microfinance Institutions in South Asia 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.) **Ingles**

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: Economics 333 and senior standing. The prerequisite of Econ 333 applies only to students entering Sewanee in the advent semester of 2002 and after. (Credit, full course.) **Bradbury**

411. Literature Seminar in Economics An introduction to the great works of scholarship produced throughout the history of economics with emphasis on the development of economic theory and ideas. All students are required to produce a major research paper. This course is restricted to senior economics majors. Prerequisites: Senior standing. (Credit, full course.) **Ingles**

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

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

Associate Professor Wallace, Chair

Adjunct Assistant Professor Sells

Visiting Instructor and Program Coordinator Meliza

Sewanee offers two related programs: **the Licensure program** which includes student teaching and leads to a Tennessee Teaching License and **the Concentration in Education**, which does not include student teaching and does not lead to a teaching license. The concentration is part of the licensure program, so any student who successfully completes the licensure program is also awarded the concentration in education. This designation appears on the Sewanee transcript along with the major.

The Concentration in Education is a program for students who are interested in pursuing careers as K to 12 teachers, school and guidance counselors and administrators and who cannot complete the licensure program. It is also an organized course of study for students interested in art, museum, community and environmental education, training in business and higher education. For those who want to become teachers, the concentration is excellent preparation for post-baccalaureate and graduate programs.

Sewanee and Peabody College of Education at Vanderbilt University have formal-

ized an agreement which allows students who successfully complete the concentration in education at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary and special education. With carefully planned coursework at Sewanee, students can complete graduate programs at Peabody in three semesters. Peabody representatives are on campus each fall to discuss opportunities for graduate studies in education and to help students plan for them.

The licensure program includes requirements beyond the concentration in both education and major coursework. Because of this, students who are considering earning teaching licenses in any of the following areas are encouraged to apply for the licensure program: at the secondary level (grades 7 to 12) in English, history, government and history, economics and history, Latin, French, Spanish, German, biology, chemistry, physics, earth science or mathematics, or (K to 12) visual arts or theatre.

Sewanee's Teacher Education Committee establishes policy for the licensure and concentration programs, recommends requirements and improvements, oversees the selection of candidates for admission, supervises progress and retention, and determines who will student teach and be recommended for licensure.

The Concentration in Education

This is an organized course of study in education that entails twenty hours of coursework.

Course Requirements

- Education 161: Introduction to Educational Psychology (four hours),
- Education 163: Exceptionality in the Classroom (two hours),
- Education 164: Introduction to Educational Assessment (two hours),
- Anthropology/Education 204: Anthropology of Education (four hours),
- History/Education 279: History of American 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)

Program Admission

Students apply for admission to the concentration during the second semester of the sophomore year or later. 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.

All forms are available from the education office. Students are encouraged to contact the program chair as early in their academic careers as is possible. University policy stipulates that students must complete all courses in the concentration with a "C" or higher.

The Tennessee Teaching Licensure Program

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). Sewanee also offers programs leading to K to 12 Tennessee teaching licenses in the visual and theatre arts.

Tennessee belongs to an interstate consortium that includes thirty-six states which accept the teaching licenses of consortium members. While some of these states require additional coursework, each member state accepts comparable initial teaching licenses earned in other member states.

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 are awarded a concentration in education as well. This designation appears on the transcript along with the major.

Program Admission

Students 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 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 professional education course requirements are:
 - Education 161: Introduction to Educational Psychology (four hours),
 - Education 163: Exceptionality in the Classroom (two hours),
 - Education 163: Exceptionality in the Classroom (two hours),
 - Education 164: Introduction to Educational Assessment (two hours),
 - Anthropology/Education 204: Anthropology of Education (four hours),
 - History/Education 279: History of American 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)

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 concentration 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 supervised and mentored by local teachers and a college faculty member.

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. An active learning experience. (Credit, full course.) **Wallace**

163. Exceptionality in the Classroom This course covers the nature, origin, instructional needs, and concomitant psychological characteristics of students with exceptionalities most commonly found in schools. Exceptionalities considered include specific learning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, and gifted and talented students. The diagnostic process and relevant legal issues are also addressed. (Credit, half course.) **Bateman**

164. Introduction to Educational Assessment Our focus is on classroom assessment principles and practices, with specific attention given to the development, interpretation and use of standardized tests, design of classroom assessment measures, and political and social issues likely to impact classroom assessment practice. With comprehensive coverage of both formative and summative methods, assessment is presented as an integral part of teaching that is naturally built into the instructional process. (Credit, half course.) **Bateman**

201. Instructional Technology This course examines the use of instructional technology in the middle and secondary school settings. Topics include an examination of the pedagogical issues of the trend toward increasing technology use in education, the use of presentation programs, web page development, and the use of the Internet as a curricular resource. (Credit, half course.) **Sells**

204. Anthropology of Education (also Anthropology 204) A study of the cultural contexts of education which includes both the formal learning settings of schools and classrooms, and the nonformal learning settings of families and youth cultures around the world. (Credit, full course.) **O'Connor, Wallace**

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

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. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. In addition to studying educational research, students observe and reflect on local classrooms, and develop and teach their own lessons. Prerequisite: permission of the chair. (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. (Credit, full course.) **Carlos**

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 A seminar that encourages students to reflect on student teaching experiences and increase their expertise using methods to teach their subject areas. Topics vary, and are likely to include: classroom management, effective teaching, evaluation, feedback, and professionalism. The course also includes a series of guest lectures and workshops. This course must be website taken concurrently with Education 342: Student Teaching. (Credit, full course.) **Staff**

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

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

Professor Reishman

Professor D. Richardson

Professor Carlson

Professor Benson

Professor W. Clarkson, Chair

Professor Prunty

Professor Macfie

Adjunct Professor Core

Associate Professor J. Grammer

Associate Professor Michael

Assistant Professor Outka

Assistant Professor Malone

Visiting Assistant Professor E. Grammer

Visiting Assistant Professor Craighill

Visiting Assistant Professor Engel

Instructor Stephens

Visiting Instructor Foote, Tennessee Williams Fellow

Visiting Instructor Nelson, Tennessee Williams Fellow

Visiting Instructor O'Brien, Tennessee Williams Fellow

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.

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 student 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: English 101, or Humanities 101-102. (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: English 101 or Humanities 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 by white and black writers which focus on issues of race. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) **E. Grammer**

214. Studies in Modern Drama An examination of late nineteenth- and twentieth-century plays selected by the instructor. Prerequisite: English 101 or Humanities 101-102. (Credit, full course.) **Staff**

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 will be assigned as essential background; prior knowledge of these sources is helpful but not required. Digital resources will aid in our study of the visual art, and students will read and report on selected critical works. (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.) **J. 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.) **J. 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 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**

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. Not open for credit for students who have completed English 212. (Credit, full course.) **E. Grammer**

397. Contemporary American Fiction (writing-intensive) 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.) **Prunty**

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.) **Prunty, Stephens**

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.) **Nelson**

411. Creative Writing: Playwrighting (writing-intensive) Discussions center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. (Credit, full course.) **Foote**

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, Stephens**

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.) **Nelson**

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.) **O'Brien**

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

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

Associate Professor K. Smith, Chair, Forestry and Geology

Professor Palisano, Biology

Associate Professor Evans, Biology

Associate Professor Haskell, Biology

Associate Professor Berner, Biology

Assistant Professor McGrath, Biology

Professor Potter, Forestry and Geology

Professor Shaver, Forestry and Geology

Professor M. Knoll, Forestry and Geology

Associate Professor Torreano, Forestry and Geology

Associate Professor Kuers, Forestry and Geology

Adjunct Professor McCollough, Anthropology

Associate Professor Ray, Anthropology

Professor Keith-Lucas, Psychology

Professor Durig, Physics

Professor Hart, Physics

Associate Professor Shibata, Chemistry

Assistant Professor Bachman, Chemistry

Professor Smith, Religion

Assistant Professor Brown, Religion

Professor A. Knoll, History

Professor Brockett, Political Science

Assistant Professor Dale, Mathematics and Computer Science

Assistant Professor Pond, Art

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. Our goal is to expose our 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: Intro to Environmental Studies
 Two Introductory Natural Sciences
 Island Ecology OR
 Biol 100: level lab course and
 Fors121: Intro to Forestry
 OR
 Geol 121: Physical Geology
 Policy Analysis (each of the following):
 Econ 335: Environmental Economics
 Pols 208: Environmental Policy
 Biol 209 or 222: Conservation Biology
 Fors 201: Natural Resource Issues and Policies
 Ethics courses (One of the following):
 EnSt 300: Ecology and Ethics
 Phil 230: Environmental Ethics
 Relg 341: Religion and Ecology
 Relg 353: Buddhism and the Environment
 Relg 393: Rural Religion

Electives (Two from the following or courses not yet taken from the Ethics course list):

Anth 298: Environmental Anthropology
 Fors 212: Forestry in the Developing World
 Fors 319: Natural Resource Management and Decisions
 Econ/Pols 381: Polit. Econ. of Sustainable Development
 OR
 Food for Thought Program (counts as 2)
 OR
 Costa Rica Program (counts as 2)
 EnSt 400: Seminar in Environmental Studies (Capstone)
 Recommended:
 Econ 201: Quant.Methods OR Math 204 Statistics
 Econ 305: Microeconomics

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: Evolution, Ecology and Biodiversity

Biology 132: Cellular, Molecular and Physiological Biology

Fors 121 OR Geol 121

Two from the following in Ecology and Evol:

Biol 206: Plant Ecology

Biol 210: Ecology

Biol 221: Environmental Physiology of Plants

OR

Biol 250: Molecular Evolution

Biol 303: Ecol., Evol, and Agriculture

Biol 304: Plant/Animal Interactions

Biol 311: Behavioral Ecology

Biol 313: Ecosystems and Global Change

Biol 341: GIS and Ecology

Two from the following in Biodiversity:

Biol 200: Entomology

Biol 201: Ornithology

Biol 202: Invertebrate Zoology

Biol 204: Parasitology

Biol 207: Biology of Lower Plants

OR

Biol 215: Fungi AND 216: Algae & Bryophytes

Biol 209 or 222: Conservation Biology

Biol 310: Plant Evolution and Systematics

Biol 340: Microbiology

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

EnSt 400: Seminar in Environmental Studies or Island Ecology or a pre-approved Biology 444A (or 2 pre-approved Biology 444B) – (Capstone)

Recommended (outside the major)

BS track*

Math 101 or 102, and 204 (Statistics)

Chem 101, 102, 104 or 111

One additional science lab course (outside of Biology) from catalog list

*Note: need four sci/math courses outside the major for BS

Environmental Studies: Natural Resources and the Environment:

An interdisciplinary major that integrates coursework in forest ecosystems and geology with other environmental topics.

Eleven courses required:

EnSt 200: Intro to Environmental Studies

Forestry 121: Intro to Forestry

Geology 121: Physical Geology

One Biology Lab course

One of: Fors 303: Soils or Geol 314: Hydrology

One of the following:

Fors 211: Dendrology

Fors 305: Forest Ecology
 Fors 312: Silviculture
 One of the following:
 Geol 215: GeoResources
 Fors 319: Natural Resource Mgmt & Decisions
 Geol 325: Field and Structural Geology
 One of the following:
 Geol 221: Mineralogy
 Geol 222: Historical Geology
 Geol 225: Sedimentology
 Two other Fors or Geol (lab or non-lab) or Island Ecology and one other
 Fors/Geol course
 Fors/Geol 322: Jr. Presentations (0.5)
 11) Fors/Geol 432: Sr. Interdisciplinary Field Project (0.5) (Capstone)
 Recommended (outside the major)
 BS track*
 Math 100 or 101 and Math 204: Statistics
 Chem 101, 102, 104, or 111
 One lab science course (not Fors/Geol classes) from catalog list
 *Note: need four sci/math courses outside the major for BS

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: Evolution, Ecology and Biodiversity
 Biology 132: Cellular, Molecular and Physiological Biology
 Fors 121 or Geol 121
 Two from the following in Ecology and Evol:
 Biol 206: Plant Ecology
 Biol 209: Conservation Biology
 Biol 210: Ecology
 Biol 221: Environmental Physiology of Plants OR
 Biol 305: Plant Physiology
 Biol 250: Molecular Evolution
 Biol 304: Plant/Animal Interactions
 Biol 311: Behavioral Ecology
 Biol 313: Ecosystems and Global Change
 Two from the following in Biodiversity:
 Biol 200: Entomology
 Biol 201: Ornithology
 Biol 202: Invertebrate Zoology
 Biol 204: Parasitology
 Biol 207: Biology of Lower Plants OR
 Biol 215: Fungi AND 216: Algae & Bryophytes
 Biol 310: Plant Evolution and Systematics
 Biol 340: Microbiology

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

EnSt 400: Seminar in Environmental Studies or Island Ecology or a pre-approved Biology 444A (or 2 pre-approved Biology 444B) – (Capstone)

Recommended (outside the major)

BS track*

Math 101 or 102, and 204 (Statistics)

Chem 101, 102, 104 or 111

One additional science lab course (outside of Biology) from catalog list

*Note: need four sci/math courses outside the major for BS

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.

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

*Note: need 4 science/mathematics courses outside the major for BS

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 following list:

Biol 206: Plant Ecology OR Biol 210: Ecology

Biol 221: Environmental Physiology of Plants OR

Biol 305: Plant Physiology

Biol 222: Conservation Biology with lab OR Biol 209

Biol 313: Ecosystems and Global Change

Biol 340: Microbiology

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 College of Arts and Sciences Catalog 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: Environmental Anthropology
 Fors 212: Forestry in the Developing World
 EnSt 283: Environmental History
 Econ/Pols 381: Political Economy of Sustainable Development
 Food for Thought Program
 Costa Rica Program
 Island Ecology Program

1. Humanities/Social Science list:

Anthropology 201: Global Problems: Anthropology and Contemporary Issues
 Anthropology 298: Environmental Anthropology
 Anthropology 307*: Archaeology of Southeastern United States
 Anthropology 309: Archaeology of Moccasin Bend National Park
 Anthropology 313: Method and Theory in Archaeology
 Anthropology 357: Field School in Archaeology
 The Costa Rica Program (Sustainable Development in Costa Rica)
 Economics 335*: Environmental Economics
 Economics 381*: Political Economy of Sustainable Development
 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
 Philosophy 230: Environmental Ethics
 Political Science 208: Environmental Policy
 Political Science 381: Political Economy of Sustainable Development

Religion 341*: Religion and Ecology
 Religion 353: Buddhism and the Environment
 Religion 393: Rural Religion

2. Sciences list:

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 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
 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
 *BS Track

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**

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 A team-taught, 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. Because this course is not counted in any major, it is counted as hours outside the major field for all majors. (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**

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.) **A. Knoll**

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 will count 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**

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

Department Website: http://www.sewanee.edu/Forestry_Geology/ForestryGeology.html

Professor Potter

Professor Shaver

Associate Professor M. Knoll, Chair

Associate Professor Torreano

Associate Professor Kuers

Associate Professor K. Smith

Department Mission

Forestry, geology, and environmental study are the emphases of the Department of Forestry and Geology. Our 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. We stress work both within and outside the classroom, and train 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 Paleoecology (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

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.) **Staff**

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: Forestry 121 or Biology 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: Geology 121 and Chemistry 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: Forestry 121 or 211, and Biology 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: Forestry 121 and either Mathematics 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: Forestry 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: Geology 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: Forestry 121, or Biology 114, or Biology 131 with permission from instructor. Spring of odd-numbered years. (Credit, full course.) **K. Smith**

319. Natural Resource Management and Decisions A survey of theory and methods used in natural resource management analysis and decision making with an emphasis on forests and some other renewable resources such as wildlife. Students use resource modeling and decision-making software to address problems in managing multiple resources. Emphasis is on (1) evaluation of the effects of land characteristics, tax policy, risk, and interest rates on management; (2) choice among policy alternatives proposed by competing groups; and (3) application of concepts of management, policy, economics, and spatial analysis to land management. Practicums involve analysis of resource data and presentation of preferred strategies. Prerequisite: Economics 101, Forestry 121, and Forestry 312, or written permission. Fall of even-numbered years. (Credit, full course.) **Torreano**

