

**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

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SEWANEE: THE UNIVERSITY OF THE SOUTH CATALOG 2014—2015

COLLEGE OF ARTS  
AND SCIENCES

**Catalog**

*and Policies*

2014—2015

**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

COLLEGE OF ARTS & SCIENCES  
**CATALOG**  
AND POLICIES  
2014–2015



**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

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Legal title of the University:

“The University of the South”

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

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

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Compiled by the Office of Marketing and Communications and Print Services  
Pamela C. Byerly, editor; Tammy Elliott, graphic designer.

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## UNIVERSITY PURPOSE

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

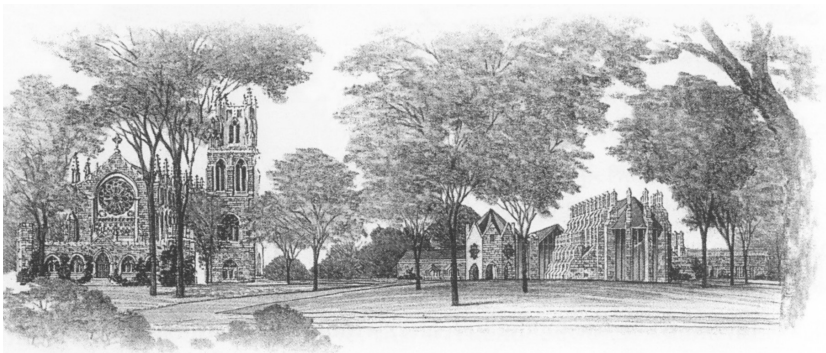
The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement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

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

### HONOR SYSTEM

THE CONCEPT OF HONOR — One shall not lie, cheat, or steal.

For more than a hundred years the Honor System has been one of Sewanee's most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings.



## THE UNIVERSITY

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

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

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

### HISTORY OF THE UNIVERSITY

Concerned by the failure of the Episcopal Church to establish a successful institution of higher learning within the southern states, 10 Episcopal dioceses agreed in 1856 to cooperate in creating a single university. Responding to their bishops' invitation, clergy and lay delegates from Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee, and Texas met at Lookout Mountain near Chattanooga, Tennessee, on July 4, 1857, to name the first board of trustees.

On October 10, 1860, the ceremonial laying of a University cornerstone was completed, but plans were drastically altered by the Civil War, which erupted a few months later. After the war, the bishop of Tennessee and the University's commissioner of buildings and lands returned to the campus in 1866 to re-establish the institution formally. But the money raised before the war was gone, the South was impoverished, and there was much to do before the University would open.

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

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

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

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

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

From its opening in 1868 until 1981, the University included a preparatory school known successively as the Junior Department, the Sewanee Grammar School, the Sewanee Military Academy, and the Sewanee Academy. In April, 1981, the board of trustees voted to merge the



academy with St. Andrew's School on the St. Andrew's campus, just outside the gates of the University Domain. St. Andrew's-Sewanee School continues today to provide quality education in an Episcopal setting.

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

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

## THE DOMAIN

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

## ACCREDITATION

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

## CAMPUS AND BUILDINGS

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

**Thompson Union** (1883; 1901; 1950), which originally housed the medical school, was partially destroyed by fire in 1950. The present structure served as the student union until 1974. It now houses the advancement and records offices for the Office of University Advancement and the

Sewanee Union Theatre. Among contributors to the building were the Hon. Jacob Thompson and Mrs. James L. Houghteling.

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

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

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

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

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

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

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

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

**The Jessie Ball duPont Library** (1965), named for one of the University's most generous benefactors, serves as the hub for access to an enormous array of information resources. The

building houses the University's collection of 752,000 print volumes, 330,000 microforms, 10,000 records, tapes, and CDs, and over 13,000 videocassettes and DVDs. As the oldest federal documents depository in the state, beginning in 1873, the library contains 378,000 government publications. The library also provides access to over 507,000 electronic books or texts, over 200 online research databases, and has over 7,000 journal subscriptions, the majority of which are available online.

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

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

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

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

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

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

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

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

**The Robert Dobbs Fowler Sport and Fitness Center** (1994) incorporates the Frank A. Juhan Gymnasium (1956-57) which, in turn, was built around the older Ormond Simkins building

and the Shaffer Gymnasium. The newer part features a varsity basketball court, a swimming pool and diving well, an indoor track, handball courts, workout rooms, coaches' offices, and a classroom. Adjoining the center are the Charlotte Guerry Tennis Courts (1964), the gift of members and friends of the Guerry family. Near the gymnasium are the Eugene O. Harris Stadium and McGee Field.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# UNIVERSITY ACADEMIC CALENDAR FOR 2014–2015

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Go to [registrar.sewanee.edu/calendars/](http://registrar.sewanee.edu/calendars/) to view all the University calendars.

## ADVENT SEMESTER

August 13, 2014 First-Year Program Students Arrive  
August 23–26, 2014 Orientation for New Students  
August 27, 2014 First Day of Classes  
October 4–7, 2014 Fall Break  
October 17, 2014 Founders' Day Convocation  
October 