328. Geology and Forest Ecology of the Yellowstone Country A study of the geologic framework, hydrology, and forest ecology of Yellowstone National Park of the Northern Rocky Mountain region. Focuses on the interrelationships between geology and forest ecology, and on the influence of fire. An additional half course may be earned with successful completion of a field trip to the Yellowstone area. Prerequisites: Geology 121, permission of the instructors, and one of the following: Forestry 121, Forestry 211, Biology 114, or Biology 131. Spring of odd-numbered years. (Credit, full course.) **M. Knoll, Kuers**

329. Geology and Forest Ecology of the Yellowstone Country (Field Trip) Three-week field trip to the Yellowstone-Grand Teton region of Wyoming and Montana. Prerequisite: Geology 328. Late summer of odd-numbered years. (Credit, half course.) **M. Knoll, Kuers**

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**

410. GIS Applications in Forestry and Geology An introduction to Geographic Information Systems (GIS), with emphasis on the use of GIS in data analysis and interpretation, decision-making, management, and research in the fields of forestry and geology. Prerequisite: Forestry 121, Geology 121, and at least one upper level course (200 or above) in forestry and geology. (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, half 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

121. Physical Geology A study of the geological features and processes that shape the earth's surface and subsurface. Lectures detail major components of the earth and the dynamic processes that generate them (including rocks, minerals, fossils, mountain belts, ocean basins, tectonic activity, magma formation, and climate change). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips (including one weekend trip). (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: Geology 121. 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: Geology 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: Geology 121. Lecture, three hours; laboratory and field trips. Fall of even-numbered years. (Credit, full course.) **Potter**

228. Tectonics A study of the genesis and evolution of continents and ocean basins within the broad framework of global geologic systems, with special emphasis on mountain chains, earthquakes, and the plate tectonics paradigm. Spring 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 relationships to the sedimentary rock record. One weekend field trip. Prerequisite: Geology 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: Geol 121. (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 Biology 240 and Psychology 240. Prerequisite: completion of Biology 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: Chemistry 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: Geology 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: Geology 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: Geology 121. Lecture, three hours; laboratory and field work. Spring of odd-numbered years. (Credit, full course.) **Potter**

328. Geology and Forest Ecology of the Yellowstone Country A study of the geologic framework, hydrology, and forest ecology of Yellowstone National Park of the Northern Rocky Mountain region. Focuses on the interrelationships between geology and forest ecology, and on the influence of fire. An additional half course may be earned with successful completion of a field trip to the Yellowstone area. Prerequisite: Geology 121, permission of the instructors, and one of the following: Forestry 121, Forestry 211, Biology 114 or Biology 131. Spring of odd-numbered years. (Credit, full course.) **M. Knoll, Kuers**

329. Geology and Forest Ecology of the Yellowstone Country (Field Trip) Prerequisite: Geology 328. Three-week field trip to the Yellowstone-Grand Teton region of Wyoming and Montana. Late summer of odd-numbered years. (Credit, half course.) **M. Knoll, Kuers**

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: Geology 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**

410. GIS Applications in Forestry and Geology An introduction to Geographic Information Systems (GIS), with emphasis on the use of GIS in data analysis and interpretation, decision-making, management, and research in the fields of forestry and geology. Prerequisite: Forestry 121, Geology 121, and at least one upper-level course (200 or above) in forestry and geology. (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

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

Professor McCrady

Professor Poe

Associate Professor Rung, Chair

Associate Professor Ramsey

Assistant Professor Mills

Assistant Professor Glacet

Students having studied 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 will 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 will be obtained, and students will likewise be capable of reading important works in French and reacting to them critically.

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

Major in French: The minimum requirement for a French major is seven full courses beyond French 300 and at least a semester of study abroad in a French-speaking country (the department helps students find appropriate programs). Along with 314, majors are normally expected to take at least two additional courses at the 300 level, one of which must be 322, before registering for 400-level courses. A minimum of three 400-level, French-major courses is expected, with selection to be made according to the following formula: at least one course examining an early period (409 or 410), at least one middle-period course examining either the seventeenth or the eighteenth century (401 or 403), and at least one course examining a modern period (404 or 408). Senior French majors participate, during their final semester, in the 435 seminar which ties together their upper-level coursework and prepares them for their comprehensive examinations covering their selected areas of focus within the three aforementioned periods.

Minor in French: The minimum requirement for a French minor is four full courses beyond French 300 and participation in a summer-abroad program in a French-speaking country (Sewanee's own summer program when offered, or a similar program approved by the department in off-years). Along with 314, French

minors are expected to take at least one additional 300-level course and two 400-level courses of their choosing.

Major in French Studies: The French Studies major is an interdisciplinary program combining substantial core work in the Department of French and abroad (one semester minimum in a French-speaking country) on the language, history, culture, and society of France and of other Francophone countries, with complementary coursework in two or three related fields; acceptable courses in the related fields are specified in the following program layout.

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):

FREN 311: Composition, or FREN 312: Conversation, or FREN 313: Contemporary Language and Usage or FREN 317: Stylistics (With another advanced language course abroad)

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

FREN 436: French Studies Senior Research Tutorial

Three of the four following courses:

FREN 376: Culture through History

FREN 377: Modern France through Films and Other Texts

FREN 378: History of French Cinema

FREN 381: Aspects of the French Language

Four related courses in two or three of the following departments at Sewanee, with at least one course below in art history, music, or theatre (Fren 378 can now 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 271: The French Empire

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 343: Protest, Propaganda, and the Public Sphere, 1500-1800
 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, 1900-19
 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: History of Philosophy II

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
 THEA 334: The Art of Comedy for Actors

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 minimum requirement for a French Studies minor is four full courses beyond French 300 and participation in a summer-abroad program in a French-speaking country (Sewanee's own summer program when offered, or a similar program approved by the department in off-years). Along with 314, students are expected to take at least one course among 311, 312, 313, 317 when offered, and 381; at least one course among 376 and 377; and at least one course in art history, music, or theatre from the related-courses list for the French Studies major OR Fren 378 on the history of the French cinema. For a substitute course to be taken abroad in answer to these requirements, it must be approved by the Department of French prior to departure.

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 depart-

ment. 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 435 or 436.

The department also participates in interdisciplinary programs such as Social Science-Foreign Language and Women's Studies.

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: French 103 or placement by department. (Credit, full course.) **Staff**

203. Intermediate 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: French 104 or placement by department. (Credit, full course.) **Staff**

300. Advanced French 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: French 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 sometimes found on the Internet. Enrollment limited. Prerequisite: French 300 or permission of the department. (Credit, full course.) **Glacet, Rung**

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: French 300 or permission of the department. (Credit, full course.) **Ramsey**

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: French 300 or permission of the department. (Credit, full course.) **Ramsey**

314. Introduction to Literature of the French-Speaking World Readings in representative authors from France and from other Francophone countries. The entry course to major or minor work in either French or French Studies. Prerequisite:

French 300 and preferably 311, 312, 313, or permission of the department. (Credit, full course.) **Staff**

317. Stylistics Advanced practice in written French; through grammatical and stylistic exercises, analysis of short texts, translation, and compositional writing, students study and practice different levels of written French, both literary and non-literary. Enrollment limited. Prerequisite: French 314, or equivalent. (Credit, full course.) **Glacet**

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: French 300 and permission of the department. Next scheduled for the summer of 2004 and alternating summers. (Credit, full course, Pass/Fail grading.) **Ramsey**

321. Studies in Culture and Literature Abroad Complimentary study of French language and civilization within the framework of the Sewanee in France summer program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. Prerequisite: French 300 and permission of the department. Next scheduled for the summer of 2004 and alternating summers. (Credit, full course.) **Ramsey**

322. 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 majors. Enrollment limited. Prerequisite: French 314 or equivalent. (Credit, full course.) **Mills**

376. 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. (Credit, full course.) **Poe**

377. 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.) (Credit, full course.) **Poe**

378. 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: French 311 or higher. (Credit, full course.) **Glacet**

381. Aspects of the French Language 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. (Credit, full course.) **Ramsey**

401. 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. (Credit, full course.) **Rung**

403. 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. (Credit, full course.) **Poe**

404. 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. (Credit, full course.) **Mills**

408. Contemporary Literature A study of twentieth-century poetry, prose, and theater. Emphasis on Apollinaire, Valéry, Breton, Michaux, Ponge, Camus, Sarraute, Robbe-Grillet, Giraudoux, Sartre, and Anouilh. (Credit, full course.) **Glacet**

409. The Renaissance Emphasis on the evolution of narratology and poetics and on the specific role of women in the flowering of sixteenth-century literature: Rabelais, Maurice Scève, Jeanne Flore, Pernette du Guillet, Louise Labé, Marguerite de Navarre, du Bellay, Ronsard, and Montaigne, among others. (Credit, full course.) **Staff**

410. Literature of the Middle Ages Reading and criticism of medieval texts from *La Chanson de Roland* to Villon's poetry. Modernized versions when necessary. (Credit, full course.) **Staff**

417. Topics in Francophone Studies (also Third World 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. Prerequisite: Fren 311 or higher. (Credit, full course.) **Glacet**

435. French Senior Seminar Preparation for the French comprehensive examinations. Required of all French majors. (Credit, full course.) **Staff**

436. French Studies Senior Research Tutorial Preparation, within the course of the tutorial, of an in-depth research paper on a topic approved by the tutorial director 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 about contemporary France as well. Required of all French Studies majors. (Credit, full course.) **Staff**

440. Directed Reading This is a course designed to help majors who, for exceptional reasons, may have difficulty completing the department reading list. 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, 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

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

Professor Davidheiser, Chair

Professor Zachau

Major in German: The requirement for majors in German is eight full courses at the 300 level and above, including 311 or 312, 321, 322 and 344. 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.

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: German 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 Klassenzimmer* 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: German 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: German 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**

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**

331. Aspects of the German Language The course is intended to introduce students to both the diachronic and synchronic aspects of the German language. Its historical focus is on Old High German and the creation of Modern High German. Contemporary language is also discussed. Prerequisite: German 203; does not satisfy language requirement. (Credit, full course.) **Staff**

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**

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; however, it can count toward the German major if a term paper is presented in German. (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*). The course is taught in English but is also open to German students who are required to write a term paper in German. Does not satisfy the language requirement. (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. This course is also open to any student wishing to write a paper in German but not open for credit

to those who have completed NonD 101. This course does not satisfy the general distribution requirement in foreign language. (Credit, full course.) **Davidheiser**

356. The Nazi Period 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 will be taught in English and does not fulfill the language requirement. (Credit, full course.) **Zachau**

401. Medieval Literature Representative reading of the period with particular emphasis on the *Nibelungenlied*, the courtly epic (*Iwein*, *Parzival*, *Tristan*) and *Minnesang*. (Credit, full course.) **Staff**

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 Klingler. (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 will 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**

German Studies

Department Website: <http://www.sewanee.edu/CollegeCatalog/CollegeDepartments/GermanStudies.html>

Professor Flynn, History

Professor Davidheiser, German, Chair

Professor Zachau, German

Major in German studies: The German studies major is an interdisciplinary program combining study of 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. Each senior is required to complete German Studies 444, an independent research project reflecting the interdisciplinary nature of the program. The comprehensive examination at the end of the senior year is designed in accordance with the student's elected program of study. The requirement for a major in German studies is eight core courses and three related courses, depending on the student's area(s) of interest in German studies. Also required is a period of study in a German-speaking country.

444. Independent Study (Credit, variable from half to full course.) **Staff**

Core Courses

GER 321, 322: Survey of German Literature

GER 410: Goethe

GER 408 or 409: 20th Century German Literature

HIST 268: German History since 1500

POLS 401: European Politics

POLS 423: The European Community

Related Courses:

Any other 300- and 400-level German literature and culture courses listed in the catalog under German.

ANTH 303: Peoples and Culture of Europe
 ArtH 326: Northern Renaissance Art
 ArtH 335: 19th Century Art
 ECON 350: Comparative Economic Systems
 HIST 309, 311: Politics and Society in Europe
 HIST 396: The Origins and Conduct of the First World War, 1900-1919
 MUS 206: Music of the Classical Period
 MUS 208: Music of the Romantic Period
 PHIL 319: 19th Century Philosophy
 POLS 102: Modern Foreign Governments
 POLS 322: United States Foreign Policy
 REL 327: Religious Thought: Marx to Tillich
 REL 329: Hegel, Nietzsche, Dostoevsky

History

Department Website: <http://www.sewanee.edu/history/dept/>

Professor A. Knoll

Professor Patterson

Professor Flynn

Professor Goldberg

Professor Williamson

William R. Kenan Professor Perry

Professor Ridyard, Chair

Professor Willis

Associate Professor Register

Associate Professor McEvoy

Associate Professor Roberson

Associate Professor Berebitsky

Assistant Professor Creasman

Assistant Professor Israel

Assistant Professor Mansker

Assistant Professor Levine

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 will help 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 3.3; 2) a grade of honors on a major research paper written during the first semester of the senior year and presented by the first day of the second 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.

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**

100B. Freedom and Slavery This course examines “freedom” and “slavery” not just as states of existence, but also as historically inseparable ideas. It traces them through the physical, cultural, economic, and political history of the West, paying particular attention to freedom, slavery, and emancipation in the Western Hemisphere in the 15th through 19th centuries. (Credit, full course.) **Israel**

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**

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 will be explored. (Credit, full course.) **Goldberg**

211, 212. History of China and East Asia (also Third World Studies 211, 212) 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**

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 (also Third World Studies 217) 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.) **A. Knoll**

218. History of the Middle East since 1914 (also Third World Studies 218) 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.) **A. Knoll**

219. History of Africa: Traditional Africa (also Third World Studies 219) A study of African institutions before the Europeans with emphasis on such factors as religion, art, warfare, and the economy. The African slave trade is also studied. (Credit, full course.) **A. Knoll**

220. History of Africa: Modern Africa (1880 to present) (also Third World Studies 220) 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**

221. History of India An examination of ancient and medieval India, exploring the cultural, religious, political, and social life of India before the arrival of Europeans. Topics include the cultural roots of India, the Aryan religion, the growth of Hinduism, the epics *Mahabharata* and *Ramayana*, the status of women, the advent of Buddhism, the development of Islam, and important rulers. (Credit, full course.) **Staff**

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**

230. Leadership and History: Studies in Historical Biography This course examines the impact of political leaders upon different historical epochs, with particular attention to their conceptual approaches, their political skills, their visions of leadership, and their effectiveness — for good or ill — in history. Using a biographical approach, the course also examines theories of leadership and provides opportunities for students to explore their own leadership models and to reflect upon issues of morality and ideology in political life. Freshmen and sophomores only. (Credit, full course.) **Williamson**

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 will analyze 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 WmSt 241) 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**

267, 268. German History since 1500 The development of Germany in the light of major themes in western civilization from the Reformation to the present. The second semester begins in the mid-nineteenth century and focuses on the German nation's political problems. (Credit, full course.) **Flynn**

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.) **Flynn**

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.) **A. Knoll**

294. The Art of War from Ancient Times to the U.S. Civil War A survey of how war has been waged through the ages. Although the course emphasizes battles in the Western World, it also includes non-western contributions to the waging of war, particularly those of Africans and Middle Easterners. May not be taken for credit if the student has already received credit for History 298. (Credit, full course.) **A. Knoll**

295. Modern Warfare from the U.S. Civil War to the Present A study of the way war has been waged, primarily in the West, from the Civil War to the present.

Particular emphasis is on mechanization of warfare, the assault upon civilians, the creation of national armies, and the development of new weaponry. May not be taken for credit if the student has already received credit for History 298. (Credit, full course.) **A. Knoll**

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. 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.) **Patterson**

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.) **Patterson**

307. 17th-Century Europe The “crisis” of the seventeenth century and the upheavals in the Netherlands, Germany, Spain, England, and France; the dominance of France in the age of Louis XIV; the character of the emerging states and national cultures of Europe by about 1715. (Credit, full course.) **Patterson**

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.) **Flynn**

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.) **Flynn**

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.) **Flynn**

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.) **Creasman**

314. Law and Social Discipline, 1400-1800 This seminar examines early modern European legal institutions and their role in defining and enforcing societal norms of conduct and belief. In addition to the workings of governmental and legal institutions, the course explores how early modern communities used informal social and economic sanctions to police communal standards, sometimes against the will of official authorities. Readings address the early modern European civil, criminal, and ecclesiastical court systems, investigation and punishment of crime, criminalization of social deviance (witches, vagrants, religious minorities and other outcasts), and legal enforcement of sexual morality and gender roles. No prerequisite. (Credit, full course.) **Creasman**

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 Chesnutt, 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 318) 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.) **Patterson**

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**

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 323) 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**

330. History of Religion in America This seminar explores both in broad scope and through case studies the role religion has played in North American social, cultural, and political history. The course involves religion as an abstract idea, an extraordinary experience, and an important component of individual and group social identity in the American past. No prerequisite. (Credit, full course.) **Israel**

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.) **Staff**

332. Twentieth Century American Culture (also American Studies 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. Colonial North America A study of European, African, and Native American encounters in North America up to the first years of the United States of America. Major themes include the origins and development of slavery, the tensions between individual and community interest, the cultural roles of gender and religion in society, and the emergence of capitalism and popular sovereignty. (Credit, full course.) **Israel**

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 339) 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**

342. Topics in British History Studies of important political, social, and intellectual movements in British History. (Credit, half to full course.) **Staff**

343. Protest, Propaganda, and the Public Sphere, 1500-1800 (also French Studies) This seminar explores three major popular protests of the era — the German Reformation, the English Civil War, and the French Revolution — through the propaganda that fueled them. The course includes an examination of such problems

as the cultural consequences of the coming of print, the impact of censorship, the emergence of the “public sphere”, and the rise of public opinion as a recognized force in European politics. (Credit, full course.) **Creasman**

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.) **Patterson**

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**

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.) **Staff**

356. Diplomatic History of Europe 1813-1914 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.) **Staff**

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 (also Third World Studies 359) 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, guerilla 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**

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.) **Patterson**

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**

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, Patterson, Turrell**

375. British India (also Third World Studies 375) 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.) **A. Knoll**

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 will learn how to analyze the discourses and practices that give meaning to experience. (Credit, full course.) **Staff**

383. Topics in the History of Imperialism and Empire (also Third World Studies 383) This seminar studies in topical arrangement issues such as the theses of imperialism, the balance sheet of empire, the types of colonial systems, and the response of the colonized in Africa, the Middle East, and India. (Credit, full course.) **A. Knoll**

384. African Art and Culture A survey of African art and culture primarily in West Africa, where settled agriculturists produced a superior plastic art. The course emphasizes intensive readings in ethnohistory and the ability to recognize and criticize African art forms, primarily masks and statuary. (Credit, full course.) **A. Knoll**

385. Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam (also Third World Studies) 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**

388. The United States and Vietnam since 1945 (also Third World Studies 388) 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, socio-economic, and technological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopic visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of modernization. No prerequisite. (Credit, full course.) **Mansker**

390. Family, Gender and Sexuality in Early Modern Europe The medieval and early modern periods witnessed a transformation in the cultural and social understandings of gender. During this period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. This seminar examines these changes in the understanding of gender and the family in Europe in the early modern period, drawing upon readings in gender history, marriage and the family, and the history of sexuality. The course explores the ideal of Christian marriage and family and examines how the “ideal” compared to the reality on such issues as marriage practices, family, gender roles, homosexuality, and sexuality. The course also explores the fashioning of female and male gender norms and the construction of the male and female sense of self in the early modern period. (Credit, full course.) **Creasman**

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.) **Flynn**

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 postbellum transitions in the United States South, as the defeated slaveholding society reluctantly conceded to less restrictive forms of labor and limited civil equality. Unlike traditional treatments of the era — which focus on politics and end with conservative overthrow of Republican rule — this course also considers changing modes of economic and social life, and concludes with the establishment of the Solid South in 1902. (Credit, full course.) **Willis**

395. War and Society in the Modern Period This seminar traces the development of European military thinking and practice from the French Revolution to the present. It examines the relationship of military thinking to changes in European society and shows how the social history of war might illuminate some pressing contemporary issues. (Credit, full course.) **A. Knoll**

396. The Origins and Conduct of the First World War, 1900-1919 (also Political Science 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 will receive special emphasis. (Credit, full course.) **Williamson**

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**

398. Intelligence and Foreign Policy in the 20th Century This course examines the impact of intelligence operations on the conduct of diplomacy and international politics. Covert operations, intelligence estimates, technological assessment, cryptography, and the evolution of intelligence organizations during the twentieth century are covered. Special attention to outbreak of the First and Second World Wars and crises of the Cold War. (Credit, full course.) **Williamson**

399(LTCM). Medieval Liturgy (also School of Theology and Medieval Studies)) This course addresses the ritual life of the medieval church and covers the development of liturgical texts, liturgical practices and performances, para-liturgical

practices, and popular piety. Students read secondary sources and examine some printed editions of primary sources as they study the riches of medieval religious practices, including the mass, penance, and Corpus Christi festivities, but also unofficial activities such as lay persons “shoplifting” the consecrated host for their own use after mass. Prerequisites: Hist 303 and 304, or equivalent. (Credit, full course.) **Turrell**

399. Central Europe, the Balkans, and International Politics, 1848-1998 This course examines the evolution of the Habsburg position in Central Europe, the emergence of the Balkan states, the Habsburg clashes with these states in the early twentieth century, the adjustments which took place between the two world wars, the impact of the Second World War and the Cold War on the Balkans, and the different paths taken by individual Balkan states since the late 1980s. (Credit, full course.) **Williamson**

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

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

Professor Shrader, Music

Professor Peters, Philosophy

Visiting Professor Kelley, Religion

Associate Professor Michael, English

Associate Professor Mansfield, Art History

Associate Professor Miller, Music

Associate Professor Brennecke, Art History

Associate Professor Conn, Philosophy

Associate Professor Ramsey, French

Assistant Professor McKeen, Political Science

Assistant Professor Malone, English

Assistant Professor McDonough, Classical Studies, Chair

Assistant Professor Creasman, History

Assistant Professor Mansker, History

Visiting Assistant Professor Huber, Classical Studies

Visiting Assistant Professor Engel, English

Visiting Assistant Professor 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.

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.) **Staff**

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.) **Staff**

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.) **Staff**

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.) **Staff**

Italian

Instructor L. Richardson, Chair

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 classes.

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.) **Richardson**

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.) **Richardson**

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.) **Richardson**

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.) **Richardson**

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.) **Richardson**

Japanese

Visiting Assistant Professor M. Oba

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.

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

Instructor Syler

Instructor Reynolds

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. You 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. You can only get credit for one LS101 course. (Pass/fail only, half course.) **Reynolds**

Mathematics and Computer Science

Department Website: <http://mathcs.sewanee.edu/>

Professor Alvarez

Professor F. Croom

Professor Priestley

Professor Parrish

Professor J. Cunningham

Associate Professor Lankewicz

Associate Professor Cavagnaro, Chair of Mathematics

Associate Professor Puckette

Assistant Professor Dale, Chair of Computer Science

Assistant Professor Drinen

Assistant Professor Carl

Lecturer M. Clarkson

Lecturer T. Cunningham

Lecturer W. Haight

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) A public talk on an advanced mathematical topic during the senior year.
- Majors are strongly encouraged to take Computer Science 157.

A mathematics 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 will receive 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, 411, 428 and two 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, 210, 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 3-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 begin to see more in-depth applications of mathematics. Prerequisite: Math 101 or equivalent. This is a First Year Program course. (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. This is a First Year Program course. (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.) **Alvarez**

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.) **Alvarez**

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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 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: Mathematics 215 and 312. (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: Mathematics 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: Mathematics 312. (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: Mathematics 314. (Credit, full course.) **Croom**

420. Geometry Topics in Euclidean and projective geometry are discussed. Particular emphasis will be placed on the role played by groups of transformations in the study of geometry. Prerequisites: Mathematics 215 and 311. (Credit, full course.) **Staff**

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 noncomputability. (Credit, full course.) **Staff**

105. “Garbage In, Garbage Out”: Ethical, Legal, and Social Issues in a Computerized World An examination of a wide array of social, legal, and ethical issues related to the ubiquity and range of computing and computers. Topics explored include computer activism, computer crime, the fourth amendment and expectation of privacy, intellectual property protection, computer surveillance, identity theft, secure communication, and digital forgery. No computing experience is required. No prerequisite. This is a First Year Program course. (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.) **Staff**

257. Data Structures Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. Prerequisite: Computer Science 157. (Credit, full course.) **Staff**

270. Computer Organization Levels of computer organization, processors and related hardware components, instruction sets, program execution. Prerequisite: Computer Science 157. (Credit, full course.) **Staff**

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: Mathematics 215 and Computer Science 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: Mathematics 215 and Computer Science 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: Computer Science 257. (Credit, full course.) **Parrish**

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: Computer Science 257 and Mathematics 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: Computer Science 257 and Mathematics 215. (Credit, full course.) **Dale**

356. Artificial Intelligence Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. Prerequisite: Computer Science 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: Computer Science 257 and Mathematics 215. (Credit, full course.) **Dale**

376. Programming Languages Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Mathematics 215 and Computer Science 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: Computer Science 270. (Credit, full course.) **Lankewicz**

421. Compiler Writing Regular and context-free languages, lexical and syntactic analysis, type checking, code generation and optimization. Prerequisites: Computer Science 310 and 376. (Credit, full course.) **Parrish**

428. Operating Systems Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Mathematics 215 and Computer Science 270. (Credit, full course.) **Lankewicz, Parrish**

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: Mathematics 302 and Computer Science 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 (311, 312) 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.

444. Independent Study May be taken more than once for credit. (Credit, half to full course.) **Staff**

Music

Department Website: <http://www.sewanee.edu/music/Default.html>

Professor Shrader, Artistic Director SSMF

Professor Delcamp, Chair, University Organist

Associate Professor Miller

Visiting Assistant Professor Carlson

Instructor Rupert

Instructor Lehman

Lecturer Reed

Visiting Lecturer J. Oba

The department offers a variety of courses in music history and music theory in addition to performance instruction in selected areas. Courses of study are designed to meet the needs of both 1) the student who wants to study music as a discipline of the humanities within the context of a general liberal arts education, and 2) the student who wants to pursue graduate studies in musicology, music theory, church music, or one of the performance areas in which the department offers instruction. **Prospective majors should consult with the department as early as possible in their undergraduate careers to discuss their goals in music and determine the most profitable course of study.*

Major in music: All music majors must earn at least nine course credits in music, including 101, 301, 302, 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 (Musicianship I) 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 301, 302; 2) Music 260; and 3) the equivalent of one course in ensemble participation and/or applied study of an instrument or voice. Music 102 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.

The following courses are open to all 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.) **Staff**

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**

105. Introduction to World Music An introduction to selected non-Western musics that broadly considers the function and aesthetics of music in non-Western cultures. Analytical terminology related to different musical genres and styles is also

emphasized. To situate the music of the Southeastern U.S. in this same kind of cultural analysis, one unit looks at various folk music traditions from this region. A major assignment of the course involves preparing a cultural and stylistic assessment of a music group, genre, or repertory familiar to the student. (Credit, full course.) **J. Oba**

111. 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 — will be covered. The course follows a historical progression, examining a few representative masterpieces of Western classical music. Initially, early music and its relatively simple melodic organization provide students with an 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**

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**

210. Music in Multicultural America An exploration of historical experiences of various ethnic communities in the United States as they are expressed through music. The course includes an examination of how music has shaped and reinforced individual and collective identity. Issues concerning identity such as ethnicity, gender, generation, nationalism, and multiculturalism are discussed using case studies that represent African-American, Asian-American, Chicano/Latino-American, European American, and Native American communities. Students also learn basic musical concepts and terminology as well as basic analytical tools of ethnomusicology. Prerequisite: Music 101, Music 105, or consent of instructor. (Credit, full course.) **J. Oba**

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 will be 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 will be 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**

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 will be 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**

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**

241. Listening to Asia An examination of selected music and performing arts traditions from Japan, China, Tibet, Tuva, India, and Indonesia with particular attention to their unique aesthetics. Familiarity with the distinct aesthetics of each culture is accomplished by listening to and analyzing musical examples, viewing related materials (videos, instruments, art works, etc.), and performing some short pieces (when possible). Asian musical traditions and practices are also considered in their historical, socio-political, economic, and cultural contexts. The influence of different factors such as colonialism, war, governmental cultural policies, nationalism, and technological developments on changing Asian aesthetics is investigated in selected case studies. Prerequisite: Asian Studies 100, Music 101, Music 105, or consent of instructor. (Credit, full course.) **J. Oba**

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**

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. Com-

posers and pieces to be considered include the Western classical tradition (e.g., Vivaldi's *Four Seasons*, Beethoven's *Pastoral Symphony*) and other traditions, such as Anglo-American folk and popular songs and non-Western musics (e.g., Native American songs, Chinese koto music). Discussion of these works helps to develop a vocabulary of music style terms and focuses attention on how the music-nature conjunction has changed through history. (Credit, full course.) **Miller**

301, 302. History of Music A chronological survey of the course of music history from the monophonic period to the present day. Music 301 covers the Medieval, Renaissance, and Baroque periods; Music 302 studies the Classical, Romantic, and Modern Periods. The course assumes substantial previous contact with music history on the part of the student. Prerequisite: Music 101, Humanities 201-202, or consent of the instructor. (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, half course for two consecutive semesters of participation.)

251. University Choir Delcamp

253. University Orchestra Schrader

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 instruc-

tor 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**

The following performance courses may only be taken by students who are enrolled in — or have already completed — Music 260, 261, and 360. Consent of the instructor is required; the course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Music majors may earn a full course credit during the semester in which a senior recital is given.

- 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

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. This is a First Year Program course. (Credit, full course.) **Bordley**

Philosophy

Department Website: <http://itw.sewanee.edu/Philosophy/index.html>

Professor Garland

Professor Peterman, Chair

Professor J. Peters

Associate Professor Conn

Visiting Instructor Moser

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. Philosophy 101, and all 200-level courses, except 201, fulfill the philosophy/religion degree requirement.

Major in philosophy: A student majoring in philosophy is expected to take a minimum of ten courses in philosophy. Philosophy 101, 201, 202, 203, and 204 are normally required of majors. In addition, it is required that students take the junior tutorial, offered in alternate years as 306 and 308. All entering majors are required to propose a concentration usually consisting of three courses at the 300 and 400 levels organized around some specific theme. In addition, each senior is required in his or her final semester to enroll in Philosophy 452 and to write an essay under the direction of an advisor.

A written comprehensive examination is required for all majors. The normal minimum requirements for honors are as follows: a B+ average in all course work; an A- average in all work in the department; a pass with distinction on the comprehensive examination; B+ on the honors essay and the oral examination on this essay.

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.

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.) **Staff**

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**

213. 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. Credit not available if completed Philosophy 210. (Credit, full course.) **Conn**

215. Chinese Philosophy (also Third World Studies 215) (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**

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 Third World Studies 226) (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. Marketplace Morality: Issues in 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 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. (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 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**

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 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, Chair of Athletics
Dept.**

Coach Baker

**Coach Cowell, Chair of Physical
Education Dept.**

Coach Hayworth

Coach Heitzenrater

Coach Ladd

Coach McCarthy

Coach McCorkle

Coach Obermiller

Coach C. Shackelford

Coach J. Shackelford

Coach Sheikh

Coach Slaughter

Coach B. Taylor

Coach M. Taylor

Coach Thoni

Coach Whittle

Coach H. Windham

Coach J. Windham

Coach Yauger

Assistant Backlund

Assistant Collins

Assistant Hawkins

Assistant Holloway

Assistant Hubbard

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. (Credit of one semester hour is given for satisfactory work; these 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, 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, baseball, tennis, golf, and track & field.

Athletic activities for women students include the following varsity sports: basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming, tennis, track & field, and volleyball.

While not varsity sports, the Sewanee Outing Program, the mountain bike club, the rugby club, and the lacrosse 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) **Collins/Mooney**
113. **Beginning Jazz** (No course credit) **P. Pearigen**
115. **Beginning Riding** (No course credit) **M. Taylor***
119. **Weight Training** (No course credit) **Windham**
123. **Beginning Tap Dance** (No course credit) **P. Pearigen**
150. **Lifetime of Fitness** (Running, Swimming, Biking, Physical Fitness) (No course credit) **Staff**
155. **Advanced Beginning Riding** (No course credit) **M. Taylor ***
165. **Beginning Jumping** (No course credit) **M. Taylor***
170. **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 will provide 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) **Bennett**
213. **Intermediate Jazz** (No course credit) **P. Pearigen**
214. **Pilgrimage to Santiago** (No course credit) **Spaccarelli**
215. **Intermediate Riding** (No course credit) **M. Taylor***
250. **Lifetime of Wellness** (Golf, Tennis, Weight Training) (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**
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) **Staff**
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**
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, Whittle**
 455. **Varsity Soccer** (No course credit) **Cowell, Sheikh**
 456. **Varsity Track and Field** (No course credit) **Heitzenrater**
 458. **Varsity Football** (No course credit) **J. Windham**
 459. **Varsity Field Hockey** (No course credit) **B. Taylor**
 460. **Varsity Cross Country** (No course credit) **Heitzenrater**
 461. **Varsity Volleyball** (No course credit) **Ladd**
 462. **Varsity Softball** (No course credit) **H. Windham**
 463. **Varsity Equestrian** (No course credit) **M. Taylor**

* *Extra fee.*

Physics

Department Website: <http://www.sewanee.edu/physics/00index.html>

Professor F. Hart

Professor Peterson

Professor Durig

Adjunct Professor Pender

Associate Professor Szapiro, Chair

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.

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**

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. This First Year Program course is designed for freshmen only. (Credit, full course.) **Durig**

111. 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. This is a First Year Program course. (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. Note: This is a First Year Program course. (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.) **Ouzts**

202. Thermodynamics Classical thermodynamics theory with applications and an introduction to statistical mechanics. Corequisite: Mathematics 207. Lecture: three hours; laboratory: three hours. (Credit, full course.) **Ouzts**

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: Physics 102, and Mathematics 101, 102. (Credit, full course.) **Szapiro**

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: Physics 149 or Physics 250. 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: Physics 101 and 102, Math 207. Lecture: three hours. (Credit, full course.) **Ouzts**

304. Theoretical Mechanics Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. Prerequisite: Physics 303. (Credit, full course.) **Ouzts**

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: Physics 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 2005 and alternate years. (Credit, half course.) **Staff**

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: Mathematics 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 2004 and alternate years. (Credit, half course.) **Staff**

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

Department Website: http://www.sewanee.edu/political_science/index.html

Professor Brockett

Professor Dunn

Professor Ward

Associate Professor R. Pearigen

Associate Professor Wilson, Chair

Assistant Professor McKeen

Assistant Professor Schneider

Assistant Professor Swimelar

Visiting Assistant Professor Gunning

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 will be 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 will 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 (PoS 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 Sci-

ence 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.

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. This is a First Year Program course. (Credit, full course.) (A) **Schneider**

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) **Ward, 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) **Ward**

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. This is a First Year Program course. (Credit, full course.) (W) **Ward**

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**

208. 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. (Credit, full course.) (A) **Staff**

227. Africa in World Politics 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**

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**

255. Socialists, Reformers, and Dissidents A survey of the development of socialist theory and responses to socialism. The course examines the theoretical foundations of socialism along with attempts to implement socialist ideas, reform socialism, and critiques of socialism by those who have lived through it. The course emphasizes the scientific and utopian elements in socialist theory. (Credit, full course.) (T) **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) **Ward**

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. (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**

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. Global Gender Issues (also Women's Studies 319) Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course includes an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course also includes the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world. (Credit, full course.) (W) **Schneider**

320. Contemporary American Politics This course focuses on major forces that shape the contemporary political landscape including: 1) race in American politics; 2) post-Watergate media; 3) the rise of religious conservative coalitions. Emphasis is given to how forces affect the response of political actors, political parties, and problem definition. Prerequisite: Political Science 101. (Credit, full course.) (A) **Staff**

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) **Ward**

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 focuses 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**

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**

346. Contemporary Social Movements (also Women's Studies 346) This course examines 1) some of the major social and political ideologies of the twentieth century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world. (Credit, full course.) (A) **McKeen and 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) **Ward**

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) **Ward**

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) **Ward**

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**

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**

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) **Ward**

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) **Staff**

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.) **Williamson**

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) **Williamson**

401. Research Seminar in European Politics A comparative study of selected aspects of European political systems, concentrating on France, Britain, Germany, and Italy, and touching on the smaller European countries and Canada. The focuses of analysis includes political parties and parliaments. (Credit, full course.) (C) **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 Politics in the American South is presented in three segments: 1) a survey of the themes and characteristics of Southern politics as they grew out of the history, culture, and political economy of the region; 2) the structure and evolution of public opinion and behavior in the last two decades; 3) a detailed analysis of the politics of the individual states that comprise the region. Prerequisite: Political Science 101. (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) **Staff**

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**

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) **Ward**

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) **Brockett**

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) **Ward**

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

Department 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 two introductory courses, each of which has a half-laboratory component (a laboratory that meets alternate weeks): a course that introduces principles of learning, perception, and cognition, and a course introducing developmental, personality, and abnormal psychology. 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 353 and 357 are full laboratory courses. A student taking both 107 and 108 fulfills the entire natural science requirement

and receives one writing-intensive credit. No other courses may be used to fulfill this core requirement.

Requirements for a B.A. with a major in psychology:

1. Introductory Courses: Psychology 107, 108 (Introduction to Psychology I, II), and 251 (Research Methods)
2. Survey Courses: At least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology), Psychology 302 (Abnormal Psychology)

AND

at least one of the following courses: Psychology 208 (Cognitive Psychology), Psychology 254 (Neuropsychology)

3. Distribution Requirement: In addition to the two courses meeting the survey course requirement, the major must include at least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology), Psychology 206 (Industrial Psychology), Psychology 214 (Cross-Cultural Psychology), Psychology 230 (Adult Development and Aging), Psychology 302 (Abnormal Psychology), Psychology 357 (Child Development), Psychology 406 (Case Studies in Personality), Psychology 408 (Seminar in Abnormal Psychology), Psychology 409 (Behavior Modification), Psychology 412 (Psychology of Gender)

AND

at least one of the following courses: Psychology 208 (Cognitive Psychology), Psychology 213 (Comparative Sexual Behavior), Psychology 254 (Neuropsychology), Psychology 276 (Pseudopsychology), Psychology 353 (Animal Behavior), Psychology 410 (Cognitive Illusions).

Courses used to fulfill the distribution requirement may also be used to fulfill the laboratory course, seminar, or elective requirements (see below).

4. Laboratory Course: At least one of the following courses: Psychology 353 (Animal Behavior), Psychology 357 (Child Development)
5. Seminar: At least one of the following courses: Psychology 406 (Case Studies in Personality), Psychology 408 (Seminar in Abnormal Psychology), Psychology 409 (Behavior Modification), Psychology 410 (Cognitive Illusions), Psychology 412 (Psychology of Gender)
6. Electives: Three to four electives. Electives may include any courses that have not been used to fulfill other requirements. Psychology 250 (Anxiety Syndromes and Treatment Methods) may be used as an elective only if the major takes more than three electives.
7. Related courses: All majors must complete two courses in related areas, approved by the psychology department. As requirements for the major, these courses must be taken for grades (not P/F).
8. The comprehensive examination.

The following courses will be approved automatically. Others may be proposed by the student.

Anthropology: All courses except 307, 309, 310

Biology: 100, 105, 110, 112, 113, 115, 131, 132, 203, 208, 210, 213, 301, 311, 320

Computer Science: 101, 157, 356

Economics: 201

Math: 204

Political Science: 407, 432

Requirements for a B.S. with a major in psychology:

1. Introductory Courses: Psychology 107, 108 (Introduction to Psychology I, II), and 251 (Research Methods)
2. Survey Courses: Psychology 254 (Neuropsychology)
AND
at least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology), Psychology 302 (Abnormal Psychology)
3. Laboratory Courses: Psychology 353 (Animal Behavior) and Psychology 357 (Child Development)
4. Seminar: At least one of the following courses: Psychology 406 (Case Studies in Personality), Psychology 408 (Seminar in Abnormal Psychology), Psychology 409 (Behavior Modification), Psychology 410 (Cognitive Illusions), Psychology 412 (Psychology of Gender)
5. Electives: Two to three electives. Electives may include any courses that have not been used to fulfill other requirements. Psychology 250 (Anxiety Syndromes and Treatment Methods) may be used as an elective only if the major takes more than three electives.
6. Related courses: Math 204 or a computer science course approved by the department and one laboratory course in biology and two additional courses from biology, chemistry, computer science, forestry, geology, mathematics, or physics.
7. The comprehensive examination.

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 two specific courses: 107 and 108. 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.

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. (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. (Credit, full course.) **Staff**

133. Principles of Psychology A survey of three approaches to modern psychology — psychoanalytic (Freud updated with Erikson), behavioral (applications of the work of Pavlov and Skinner), and social cognitive (Rotter and Bandura) — followed by a comparison of the approaches using novels. Not open for credit for students who have completed either Psychology 107 or Psychology 108. Prerequisite: Junior standing. (Credit, full course.) **Peysner**

201. Theories of Personality A survey of major theories of personality and their associated methodology and research. Theories examined include psychodynamic, social learning, humanistic, cognitive, and trait approaches. Prerequisite: 107 or 108. (Credit, full course.) **Barenbaum**

202. Abnormal Behavior A study of the principles of psychopathology. Behavioral disturbances are examined in the light of their psychological, biological, and cultural determinants and their relations to normal behavior. Prerequisites: Psyc 107 and 108. (Credit, full course.) **Lohr**

203. Social Psychology A study of the principles of social behavior and social influences on individual behavior. Major theoretical areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and self-presentation will be covered. Class includes an oral presentation. Prerequisite: 107 or 108. (Credit, full course.) **Bateman**

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. Prerequisite: 107 or 108 or junior standing. (Credit, full course.) **Peysner**

208. Cognitive Psychology An introduction to the study of cognition. Attention, memory, language, reasoning, and problem-solving are included. The study of cognitive processes focuses on theoretical principles and their application to real-world issues such as eyewitness testimony and “flashbulb” memory. Prerequisite: 107 or 108. (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 107 or 108 or junior standing. (Credit, full course.) **Peysner**

214. Cross-Cultural Psychology An examination of the primary theories, approaches, and research methods of cross-cultural psychology. The course includes explorations of cross-cultural perspectives on motivation and emotion, human development and socialization, intelligence, diagnostic criteria for and explanation of various mental disorders, and social perception and social interaction. (Credit, full course.) **Staff**

230. Adult Development and Aging An introduction to theoretical models and empirical methods in the study of the three phases of adulthood (young, middle, and older adulthood). Topics include the major biological/physiological, cognitive, personality, social, and cultural influences associated with each phase of the adult life cycle. Myths and realities regarding adulthood and the aging process are examined and discussed. There is also exploration of the normative challenges of adulthood, adult coping skills, death and dying, and occupational, social, and family roles. Prerequisite: Psychology 107 or Psychology 108. (Credit, full course.) **Staff**

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. Prerequisite: 108 or junior standing. Permission of the instructor is required. (Credit, half credit.) **Spaulding**

251. Research Methods Empirical techniques used by psychologists including sampling (subjects, experimenters, context, variable values), measurement, and basic data analysis. Emphasis is on the various strategies such as the field study, the true experiment (both between- and within-subject) and the quasi-experiment. Prerequisite: 107 or 108. (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. Prerequisite: 107 or completion of the natural science requirement. (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: 107 or 108 or junior standing. (Credit, full course.) **Peysner**

302. Abnormal Behavior An introduction to the principles, theoretical perspectives, and treatment approaches that address psychopathology and other dysfunctional patterns of human behavior. Major theoretical perspectives emphasizing biological, psychological, and sociocultural influences on development and treatment of dysfunctional behaviors are explored, as well as an introduction to the cardinal concepts and methodology of empirical research in the field of psychopathology. Prerequisite: three courses in psychology including 108. May not be taken by those with credit for 202. (Credit, full course.) **Lohr**

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. Prerequisite: 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: Psychology 203 and Psychology 251, or permission of the instructor. (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: Psychology 208 and Psychology 251, or permission of the instructor. (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**

408. Seminar in Abnormal Behavior Explores the major conceptual approaches that are adopted as clinicians assess, define/understand, and conduct clinical interventions; the unique nature of the client/therapist relationship; results from empirical investigations of the outcomes of therapeutic interventions; selected ethical dilemmas in clinical practice and research; the particular problems within selected subspecialties, such as forensic psychology and community psychology. Prerequisite: four courses in psychology including 302, or permission of the instructor. (Credit, full course.) **Staff**

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

Department Website: <http://www.sewanee.edu/Religion/00index.html>

Professor G. Smith

Professor Phillips, Chair

Associate Professor Carden

Assistant Professor Brown

Assistant Professor Parker

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 academic concentration of women's studies, and curricular interests.

The religion department is made up of five full-time faculty who 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 111), 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 111 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 will satisfy 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 111, 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.

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. This is a Freshman Year Program course. (Credit, full course.) **Kelley**

111. 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. Niehbuhr, Walter Wurzburger, 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.) **Phillips**

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.) **Kelley, Phillips**

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.) **Kelley, Phillips**

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*). This First Year Program course is designed for freshmen only. (Credit, full course.) **Phillips**

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.) **Brown, 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**

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**

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.) **Phillips**

210. Images of Jesus An examination of the significance of Jesus for human culture and religion. (Credit, full course.) **Phillips**

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 Browing, 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, Raciell 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.) **Phillips**

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 Malcom X. (Credit, full course.) **Parker**

300. The Rise of Christianity The history of Christianity from its origins to 451 in its historical, religious, and social contexts. Prerequisites: Religion 200, Religion 241, or Humanities 102. (Credit, full course.) **Staff**

301. Christianity: 100-1300 A survey of the development of Christianity from the early church through the high Middle Ages, including significant writers and their contexts, popular movements, minority voices, and artistic expressions. (Credit, full course.) **Staff**

302. Christian Thought: 1300-1800 A survey of Christian thought and its contexts with primary attention to major thinkers and their cultures as well as to contributions of popular movements, minority voices, and artistic expression. Prerequisite: one course in philosophy, religion or humanities, or permission of the instructor. (Credit, full course.) **Staff**

303. American Christianity in Cultural Contexts An historical examination of major Christian themes and movements in the United States in domestic and international contexts. Prerequisite: one course in philosophy or religion, or humanities. (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. Niebuhr, Gabriel Marcel, Emmanuel Levinas, and Seyla Benhabib. Prerequisite: permission of instructor. (Credit, full course.) **Parker**

315. African Religions (also Third World Studies) 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**

316. The Mystical Way An exploration of the concept of mysticism and examination of relevant texts from both Eastern and Western religious traditions. (Credit, full course.) **Carden**

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.) **Kelley**

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**

323. Mantra, Myth, and Metaphor Current theological discussion of the nature, function, and interpretation of religious language with focus on the nature and function of prayer; truth and meaning in the language of belief; myth, parable, and the theology of story; metaphor as a language of transcendence; God-language and gender. Prerequisite: one course in philosophy or religion, or humanities. (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.) **Phillips**

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**

331. Principles and Problems in Religious Ethics An examination of ethical principles and forms of moral reasoning articulated within a religious framework with special attention to the problem of applying such principles to concrete situations. (Credit, full course.) **Carden**

332. Religious 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.) **Phillips**

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.) **Phillips**

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**

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**

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**

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 will be 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 will be paid to ethical beginnings with the birth of Buddhism (563 B.C.E.) and ending with modern Buddhist contributions to issues such as environmentalism. Prerequisite: 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, Patterson, 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 US. 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

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

Professor Lumpkins

Assistant Professor Preslar, Chair

Major in Russian: A major consists of not less than six full courses selected from courses numbered 300 or higher.

The requirements for honors in Russian are: 1) a B average or better in courses offered for the major, 2) a grade of B or better on the comprehensive examination, and 3) presentation of a satisfactory honors thesis during the senior year.

Minor in Russian: A minor in Russian consists of a minimum of four 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, 402, or 440.

No comprehensive examination.

103, 104. Elementary Russian: Intensive Courses An intensive introduction to the fundamentals of the language with emphasis on developing proper pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week. (Credit, full course.) **Staff**

203. Intermediate Russian: Intensive Course Completion of grammar and review of basic structures; intensive readings and discussion of short fiction of the nineteenth and twentieth centuries with emphasis on continued development of conversational and writing skills. Prerequisite: Russian 104 or placement by the department. Four hours of class each week. (Credit, full course.) **Staff**

301, 302. Readings in Russian Literature Prerequisite: Russian 203 or equivalent. (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.) **Lumpkins**

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, 352. Russian Literature in English Translation A study of the masterpieces of Russian literature of the nineteenth and twentieth centuries. No knowledge of Russian is required. Does not fulfill language requirement. (Credit, full course.) **Staff**

361, 362. Tolstoy and Dostoevsky in English Translation A survey of the major novels. 361: Tolstoy; 362: Dostoevsky. No knowledge of Russian required. Does not fulfill language requirement. (Credit, full course.) **Staff**

401, 402. The 19th Century A study of representative novels and stories from Pushkin to Tolstoy. Prerequisite: Russian 302. (Credit, full course.) **Staff**

440. Advanced Readings Variable topics for selected students. May be taken more than once for credit. (Credit, full course.) **Staff**

444. Independent Study For selected students. May be taken more than once for credit. (Credit, variable from half to full course.) **Staff**

Russian Studies

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

Professor Lumpkin

Assistant Professor Preslar, Chair

Interdisciplinary Faculty

Major in Russian Studies: Russian Studies is an interdisciplinary major that 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.

The major is comprised of eight core courses in Russian, history, and political science. As one of the core requirements majors write a senior interdisciplinary paper. Majors also select three related courses in history and the social sciences.

The Russian Studies Committee and the Office of Study Abroad advises majors on opportunities for study in Russia and in Central Europe.

Core Courses

One course selected from:

- Russian 301. Readings in Russian Literature I
- Russian 302. Readings in Russian Literature II
- Russian 303. Introduction to Russian Verse

One course selected from:

- History 207. History of Russia I
- History 208. History of Russia II
- Political Science 350. Eastern Europe and the Former Soviet Union
- Russian 311. Composition and Conversation
- Russian 351. Russian Literature in English Translation I
- Russian 352. Russian Literature in English Translation II
- Russian 361. Tolstoy in English Translation
- Russian 362. Dostoevsky in English Translation
- Russian 401. The 19th Century I
- Russian 402. The 19th Century II
- Russian Studies 450. Senior Paper

Related Courses

Majors will select three courses from the following:

- Anthropology 303. Peoples and Cultures of Europe
- Economics 335. Environmental Economics
- History 346. History of Socialism
- History 356. Diplomatic History of Europe 1813-1914 (also Political Science 356)
- History 396. The Origins and Conduct of the First World War, 1900-1919 (also Political Science 396)
- History 397. The Origins and Conduct of World War II
- History 398. Intelligence and Foreign Policy in the 20th Century
- Political Science 103. Comparative Politics
- Political Science 322. United States Foreign Policy
- Political Science 356. Diplomatic History of Europe 1813-1914 (also History 356)
- Political Science 368. Arms Control and International Security
- Political Science 396. The Origins and Conduct of the First World War, 1900-1919 (also History 396)
- Political Science 401. Research Seminar in European Politics
- Political Science 402. Topics in Political Economy
- Political Science 429. Seminar on Comparative Politics
- Political Science 430. Research Seminar: Topics in International Security

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.

331. 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**

334. 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**

336. Ritual and Worship in the Long English Reformation This course examines the role of ritual and worship in the religious history of England, ca. 1530 to ca. 1700. It looks at the history of religious practices, seeing them as both cause and effect of the religious and political upheavals in the period. While there is no formal prerequisite, the course does presume a basic familiarity with the broad outlines of English and/or European history in the early modern period. (Credit, three semester hours.) **Turrell**

399LTCM. Medieval Liturgy (also History and Medieval Studies) This course addresses the ritual life of the medieval church and covers the development of liturgical texts, liturgical practices and performances, para-liturgical practices, and popular piety. Students read secondary sources and examine some printed editions of primary sources as they study the riches of medieval religious practices, including the mass, penance, and Corpus Christi festivities, but also unofficial activities such as lay persons “shoplifting” the consecrated host for their own use after mass. Prerequisites: Hist 303 and 304, or equivalent. (Credit, three semester hours.) **Turrell**

Social Science - Foreign Language

Professor Lumpkins, Russian

Professor B. Ward, Political Science

Professor O'Connor, Anthropology

Professor Zachau, German

Professor Gottfried, Economics

Professor Natal, Spanish, Chair

Associate Professor Rung, French

Major in social science-foreign language: A major in social science-foreign language provides students with an opportunity to pursue an integrative, interdisciplinary study program with a concentration in one language and one social science. The title of each student's major specifies the two concentrations (for example, "Economics with French").

The program has three principal parts: 1) four courses above the 200 level in German, Russian, or Spanish; or five courses above the 200 level in French; 2) five courses in anthropology, economics, or political science; 3) a full course of supervised readings and research using the foreign language in the social science concentration (SSFL 440). In addition to these requirements for the major, students are strongly encouraged to complete five courses in related social science disciplines.

The comprehensive examination will consist of three written parts covering both the foreign language and the social science disciplines. A student is awarded departmental honors by maintaining a B average in courses in the major, by receiving a grade of B or higher in the comprehensive examination, and by presenting an acceptable honors thesis to a committee representing both the student's foreign language and social science departments.

Study abroad: As a rule, majors are expected to study abroad or to participate in some other program abroad for at least a summer (but preferably for a semester) in a country of their elected foreign language. The course of study or other program must be approved by the student's social science/foreign language committee. Students are also encouraged to explore the possibility of internships abroad.

Foreign Language Proficiency Certificate: Majors who wish to do so may elect to take an examination in their junior or senior year to ascertain their level of language ability. Those students whose scores are sufficiently high are awarded a certificate of proficiency.

Foreign Language and Cultural Concentration: All majors are required to take courses in a specific modern language chosen from French, German, Russian, or Spanish. Five full courses are taken in French. Four full courses are taken in German, Russian, or Spanish. These courses are distributed among three general areas as follows:

French:

- I. Culture (two courses at the 300 level)
- II. Advanced Language (two courses at least at the 300 level)
- III. Literature (one full course at the 400 level taken at the University of the South)

German and Spanish:

- I. Culture (two courses at the 300 level)
- II. Advanced Language (one course at least at the 300 level)
- III. Literature (one full course at the 400 level taken at the University of the South)

Russian:

- I. Culture (one course at the 300 level)
- II. Advanced Language (two courses at least at the 300 level)
- III. Literature (one full course at the 400 level taken at the University of the South)

Each student's program is worked out with the foreign language department concerned.

Readings and Research Project

All majors are required to integrate the components of their joint major by presenting a paper on a topic related to the social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project is supervised by advisors designated from both the social science and foreign language departments. It carries one full course credit as Social Science-Foreign Language 440.

Methodology Tutorial

A student may elect to take a tutorial with a member from each of his or her designated foreign language and social science departments to enhance ability to discover and comprehend social science content in works of literature. This tutorial is taken as an independent study (444) course in Social Science-Foreign Language with a one-half course credit.

Social Sciences

Students complete five courses in one of three social sciences: anthropology, economics, or political science. In addition, it is strongly recommended that students complete five courses in related social sciences, including two courses each in the two social sciences in which the student is not concentrating. Although the related courses should be especially chosen to strengthen each student's particular program, the following are generally recommended: Introductory Cultural Anthropology (Anthropology 104), Introduction to Economics (Economics 101), and Foreign Governments (Political Science 102).

Anthropology

- A. Required of all students concentrating in anthropology:
 Introduction to Cultural Anthropology (104)
 Social Theory (390)
 Anthropology Field Methods (401)
 Senior Seminar (402)
- B. Electives, one full course chosen from among courses in anthropology.

Economics

- A. Required of all students concentrating in economics:
 Introduction to Economics (101)
 Microeconomics (305)
 Macroeconomics (306)
 International Economics (337)
- B. Electives, one full course taken at the University of the South chosen from:
 Economic Development in the Third World (310)
 Growth Theory (326)

Political Science

- A. Required of all students concentrating in political science, one full course chosen from:
 Comparative Politics (103)
 World Politics (150)
 First Year Program Seminar on Global Politics (155)
 Making Peace, Making War (156)
- B. Area courses related to language concentration, two full courses:

French:

- Politics of Nigeria & South Africa (230)
 European Political Relations (260)
 Diplomatic History of Europe, 1813-1914 (356)
 The European Union (364)
 Research Seminar on European Politics (401)
 Seminar on Democratization (420)
 Seminar on Comparative Politics (429)

German:

- Eastern Europe and Former Soviet Union (350)
 Diplomatic History of Europe, 1813-1914 (356)
 The European Union (364)
 Research Seminar on European Politics (401)
 Seminar on Democratization (420)
 Seminar on Comparative Politics (429)

Russian:

- Eastern Europe and Former Soviet Union (350)
 Diplomatic History of Europe, 1813-1914 (356)
 Research Seminar on European Politics (401)
 Seminar on Democratization (420)
 Seminar on Comparative Politics (429)

Spanish:

- Politics of Central America and the Caribbean (311)
 Comparative Politics: South America and Mexico (318)

- Diplomatic History of Europe, 1813-1914 (356)
- The European Union (364)
- Research Seminar on European Politics (401)
- Seminar on Democratization (420)
- Seminar on Comparative Politics (429)
- C. Electives, two full courses chosen from:
 - U.S. Foreign Policy (322)
 - Human Rights (333)
 - The Art of Diplomacy (355)
 - International Political Economy (366)
 - Arms Control and International Security (368)
 - International Law in International Relations (370)
 - The United Nations (390)
 - Intelligence and Foreign Policy in the 20th Century (398)
 - Seminar on Topics in International Organization (422)
 - Seminar on International Politics (425)
 - Research Seminar: Topics in International Security (430)

440. Readings and Research Focuses on preparation and presentation of a paper on a topic related to the student's social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The research paper may be written in the target language of the major or in English with a summary of at least eight pages in the foreign language. The project is supervised by a designated advisor from the social science department and a designated advisor from the foreign language department. Required of all social science/foreign language majors. (Credit, full course.) **Staff**

450. Honors Tutorial The topic for a social science/foreign language honors paper must relate to both social science and foreign language concentrations, although one of the two may be emphasized. The paper may further develop the SSFL 440 Readings and Research topic or take up a new subject. A principal advisor and two readers are assigned to work with the student and evaluate presentation of the paper. If the written work is of honors level (a minimum grade of B), the student may be invited to present the paper in a seminar of interested students and faculty. In order to be considered for honors, the final draft of the paper must be submitted no later than the first day of the last comprehensive period of the semester. Other honors requirements are described under the description of the program. (Credit, half or full course.) **Staff**

Spanish

Professor Spaccarelli

Professor M. Bonds

Professor Natal

Associate Professor Sánchez Imizcoz, Chair

Associate Professor Raulston

Assistant Professor Sandlin

Visiting Assistant Professor Prinkey

Visiting Instructor Jordan

Instructor Fisher

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 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 areas chosen by the student in conjunction with members of the department, plus grammar and phonetics. There is also an oral examination consisting of a taped presentation on a chosen topic.

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 make arrangements to transfer portions of their funding to assist in previously approved study abroad programs.

All majors are urged 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 Andalucia and Morocco forms an integral part of the program.

The Honors Program: Toward the end of the penultimate semester of study, students with a 3.5 (or better) average 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 both their honors paper and in the written comprehensive examination, 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 Teacher Education 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.

103,104. Elementary Spanish: 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. (Credit, full course each semester.) **Staff**

203. Intermediate Spanish: Intensive Course An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Prerequisite: Spanish 104 or three years of high-school Spanish. Students having completed this class may register for courses on the 300 level. Four class hours per week as well as laboratory time. (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 the Hispanic literatures. (Credit, full course.) **Staff**

301, 302. Introduction to Spanish Literature Survey of Spanish authors and texts. First semester: *El Cid* to 1700. Second semester: 1700 to present. (Credit, full course.) **Staff**

303, 304. Introduction to Latin-American Literature A survey of the principal movements and authors of Spanish America. (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. (Credit, full course.) **Spaccarelli**

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.) **Spaccarelli**

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, unique urban structures, etc. This course is part of the Sewanee Semester in Spain. (Credit, full course.) **Spaccarelli**

311, 312. Hispanic Culture and Civilization A cultural survey of Spain and Latin America emphasizing history, literature and the arts. First semester: Spain. Second semester: Latin America. Taught in Spanish. Prerequisite: Spanish 203 or consent of instructor. (Credit, full course.) **Natal, Raulston, Sánchez Imizcoz, Spaccarelli**

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.) **Spaccarelli**

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.) **Sánchez Imizcoz**

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. (Credit, full course.) **M. 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. (Credit, full course.) **Natal, Sánchez Imizcoz**

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 be 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: One 300-level course in Spanish. (Credit, full course.) **Sánchez Imizcoz**

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. (Credit, full course.) **McEvoy, Spaccarelli**

401, 402. The Spanish Classics Study of several great classical authors and their works. Outside readings correlate authors to Hispanic culture. (Credit, full course.) **M. Bonds**

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. (Credit, full course.) **Natal**

407, 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 A study of the development of the short narrative in Spanish America considers its antecedents in pre-Colombian and colonial literature although course emphasis is on the contemporary period. (Credit, full course.) **Spaccarelli**

411, 412. Modern Spanish Literature An advanced survey of the eighteenth-, nineteenth-, and twentieth-centuries. (Credit, full course.) **M. Bonds**

414. Modern Spanish Literary Movements Generation of 1898 and after. (Credit, full course.) **Natal**

415, 416. Spanish Prose Fiction The first semester, through the seventeenth century; the second semester, through the twentieth century. (Credit, full course.) **M. Bonds, Sánchez Imizcoz**

417, 418. Spanish Poetry and Drama An integrated study of these two genres read in unabridged texts. First semester: Medieval, Renaissance, and Golden Age; second semester: 1700 to present. Prerequisite: a 300-level course. (Credit, full course.) **M. Bonds, Raulston**

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. (Credit, full course.) **Sánchez Imizcoz**

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. (Credit, full course.) **M. Bonds, Natal**

430. Masterpieces of Spanish-American Literature An introduction to the major movements and works of twentieth century Spanish-American narrative. (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 will be read. (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

Professor Backlund, Chair

Assistant Professor Matthews

Instructor L. Richardson

Instructor Cook

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 courses in theatre arts, including:
 - Thea 111 - Elements of Production (4)
 - Thea 112 - Elements of Performance (4)
 - Thea 114 - 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 - Dramaturgy
2. The completion of six Theatre Practicums, one in each studio area, plus three additional. The practicum is intended to link our production program more closely to our 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. Each practicum will have a faculty advisor and, if the practicum is not completed satisfactorily, it will not appear on the transcript.
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.

1. 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; passes the senior thesis with distinction; and demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

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 (also Art History 102) 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**

106. History of Film (also Art History 106) A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films are shown and analyzed. (Credit, full course.) **L. Richardson**

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 *mis 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**

111. 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, full 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, full 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/Film 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.) **Carlos**

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, full 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, full course.) **P. Pearigen**

221. Theatre History A survey of the history of the theatre with particular emphasis on the development of 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, full 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**

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. Advanced Acting I Exercises in advanced acting technique. The course involves intensive rehearsal of scenes and monologues from the modern repertory. Prerequisite: Thtr 231 and consent of the instructor. (Credit, half course.) **Landon**

233. Shakespeare and the Actor Meeting the special demands of acting in Shakespeare's plays, this course involves intensive rehearsal of scenes and monologues, verbal improvisation, and exercises to connect the actor physically and vocally to Shakespeare's text. Prerequisite: consent of the instructor. (Credit, full course.) **Landon**

234. Physical Comedy An approach to comedy, based on the work of Jacques Lecoq. The course involves exercises in improvisation, use of the Commedia-style mask, and clown. Students are expected to develop and perform their own solo and ensemble comic pieces. Prerequisite: Either Thtr 231 or Thtr 233, and consent of the instructor. (Credit, half 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: Theatre 111 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/Film 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: Art 141. (Credit, full course.) **Carlos**

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**

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 historical and practical introduction to the art of solo performance. Students study selected examples of solo performance from Homer to the present. There are exercises in writing and performing such solo genres as the autobiographical monologue, the character monologue,

and story-telling. Each student presents a performance project at the end of the semester: an original piece, or an adaptation of an existing literary or dramatic work. This course does not meet the general distribution requirement in fine arts. Prerequisite: None. (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/Film Production (also Art 343) Further study in video/film techniques and aesthetics emphasizing style, theme and content. Master cinematographers, film photographers and auteur directors will be studied. There is an emphasis on an approved individual major project of one's own topic to be created. Prerequisite: Art 241. (Credit, full course.) **Carlos**

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 will be 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: Theatre 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: Theatre 361 or consent of instructor. (Credit, full course.) **Staff**

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.) **London**

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**

Third World Studies

Professor Brockett, Political Science

Professor Goldberg, History, Chair

Professor Spaccarelli, Spanish

Professor Dunn, Political Science

Professor O'Connor, Anthropology

Professor Peterman, Philosophy

Professor Gottfried, Economics

Professor Mohiuddin, Economics

Associate Professor Wilson, Political Science

Associate Professor McEvoy, History

Assistant Professor Brown, Religion

Major in Third World Studies: The Third World studies major is an interdisciplinary program designed to provide students with an understanding of the traditions, cultures, and problems of non-Western societies. Students benefit from this multidisciplinary approach which includes faculty members from the departments of anthropology, economics, history, Japanese, philosophy, political science, religion and Spanish and focuses on Asia, Africa, the Middle East, and Latin America. All majors take courses from anthropology or religion, history or political science, and courses titled Economic Development of the Third World and Senior Seminar on Third World Studies. All majors choose an area of concentration (Asia, Africa-Middle East, or Latin America) and take up to five courses in this concentration; in addition all majors take at least one course from each area of concentration. Courses used in fulfillment of requirements for any interdisciplinary major or minor cannot be used in fulfillment of requirements for any other major or minor.

The requirements of the program are:

1. All majors take from the list of approved courses:
 - a. two courses from anthropology or religion
 - b. two courses from history or political science
 - c. Economic Development of the Third World (Economics 310)
 - d. Third World Studies 444 (for seniors)
2. All majors choose an area of concentration (Asia, Africa-Middle East, or Latin America) and take up to five courses from that area
3. All majors take at least one course from each area of concentration
4. All majors complete a written comprehensive examination

The Third World studies program is divided into three areas:

1. Asia (Anthropology 341; Asian Studies 100; History 211, 212, 375, 388, 389; Philosophy 215; Political Science 250, 326, 360; Religion 161, 162, 262, 263, 264, 363, 364).
2. Africa and the Middle East (Anthropology 304; History 217, 218, 219, 220; Political Science 227, 230, 323, 329, 380).
3. Latin America (Anthropology 351, 361; History 223, 224, 225, 348, 357, 358, 359, 360, 363; Political Science 311, 318; Spanish 303, 304, 305, 312, 405, 406, 410).

Departmental honors are awarded to students who maintain a grade point average of 3.3 (B+) or better in all Third World studies courses and who achieve a grade of B+ or better on the Third World studies senior research paper and comprehensive examination.

Third World studies also offers students the possibility of foreign study in Asia, Africa, or Latin America, and summer study in China.

Minor in Third World Studies: The minor consists of at least five courses from the Third World Studies Program with at least one course in each of the three regional areas of concentration (Asia, Africa-Middle East, and Latin America), and three different disciplines. In the event a student takes a course from his or her major, a sixth Third World studies course would be required. No comprehensive examination is required.

Cross-listed Courses

Anthropology 104. Introduction to Cultural Anthropology
 Anthropology 201. Global Problems: Anthropology and Contemporary Issues
 Anthropology 304. Peoples and Cultures of Africa
 Anthropology 305. Cultures of Latin America
 Anthropology 314. Colonialism and Culture
 Anthropology 321. Women in Cross-Cultural Perspective
 Anthropology 341. Culture and History of Southeast Asia
 Art History 207. The Arts of Asia
 Asian Studies 100. Introduction to Asian Studies
 Asian Studies 311. Modern China in Literature and Films: Memory, Identity, and Modern Narratives
 Economics 310. Economic Development in the Third World

Economics 345. Economic Development in China
 Economics 401. History of Economic Thought
 Forestry 212. Forestry and the Developing World
 French 417. Topics in Francophone Studies (Advent Semester 2004)
 History 211. History of China and East Asia to 1650
 History 212. History of China and East Asia to the present
 History 217. History of the Middle East (I)
 History 218. History of the Middle East (II)
 History 219. History of Africa (I)
 History 220. History of Africa: Modern Africa (1880 to present)
 History 221. History of India
 History 223 History of Latin America to 1825
 History 224. History of Latin America after 1826
 History 225. Empire in the New World
 History 348. The Mexican Revolution
 History 357. Latin American Biographies
 History 358. Women in Latin America
 History 359. United States and Latin America Since 1898
 History 360. Latin American Topics
 History 363. Peasant Resistance and Rebellion in Latin America
 History 375. British India
 History 383. Topics in the History of Imperialism and Empire
 History 385. Missionaries, Mullahs, and Marabouts: African Encounters with
 Christianity and Islam
 History 388. The US and Vietnam Since 1945
 Philosophy 215. Chinese Philosophy
 Philosophy 226. Philosophical Issues in Daoism
 Political Science 103. Comparative Politics
 Political Science 227. Africa in World Politics
 Political Science 230. Politics in Nigeria and South Africa
 Political Science 250. States and Markets in East Asia
 Political Science 311. Politics of Central America and the Caribbean
 Political Science 318. Comparative Politics: South America and Mexico
 Political Science 326. Comparative Asian Politics
 Political Science 329. Comparative African Politics
 Political Science 333. Human Rights
 Political Science 360. Chinese Politics
 Political Science 362. Civil Wars in Contemporary World Politics
 Political Science 366. International Political Economy
 Political Science 381. Political Economy of Sustainable Development
 Religion 161. Introduction to Comparative Religion
 Religion 162. Introduction to Asian Religion
 Religion 262. Buddhism
 Religion 263. Chinese Religion
 Religion 264. Hinduism
 Religion 315. African Religions
 Religion 363. Zen
 Religion 364. Buddhist Ethics

- Spanish 303. Introduction to Latin American Literature (I)
 Spanish 304. Introduction to Latin American Literature (II)
 Spanish 305. 20th-Century Spanish American Poetry
 Spanish 312. Culture and Civilization of Latin America
 Spanish 405. Spanish American Novel
 Spanish 410. Spanish American Short Fiction

444. Independent Study For selected students. May be taken more than once for credit. (Credit, half to full course.) **Staff**

Women's Studies

Department Website: <http://itu2.sewanee.edu/womenstudies/default.html>

Associate Professor Berebitsky, Chair

Interdisciplinary Faculty

The concentration 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. The concentration encourages students 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 program 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 concentration: Students concentrating in Women's Studies must 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 which are already cross-listed as Women's Studies courses. For a course which is not already cross-listed this way to be counted in fulfillment of a concentration requirement, the course must be approved in advance (i.e., before the student registers for it) by the concentration committee. Approval is given after consultation with the instructor and agreement that in the context of the course the student will complete either a major project or major paper on a topic relevant to women's studies. Departmental independent studies may be included.

NOTE: A student may not use in fulfillment of the requirements of the concentration any course which is used in fulfillment of requirements in a major, minor, or other concentration for that student.

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**

111. 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 concentrators. 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 completing the concentration 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 203. Male and Female: 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.

Anthropology 321. Women in Cross-Cultural Perspective 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.

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.

Classical Studies 350. The Women of Greek Poetry in Social and Intellectual Context 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.

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 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.

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 241. Global Women's Movements since 1840 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.

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 313. Family, Gender, and Sexuality in Early Modern Europe 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.

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 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.

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. No prerequisite.

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 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.

Political Science 319. Global Gender Issues Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. The course includes an analysis of the ways in which this inequality impacts political decision-making, political representation, and public policy relevant to women and families. The course also includes the study of how factors such as race, class, religion, sexual orientation, and ethnicity, and social forces such as global capitalism, militarism, and nationalism interact with gender and affect the economic and political status of women and men around the world.

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 examines 1) some of the major social and political ideologies of the twentieth century (such as liberalism, socialism, nationalism, feminism, environmentalism); 2) theories of social and political movements in modern societies and market democracies; and 3) concrete examples of such social and political movements in the contemporary world.

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 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.

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.

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 Charles D. Brockett
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 Gregory Clark
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 Rita Smith Kipp
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 Arthur J. Knoll
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 Linda Lankewicz

David W. Lumpkins
 Pamela R. Macfie
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 Maria-Jesus Natal
 Richard A. O'Connor
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 William M. Priestley
 E. Wyatt Prunty
 John V. Reishman
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 Susan Ridyard
 J. Douglas Seiters
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Dates indicate end of term.

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The Rev. Jo Ann Barker (Feb. 2005)
Larry Barker (Feb. 2006)
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Atlanta

The Rt. Rev. J. Neil Alexander, D.D.
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Laurin McSwain (Dec. 2005)
Ms. Elizabeth Fitch (Dec. 2006)

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Blainey Maguire Hess (Oct. 2005)
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William Wheeler (Feb. 2006)
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James G. Cate Jr. (Feb. 2006)
Prestine Crosby Huckabay (Feb. 2007)

Florida

The Rt. Rev. Samuel John Howard
The Rev. Joan C. Bryan (Dec. 2004)
Blucher B. Lines (Dec. 2006)
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Fort Worth

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Georgia

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Gilmer White (Feb. 2006)
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Kentucky

The Rt. Rev. Edwin F. Gulick, D.D.
The Rev. Gordon Morrison
(Feb. 2005)
Leslie Newman (Feb. 2006)
Robert Nesmith (March 2007)

Lexington

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(March 2005)
Dr. Robert Ross (March 2007)
Anne Walker Garrett (March 2006)

Louisiana

The Rt. Rev. Charles Edward
Jenkins III, D.D.
The Rev. Ralph M. Byrd Jr. (Feb. 2005)
Maude S. Sharp (Feb. 2006)
Christian M.M. Brady (Feb. 2007)

Mississippi

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The Rev. Bruce McMillan (Feb. 2005)
Deborah Selph Davis (Feb. 2007)
Lee Thames (Feb. 2006)

Missouri

The Rt. Rev. George Wayne
Smith, D.D.
The Rev. Llewellyn M. Heigham Jr.
(Nov. 2006)
John Solomon (Nov. 2005)
Kirby Colson (Nov. 2005)

North Carolina

The Rt. Rev. Michael Bruce Curry,
D.D.
The Rt. Rev. J. Gary Gloster, Bishop
Suffragan
The Rev. Dr. Winston B. Charles (Jan.
2006)
Peter DeSaix (Jan. 2005)
John R. Swallow (Jan. 2007)

Northwest Texas

The Rt. Rev. C. Wallis Ohl, D.D.
The Rev. Canon David L. Veal (Oct.
2005)
Ken Baxter (Oct. 2005)
Charmazel Dudt (Oct. 2005)

South Carolina

The Rt. Rev. Edward L. Salmon Jr.,
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The Rt. Rev. William J. Skilton, D.D.,
Bishop Suffragan
The Rev. Michael Lumpkin (March
2005)
Henry C. Hutson (March 2006)
William Clarkson (March 2007)

Southeast Florida

The Rt. Rev. Leopold Frade Jr., D.D.
The Rt. Rev. James Ottley, D.D.,
Assisting Bishop
Donald F. Benjamin (Oct. 2005)
Tim Kilpatrick (Oct. 2004)
The Rev. Dr. Gabriel Sinisi (Oct. 2006)

Southwest Florida

The Rt. Rev. John B. Lipscomb, D.D.
The Rev. Dennis D. Kezar (Oct. 2004)
C. Thomas Gooding (Oct. 2005)
A. Shapleigh Boyd III (Oct. 2006)

Tennessee

The Rt. Rev. Bertram N. Herlong, D.D.
The Rev. Dr. Robert Abstein (Jan.
2006)
William E. Ward (Jan. 2006)
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Texas

The Rt. Rev. Don A. Wimberly, D.D.
The Rt. Rev. Rayford High, Bishop
Suffragan
The Rev. Susan D. Bear (Feb. 2005)
Frederick deB. Bostwick III (Feb.
2007)
Peter H. Squire (Feb. 2006)

Upper South Carolina

The Rt. Rev. Dorsey F. Henderson Jr.,
D.D.
The Rev. Nicholas M. Beasley (Oct.
2005)
Doak J. Wolfe (Oct. 2006)
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West Tennessee

The Rt. Rev. Dr. Don E. Johnson, D.D.
The Rev. John H. Moloney (March
2005)
Sarah Frulla (March 2006)
Waldrup Brown (Feb. 2007)

West Texas

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 The Rev. Ben Nelson (Feb. 2007)
 Kathleen Foster (Feb. 2005)
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Western Louisiana

The Rt. Rev. D. Bruce MacPherson,
 D.D.
 The Rev. Paul Martin (Oct. 2006)
 Tandy G. Lewis Jr. (Nov. 2004)
 Joni McDonald (Nov. 2005)

Western North Carolina

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 2004)
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Alex Wilson Albright (March 2007)
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 (March 2005)
 Samuel Roberts Blount (Aug. 2004)
 Rhea Bowden (Oct. 2005)
 John Colmore (Aug. 2006)
 Catherine Clark Connery (Aug. 2005)
 Knowles Bonin Harper (March 2006)
 Caroline H. Haynes (Aug. 2004)
 The Rev. Dr. H. Hunter Huckabay Jr.
 (March 2006)
 The Rev. S. Marshall Huey Jr. (March
 2007)
 Kate Belknap Huster (March 2005)
 Norman Jetmundsen Jr. (March 2006)
 Walter Merrill (March 2007)
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 (May 2009)
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 The Rev. Thomas Ward, Chaplain
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 Allan Parrent, Interim Dean of the
 School of Theology
 The Rev. Dr. William Stafford, Dean of
 the School of Theology, (beginning
 January 2005)

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- Sewanee Annual Fund : Robert M. Crichton Jr., C'71
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- School of Theology: The Rev. Susan Sloan, T'96
- Young Alumni: Julie Curd, C'92
- Communications: Rondal Richardson, C'91
- New officers election in fall 2005

DEGREES AWARDED

HONORARY DEGREES

Founders' Day, October 7, 2003

Mr. Olan Mills, D.C.L.

Mr. Mark Strand, D. Litt.

Opening Convocation for Easter Term, January 27, 2004

Mr. R. W. Apple Jr., D. Litt.

Ms. Harper Lee, D. Litt.

The Lady Soames, Dame of the British Empire, D. Litt.

Commencement and Crossing for the School of Theology, Friday, May 14, 2004

Albert Sidney Gooch, Jr., D.C.L.

Milford Myhre, Mus. D.

COLLEGE OF ARTS AND SCIENCES 2004

Bachelor of Arts

Christopher Gray Achee (History), Pilesgrove, New Jersey

Christopher Hunter Albany (Latin), Birmingham, Alabama

Casey James Alexander (Economics), Franklin, Tennessee

Karin Elizabeth Andreen (Economics—*honors*) (*cum laude*), Tuscaloosa, Alabama

Justin Carwaskii Askew (Economics), Rome, Georgia

Jacquelyn Stuart Autrey (Art), Ponte Vedra Beach, Florida

Erin Joan Baird (Latin), Sewanee, Tennessee

Francis Shaw Barbour (English), Sidon, Mississippi

*Samuel Barclay Batkins (Political Science—*honors*) (*summa cum laude*), Atlanta, Georgia

Dorothy Brooke Beadle (French—*honors*) (*magna cum laude*), Atlanta, Georgia

Michael Baird Beers Jr. (Economics) (Political Science), Montgomery, Alabama

Frances Dianne Clark Belk (Political Science), Columbia, South Carolina

Sallie Read Bennett (English), Charleston, South Carolina

Lauren Jane Bergdahl (Art History), Ketchum, Idaho

Stacey Marie Berry (Psychology) (*cum laude*), Columbus, Mississippi

John Douglas Bethay III (Political Science), Birmingham, Alabama

Jill Ann Birdwell (Anthropology—*honors*) (*cum laude*), Cookeville, Tennessee

John Nicholas Bishop (Philosophy), Oklahoma City, Oklahoma

George Stephen Doughty Bitter (History), Asheville, North Carolina

Lauren Channing Blackwell (Anthropology), Charlotte, North Carolina

Julie Ann Blair (English), Madison, Alabama

Wilton Ellwood Bland IV (English), New Orleans, Louisiana

Anne Elizabeth Bohne (Art), Savannah, Georgia

Anita Rhiannon Bond (Art History), North Bend, Oregon

Helen Elizabeth Bostwick (Philosophy), Waco, Texas

John Paul Boyer (Political Science—*honors*) (*magna cum laude*), El Dorado, Arkansas

Mildred Lanier Brandau (English), Nashville, Tennessee

Kelley Ann Brewer (Political Science) (*cum laude*), Winchester, Tennessee

Reneé Ravenel Brockinton (History), Charleston, South Carolina

Sarah Katharine Brookby (English), Winston-Salem, North Carolina

Christopher Clark Brooks (History), Bowling Green, Kentucky

Fred McKelder Brown (Anthropology), Rockford, Tennessee

*Janna Bethany Brown (German—*honors*) (*summa cum laude*), Cowan, Tennessee

Michael Justin Brown (Political Science), Blounts Creek, North Carolina

Carey Ann Brownson (Psychology), Morristown, Tennessee

- Laura Elizabeth Buck (Economics), Lexington, Kentucky
 Catherine Wells Buckley (Mediaeval Studies) (*magna cum laude*), Columbia, South Carolina
 Mitchell Eugene Burdett (Art), Tuxedo, North Carolina
 Jillian Leigh Burgess (Political Science), Versailles, Kentucky
 Jonathan David Burns (Third World Studies), Eastaboga, Alabama
 Ann Holloway Bush (Religion), Macon, Georgia
 Alex Louis Cain (Economics), Memphis, Tennessee
 Rebecca Briggs Callaway (English), Nashville, Tennessee
 Ellen Spencer Cameron (Art History), Winchester, Virginia
 Christopher Morgan Scullion Carter (Psychology), Cleveland, Tennessee
 Mary Chandler Carter (Economics), Ashland, Virginia
 Robbie Deon Carter (Economics), Atlanta, Georgia
 Christopher David Caruso (Political Science) (Economics), Charleston, South Carolina
 John Russell Caskey (History), Palm Beach Gardens, Florida
 Margaret Lynn Chadbourn (English), Alexandria, Virginia
 Benjamin George Cobb (American Studies—*honors*), Columbia, South Carolina
 Katherine Ann Colbath (Biology) (*cum laude*), Atlanta, Georgia
 Mirinda Shelton Coleman (English), Bakersfield, California
 *William David Copeland (Economics—*honors*) (*summa cum laude*), Ooltewah, Tennessee
 Lauren Nichole Coshatt (Religion), Birmingham, Alabama
 *Lauren Rebecca Cotner (Art History—*honors*) (*magna cum laude*) (*in absentia*), Dallas, Texas
 Anna Muguet Cox (Art History), Atlanta, Georgia
 J. Austin Cox (Philosophy—*honors*) (*cum laude*), Oklahoma City, Oklahoma
 John Crawford Craige (History), Atlanta, Georgia
 Philip John Cramer (Political Science), Tucker, Georgia
 Jason Lenard Crockett (Economics), Smyrna, Georgia
 *Katherine Sanders Cummings (Art—*honors*) (*summa cum laude*), Asheville, North Carolina
 Justin Maxwell Dale (German), Norfolk, Virginia
 Rebecca Ann Daubert (Religion), Beaufort, South Carolina
 Michael Scott Davis (Religion), Tupelo, Mississippi
 Keely Lynne Davison (History) (*cum laude*), Tulsa, Oklahoma
 Claire Blanton Denny (Anthropology), Virginia Beach, Virginia
 Gregory Thomas DePersio (English), Oak Ridge, Tennessee
 Richard Adam DeVries (English), Nashville, Tennessee
 Nicole Aimée Dicharry (Economics), Metairie, Louisiana
 Elizabeth Rose Dortch (English), Nashville, Tennessee
 Mary Douglass Dyson (English), Point Clear, Alabama
 *Michael Earl Egger (Economics—*honors*) (*summa cum laude*), Franklin, Tennessee
 Robert Walter Evans (Theatre Arts) (*cum laude*), Mobile, Alabama
 Eleanor Elizabeth Ford (Psychology—*honors*) (Mathematics) (*magna cum laude*), Melbourne, Florida
 Elizabeth Scott Ford (Political Science), Houston, Texas
 Vesta Murray Foster (Economics), Columbia, South Carolina
 John Edward Fraleigh, Jr. (Political Science), Jacksonville, Florida
 John Rory Fraser (Philosophy), Franklin, Tennessee
 Mason Erin Freelin (Economics), Woodbury, Georgia
 Elizabeth Hall Freeman (Political Science), Greenville, South Carolina
 Joseph Chamberlin Fritz (Economics) (*cum laude*), Tuscaloosa, Alabama
 Abigail Elizabeth Futrelle (American Studies—*honors*) (*magna cum laude*), Chattanooga, Tennessee
 Johannah Megan Gallagher (Psychology), Hendersonville, Tennessee
 Patrick Quentin Garman (English), Birmingham, Alabama

- Carmen Christine Germino (Political Science) (*cum laude*), Nashville, Tennessee
 Stewart Moncure Gilchrist (Art History), Tappahannock, Virginia
 Erica Andree Gioia (English), Dallas, Texas
 Benjamin Phillip Good (English), Houston, Texas
 Gregory Taylor Goodall, Jr. (American Studies—*honors*) (*cum laude*), Montgomery, Alabama
 Robert Victor Goodin (English), Lakesite, Tennessee
 Alexander McRae Graham (History), Jacksonville, Florida
 Katherine Elise Greaney (Political Science) (*cum laude*), Dallas, Texas
 Barbie Suzanne Green (Anthropology) (*cum laude*), Fayetteville, Tennessee
 Lillian Leigh Gremillion (Art History) (English), Thibodaux, Louisiana
 Marisa Leigh Hackemann (History), Mount Juliet, Tennessee
 Michael Brandon Hackett (Economics), Knoxville, Tennessee
 Kathleen Franks Hale (History), Franklin, Tennessee
 Elizabeth Cary Hall (Art) (*cum laude*), Baltimore, Maryland
 Mary Stuart Hall (Art), Atlanta, Georgia
 William Thomas Hamilton (English), Hagerstown, Maryland
 Gabriel Lynch Hargrove (Art), Christiana, Tennessee
 Peter James Harrison (Economics), Lawrenceville, Georgia
 *Angela Yvonne Harwell (Psychology—*honors*) (*summa cum laude*), Water Valley, Mississippi
 Joseph Alexander Harwell (History), Nashville, Tennessee
 Stormy Nicole Hendershott (Psychology), Houston, Texas
 Katherine Lee Henderson (Economics), Raleigh, North Carolina
 William Chadwick Henson (Psychology) (*cum laude*) (*in absentia*), Sugar Grove, North Carolina
 Katharine Reilly Holahan (English), San Antonio, Texas
 Michael Rhett Holland (Political Science), Savannah, Georgia
 William Somerville Hooker, Jr. (English), Brentwood, Tennessee
 Walter Richard House III (Latin), River Ridge, Louisiana
 Thressa Garen Hover (Religion) (*cum laude*), Midland, Texas
 Anne Wilcox Hubbard (Anthropology), Roanoke, Virginia
 *Joseph Ryan Hugg (Political Science—*honors*) (*summa cum laude*), New Orleans, Louisiana
 Margaret Woodward Hughes (American Studies—*honors*) (*magna cum laude*), Birmingham, Alabama
 *Barbara Perkins Hungerford (Art History—*honors*) (Spanish—*honors*) (*summa cum laude*), Middlebury, Connecticut
 Eliza Hayes Hutto (French—*honors*) (*magna cum laude*), Charleston, South Carolina
 M'Adele Read Irvin (History—*honors*), New Orleans, Louisiana
 Elizabeth Ivey (Theatre Arts) (*magna cum laude*), Marietta, Georgia
 Anne deLiesseline Izard (Natural Resources), Charleston, South Carolina
 Britt Ellyn Jackson (English), Atlanta, Georgia
 Charles Ellis Jenkins (Religion), Charleston, South Carolina
 Michael Lee Johnson (English), Statesville, North Carolina
 Travis Arthur Johnson (Art) (*cum laude*), Estill Springs, Tennessee
 Kyle Hampton Johnston (English), Bowling Green, Kentucky
 Wynter Nicole Jones (Anthropology) (*cum laude*), Jacks Creek, Tennessee
 Ashley Allen Justice (Anthropology), Atlanta, Georgia
 Hunter William Kaller (English), Baxter, Tennessee
 Crews Oliver Keen (Third World Studies) (*in absentia*), Ashton, Maryland
 Annah Lauren Kelley (Spanish), Birmingham, Alabama
 Patricia Lane Ketchey (Art), Tampa, Florida
 *Jane Yong Kim (English—*honors*) (*magna cum laude*), Columbia, South Carolina
 Andrew Alexander King (Art), Gallatin, Tennessee
 Meredith Browning Coulter Kinnison (Psychology), Columbus, Georgia
 Scott Allan Knittle (Political Science) (*cum laude*), Olathe, Kansas

Kathleen Baker Konvalinka (Art History—*honors*), Signal Mountain, Tennessee
 John Paul Kunkel (Political Science), Bowling Green, Kentucky
 Carrie Jean Lawson (Anthropology) (*cum laude*), Memphis, Tennessee
 Mary Catharine Leatherman (American Studies), Greenville, North Carolina
 Jean Ji-hyun Lee (Political Science) (*cum laude*), Knoxville, Tennessee
 Jack Heatherly Lefler III (History), Loudon, Tennessee
 Catesby Perrin Lewis (English), Montpelier, Virginia
 Virginia Zatarain Logan (Art History), New Orleans, Louisiana
 Steven Harvey Lord, Jr. (English), Ft. Worth, Texas
 Tyler McCormick Love (Political Science), Charlottesville, Virginia
 Jamey Mavis Lowdermilk (Social Science-Foreign Language), Winston-Salem, North Carolina
 Brandon Taylor Lucky (History), Rancho Palos Verdes, California
 Jeanne Bennett Lumpkin (Biology), Summerville, South Carolina
 Alexander Huntley Mackintosh (Economics), Tai Tam, Hong Kong
 Amy Elizabeth Martin (English), Paducah, Kentucky
 Jennifer Caroline Matthews (History), Calhoun, Tennessee
 Mary Elizabeth McBride (Psychology) (*magna cum laude*), Winston-Salem, North Carolina
 Barnet Wallace McConnell (Art History) (*cum laude*), Wilton, Connecticut
 *Allison Fielding McCue (French—*honors*) (*summa cum laude*), Plano, Texas
 Miles Ambrose McGrane IV (Political Science), Coral Gables, Florida
 Frances Katharine McLachlan (Anthropology), Chattanooga, Tennessee
 Ashley Lauren McLeod (Spanish) (*cum laude*), Chattanooga, Tennessee
 Christopher Anthony McNulty (History), Sherrill, Arkansas
 Adrienne T. Merriweather (Religion), Collierville, Tennessee
 Oliver Beirne Miles III (Anthropology), New Orleans, Louisiana
 Elizabeth Lehman Miller (French Studies—*honors*) (Art History) (*cum laude*), Greenville, South Carolina
 Samuel Lawrence Moore (English), Chattanooga, Tennessee
 Ryan Clarke Moret (Religion—*honors*), Huntsville, Alabama
 Carolina White Murray (Art History), Savannah, Georgia
 *Logan Nalley III (Spanish—*honors*) (*magna cum laude*), Augusta, Georgia
 Wilson Watts Nash (History), Warrenton, Virginia
 John Harris Clay Nichol (Asian Studies—*honors*) (*magna cum laude*), Memphis, Tennessee
 *Erin Graham Niedringhaus (Latin—*honors*) (*summa cum laude*), Lewisville, North Carolina
 Laura Kathleen O'Kelley (English), Signal Mountain, Tennessee
 William Thomas Oakes III (Philosophy) (English), Tupelo, Mississippi
 William Patrick Ortale IV (Economics), Brentwood, Tennessee
 Amy Catherine Owensby (Political Science), Hillsboro, Tennessee
 Kimberly Dawn Oxley (History), Austin, Texas
 Jeanette Moore Page (English), Raleigh, North Carolina
 Elizabeth Dietrich Parker (Religion), Charleston, South Carolina
 Catherine Clare Parkinson (Art), Richmond, Virginia
 Janet Suzann Paulsrud (Art—*honors*) (*cum laude*), Sewanee, Tennessee
 William Clayton Perry (Economics) (*cum laude*), Franklin, Tennessee
 Zachary Yuen Phillips (Political Science), Castalian Springs, Tennessee
 James Bart Pickett (Political Science) (*cum laude*), Huntingdon, Tennessee
 Ethan Andrew Pinney (Anthropology), La Canada Flintridge, California
 Heather Fearn Platt (Religion), Breckenridge, Texas
 Catherine Anne Plumlee (Social Science-Foreign Language—*honors*) (*cum laude*), Springfield, Tennessee
 Catherine Gant Powell (History), Greenville, North Carolina
 Frank Marshall Rabil, Jr. (History), Franklin, Virginia
 Matthew Alexander Rahn (English), Griffin, Georgia

- René Gustavo Ramirez (Social Science-Foreign Language—*honors*), Madison, Alabama
 Rosilyn Chinique Rayborn (English), Memphis, Tennessee
 Eric Lindsay Reames (History), South Pittsburg, Tennessee
 *Ora John Edward Reuter (Russian) (Political Science—*honors*) (*summa cum laude*),
 Wartrace, Tennessee
 Wade Poucher Reynolds (Environmental Studies: Policy), Tampa, Florida
 Lydia Blair Elizabeth Richards (English) (*cum laude*), Paducah, Texas
 Rachel Kathleen Riley (French Studies—*honors*) (Psychology—*honors*) (*magna cum laude*),
 Houston, Texas
 Amy Elizabeth Robertson (Environmental Studies: Policy), Fayette, Alabama
 Ryan Gabor Robinson (Political Science), Tulsa, Oklahoma
 Taylor Melinda Rogers (English), Birmingham, Alabama
 *Nicholas Harold Rohlfling (Political Science—*honors*) (*summa cum laude*), Sewanee,
 Tennessee
 Alan Meyer Rothschild (Religion), Nashville, Tennessee
 Abigail Elizabeth Rountree (Medical Ethics and Anthropology), Savannah, Georgia
 Mary Frances Rowe (Art History), Tallahassee, Florida
 Luqman Ibn Mahmoud Salam (History), Smyrna, Georgia
 James Reese Salter (Political Science), Monroe, Georgia
 Ann Tefft Sanderlin (Art History—*honors*) (*cum laude*), Shelbyville, Kentucky
 Andrew William Schmidt (Philosophy), Merritt, North Carolina
 Nichole Marie Schmidt (English), Brentwood, Tennessee
 *Jennifer Marie Schneider (Political Science—*honors*) (Russian) (*summa cum laude*),
 Nashville, Tennessee
 Lindsay Marie Schwarz (Political Science), Columbia, South Carolina
 Sarah Ramona Scruggs (Anthropology), Excel, Alabama
 Jill Hayley Sethness (Psychology), San Antonio, Texas
 Katiannie Elizabeth Shaut (American Studies), Irvington, Virginia
 Hayley Jeanette Shelton (Anthropology), Mt. Juliet, Tennessee
 *Sarah Christine Shippy (History—*honors*) (*summa cum laude*), Ashtabula, Ohio
 *John A Shoaf IV (Economics—*honors*) (*summa cum laude*), Lookout Mountain, Tennessee
 *Gregory Catherine Simmons (English—*honors*) (Art History—*honors*) (*magna cum laude*),
 Atlanta, Georgia
 Reginald Blake Smith (History) (*in absentia*), Midlothian, Virginia
 Stevie Suzanne Smoot (Third World Studies), Wartrace, Tennessee
 Dorothy Anne Spencer (English) (*cum laude*), Gainesville, Georgia
 Thomas Bolling Stimpson (Economics—*honors*) (Art) (*cum laude*), Boyce, Virginia
 Erin Kathryn Stocco (Latin) (*magna cum laude*), Pasadena, Texas
 Lauren Zehr Stogdill (Psychology—*honors*) (*cum laude*), Bluffton, Indiana
 Stefanie Boucher Stradinger (Economics), Pawleys Island, South Carolina
 James Stuart Strickland (English), Ponte Vedra Beach, Florida
 Robert Rex Struthers (English), Charleston, South Carolina
 Katherine Frances Sullivan (Philosophy—*honors*) (*cum laude*), Lewisville, North Carolina
 David Jackson Summers (History) (*cum laude*), Liberty County, Florida
 Taylor Caillet Sutherland (English) (*cum laude*), Nashville, Tennessee
 Katherine Lindsay Sutley (Art History), Foley, Alabama
 *Sheena Lynn Swanson (Music—*honors*) (Psychology) (*magna cum laude*), Hixson,
 Tennessee
 Henry Payne Sweets (Philosophy) (*cum laude*), Cincinnati, Ohio
 *Laura Marina Szapiro (Anthropology) (*magna cum laude*), Trenton, Georgia
 Megan Rachelle Talley (English), San Antonio, Texas
 Ashley Elisabeth Taylor (Art History), Morristown, Tennessee
 Jacob Stafford Thomas (English), Huntsville, Alabama
 John Reed Thomas, Jr. (Economics) (German) (*cum laude*), Fryburg, Pennsylvania
 Britton Elizabeth Thompson (English), Macon, Georgia

Kendric Matthew Tonn (English) (*cum laude*), Wooster, Ohio
 Courtney Adams Trufant (American Studies—*honors*), New Orleans, Louisiana
 Martha Marie Van Dyke (Theatre Arts) (*magna cum laude*) (*in absentia*), Sewanee, Tennessee
 Travis Wayne Vance (American Studies—*honors*) (*cum laude*), Bristol, Tennessee
 Ann-Michael Waldvogel (Art History), Roanoke, Virginia
 Avril Frances Walker (Economics—*honors*), Mobile, Alabama
 Lucy Kathleen Wall (English), Nashville, Tennessee
 Thomas Reid Ward III (English), Sewanee, Tennessee
 Walter Miles Warfield, Jr. (Natural Resources), Nashville, Tennessee
 Kate Elizabeth Whetstone (Political Science), Saint Matthews, South Carolina
 Whitney O'Terry White (Conservation Studies), Atlanta, Georgia
 Amanda Leah Whiteman (Religion), Franklin, Tennessee
 Anna Elizabeth Willett (French Studies—*honors*) (*magna cum laude*), Greenville, South Carolina
 Ann McCauley Williams (Political Science), Harrods Creek, Kentucky
 *Anna Marie Williams (History—*honors*) (*magna cum laude*), Mooresville, North Carolina
 Nicholas Carlton Williams (Political Science), Colleyville, Texas
 Sara Perrenot Williamson (English), Forest Home, Alabama
 Judson Oliver Williford, Jr. (History), Memphis, Tennessee
 Jessica Ann Wilson (Art), Monteagle, Tennessee
 Robert Leland Windrow (Psychology), Nashville, Tennessee

Bachelor of Science

Brittany Kate Ames (Psychology) (*cum laude*), Marietta, Georgia
 Jacob Wayne Barrett (Computer Science) (Theatre Arts), Franklin, Tennessee
 Russell Steven Bauman (Biology), Tiger, Georgia
 Nana Yaw Ankoma Bempong (Computer Science), London, England
 Robert Foster Chapman II (Natural Resources), Spartanburg, South Carolina
 *David William Daniel (Biology) (*magna cum laude*), Austin, Texas
 Donald Oliver Davis (Computer Science), Jasper, Alabama
 Katherine Leigh Davis (Biology) (*cum laude*), Hattiesburg, Mississippi
 John Leander Edinburgh (Computer Science), New Orleans, Louisiana
 Christopher David Engels (Computer Science) (German), Stoughton, Wisconsin
 *James Warren Evans (Biology) (*magna cum laude*), Birmingham, Alabama
 Charles Cuthbert Ezzell (Natural Resources) (*cum laude*), Nashville, Tennessee
 Mead Boykin Ferris III (Biology), Goshen, Kentucky
 Kimberly Lynn Fuller (Biology), Suwanee, Georgia
 Lauren Caroline Gilbert (Natural Resources), Greensboro, North Carolina
 Julie Lynn Guckenberger (Natural Resources), Lexington, Kentucky
 Sarah Heath Harder (Biology), Oliver Springs, Tennessee
 Scarlett Anne Harper (Biology), Montrose, Alabama
 John Deryl Hart (Biology) (*cum laude*), Lake Bluff, Illinois
 John Ross Havard (Forestry—*honors*), Daphne, Alabama
 Kathryn Carty Husted (Biology) (*cum laude*), Lexington, North Carolina
 Hannah Marie Johnson (Computer Science) (Mathematics) (*cum laude*), Asheboro, North Carolina
 Jeremiah Lyle Johnson (Environmental Studies:
 Ecology and Biodiversity—*honors*) (*cum laude*), Decaturville, Tennessee
 Werner DeWolf Kratovil (Natural Resources—*honors*) (*cum laude*), New York, New York
 David Edward Lowe (Biology), Signal Mountain, Tennessee
 Reagan Lee McRae (Chemistry) (*cum laude*), Lyons, Georgia
 John Thomas Metrailer (Natural Resources), Little Rock, Arkansas
 Patrick Chase Milner (Natural Resources), Lexington, Kentucky
 David Cantej Mushal (Forestry), Bethesda, Maryland

- Matthew Thomas Neal (Biology) (*magna cum laude*), Nashville, Tennessee
 Christina Leigh Nelson (Biology) (Religion—*honors*) (*cum laude*), Murfreesboro, Tennessee
- *Kathryn Margaret Panzner (Chemistry—*honors*) (*summa cum laude*), Copley, Ohio
 Catherine Patterson Ritchie (Biology), Birmingham, Alabama
 Edward Newsome Roberts (Physics) (*in absentia*), Atlanta, Georgia
 Ashlie Brooke Rollins (Biology), Gruetli-Laager, Tennessee
- *Robin Mercedes Rotman (Geology—*honors*) (*summa cum laude*), Lake Bluff, Illinois
 William Hansell Rue III (Natural Resources—*honors*), Montgomery, Alabama
 Elizabeth Wren Shroyer (Physics) (Mathematics), Memphis, Tennessee
- *Marisa Etta Shulman (Biology) (*summa cum laude*), Bell Buckle, Tennessee
- *Adam Moy Stevens (Biology) (*summa cum laude*) (*in absentia*), Melbourne Beach, Florida
 John Paul Swamickannu (Computer Science), Cleveland, Tennessee
 James Wayne Taylor II (Chemistry), Gurnee, Illinois
 Henry Franklin Todd III (Biology) (*cum laude*), Dickson, Tennessee
 Rebecca Lee Tolbert (Biology), Lenoir City, Tennessee
 James Scott Trimble (Biology) (*in absentia*), Jacksonville, Florida
 Mary Lydia Waffle (Natural Resources), Fredericksburg, Virginia
 John Whitworth Wallace (Biology—*honors*), Charlotte, North Carolina
 David Matthew Walters, Jr. (Physics), Birmingham, Alabama
 Tyler Henson Wheeler (Biology) (*cum laude*), Atlanta, Georgia
- *Douglas Blair Widener (Biology) (*magna cum laude*), Atlanta, Georgia
- *Helen Irene Wiersma (Chemistry—*honors*) (Biology) (*magna cum laude*), Okeechobee, Florida
 Geoffrey Hobson Williams (Computer Science), Chapel Hill, North Carolina
- *John William Williamson IV (Biology—*honors*) (*summa cum laude*), Denmark, South Carolina
 Medora West Willmore (Natural Resources), McMinnville, Tennessee
 John Wyatt Wilson (Natural Resources), Fort Worth, Texas
 Elizabeth Polk Wolf (Natural Resources) (*cum laude*), Helena, Arkansas
 Anthony Joseph Zucchero (Chemistry), Chesterfield, Missouri

*Phi Beta Kappa

AWARDS AND PRIZES FOR COMMENCEMENT — MAY 2004

I. THE COLLEGE OF ARTS AND SCIENCES

The Outstanding Teacher Award — *for exceptional secondary school teachers nominated by members of the senior class in the College*
Marilyn Davidheiser — of Tennessee
Toni Shuman — of Texas

The Clarence Day Community Service Award
Catherine Anne Plumlee — of Tennessee
John A. Shoaf — of Tennessee

The Barron-Cravens Cup — *for the outstanding male athlete*
William Clayton Perry — of Tennessee

The Charles Hammond Memorial Cup — *for the male athlete who best exemplifies excellence in scholarship and leadership*
William D. Copeland — of Tennessee

The John Flynn Memorial Trophy
Christopher D. Caruso — of North Carolina
Brittany Kate Ames — of Georgia

The Outstanding Senior Female Athlete Award
Amy Catherine Owensby — of Tennessee

The Michaux Nash Award — *for outstanding performance in men's track*
Casey James Alexander — of Tennessee

The Bishop Juhan Award — *for excellence in swimming*
William Thomas Oakes — of Mississippi
Katherine Leigh Davis — of Mississippi

The Stephen Elliott Puckette III Athletic Award
Rebecca Jo Bigsby — of Georgia
Don Francis Rodgers — of Kentucky

The Stephen Elliott Puckette II Award for Academic Excellence
Erle Jackson Newton — of Georgia

The Harry C. Yeatman Award in Biology
John William Williamson — of South Carolina

The Phillip Evans Award — *for the outstanding Economics graduate*
William D. Copeland — of Tennessee

The Guerry Award — *for excellence in English*
Jane Yong Kim — of South Carolina
Gregory Catherine Simmons — of Georgia

The Tennessee Williams Award for Creative Writing
Michael Lee Johnson — of North Carolina

The Award for Distinction in Art History
Gregory Catherine Simmons — of Georgia

The Allen Farmer Award — *for excellence in Forestry and Geology*
David Cantey Mushal — of Maryland
John Ross Havard — of Alabama

U.S. Forest Service Science Award — *for outstanding math and science in a Natural Resources field*
John Ross Havard — of Alabama

The Ruggles-Wright Prize in French
Allison Fielding McCue — of Texas

The Jackson Cross Memorial Award — *for outstanding performance in German*
Janna Bethany Brown — of Tennessee

The Colonial Dames Grant-in-Aid — *for excellence in American History*
Elizabeth M. Snowden — of South Carolina

The Walter Guerry Green Medal for Latin

Erin Graham Niedringhaus — of Texas

The Gilbert Gilchrist Memorial Music Award

Sheena Lynn Swanson — of Tennessee

The E. G. Richmond Prize in Social Sciences

William D. Copeland — of Tennessee

The Social Science-Foreign Language Award

Catherine Anne Plumlee — of Tennessee

The Alex Shipley Jr. Award

Ora John Edward Reuter — of Tennessee

The A.T. Pickering Award — *for excellence in Spanish*

Barbara Perkins Hungerford — of Connecticut

The Schauss Award — *for excellence in Spanish*

Russell Steven Bauman — of Georgia

The Shepard Photography Award

Katherine S. Cummings — of North Carolina

The Andrew Nelson Lytle Award for Academic Achievement

Rosilyn Chinique Rayborn — of Tennessee

The Isaac Marion Dwight Medal for Philosophical and Biblical Greek

Erin Graham Niedringhaus — of Texas

The John McCrady Memorial Award — *for excellence in Art*Edith Elizabeth Shimel — of Tennessee
Catherine Clare Parkinson — of Virginia**The Hugh Harris Caldwell Jr. Award**James Austin Cox — of Oklahoma
Katherine F. Sullivan — of North Carolina**The Susan Miller Selden Award**

Helen Irene Wiersma — of Florida

The Jessie Ball duPont AwardDonald B. Potter, Jr. — of Tennessee
Grant Alan Burrier — of Ohio
Anthony J. Zuccherro — of Missouri**The Nicholas Barnet Gilliam Jr. Award**— *for an outstanding theatre major*
Robert Walter Evans — of Alabama**Phi Beta Kappa**Samuel Barclay Watkins — of Georgia
Janna Bethany Brown — of Tennessee
William David Copeland — of Tennessee
Lauren Rebecca Cotner — of Texas
Katherine Sanders Cummings — of North Carolina
David William Daniel — of Texas
Michael Earl Egger — of Tennessee
James Warren Evans — of Alabama
Angela Yvonne Harwell — of Mississippi
Joseph Ryan Hugg — of Louisiana
Barbara Perkins Hungerford — of Connecticut
Jane Yong Kim — of South Carolina
Allison Fielding McCue — of Texas
Logan Nalley III — of Georgia
Erin Graham Niedringhaus — of North CarolinaKathryn Margaret Panzner — of Ohio
Ora John Edward Reuter — of Tennessee
Nicholas Harold Rohlfling — of Tennessee
Robin Mercedes Rotman — of Illinois
Jennifer Marie Schneider — of Tennessee
Sarah Christine Shippy — of Ohio
John A Shoaf IV — of Tennessee
Marisa Etta Shulman — of Tennessee
Gregory Catherine Simmons — of Georgia
Adam Moy Stevens — of Florida
Sheena Lynn Swanson — of Tennessee
Laura Marina Szapiro — of Georgia
Douglas Blair Widener — of Georgia
Helen Irene Wiersma — of Florida
Anna Marie Williams — of North Carolina
John William Williamson IV — of South Carolina**II. NATIONAL AWARDS IN THE COLLEGE OF ARTS AND SCIENCES****The Rhodes Scholarship**

Robin Mercedes Rotman — of Illinois

Thomas J. Watson Fellowship

Katherine S. Cummings — of North
Carolina

Fulbright Scholarship

Jennifer M. Schneider — of Tennessee
Ora John Edward Reuter — of Tennessee

Barry M. Goldwater Scholarship

Ross Taylor Sowell — of Tennessee

Morris K. Udall Scholarship

Katharine Keeble Wilkinson — of Georgia

Algernon Sydney Sullivan Medallion — *for
character*

Michael Earl Egger — of Tennessee

STUDENT BODY STATISTICS

College of Arts and Sciences

Advent semester 2003-2004

ENROLLMENT	MEN	WOMEN	TOTAL
Continuing Students	421	472	893
Transfer Students	11	7	18
New Freshmen	188	239	427
Non-degree seeking	3	5	8
Total Full-Time Enrollment	623	723	1346
Unclassified Students (Part-Time)	9	9	18
European Studies Students (Off-Campus)	3	7	10
Total Enrollment	635	739	1374

CLASSIFICATION	MEN	WOMEN	TOTAL
Seniors	127	137	264
Juniors	115	158	273
Sophomores	185	189	374
Freshmen	196	242	374
Total Full-Time Enrollment	623	726	1349
Unclassified Students (Non-degree Seeking)	12	13	25
Total Enrollment	635	739	1374

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Alabama.....	118	Michigan.....	6
Alaska.....	1	Minnesota.....	1
Arkansas.....	20	Mississippi.....	26
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Colorado.....	4	New Hampshire.....	1
Connecticut.....	10	New Jersey.....	6
Delaware.....	5	New York.....	12
Florida.....	63	North Carolina.....	104
Georgia.....	166	Ohio.....	15
Idaho.....	1	Oklahoma.....	18
Illinois.....	10	Oregon.....	3
Indiana.....	4	Pennsylvania.....	6
Kansas.....	2	Rhode Island.....	3s
Kentucky.....	64	South Carolina.....	79
Louisiana.....	27	South Dakota.....	1
Maine.....	4	Tennessee.....	336
Maryland.....	15	Texas.....	96
Massachusetts.....	5	Utah.....	1

Vermont.....2
 Virginia91
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 Wisconsin.....3
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 Jamaica1
 Japan4
 Lithuania1
 Nepal1
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 Romania1
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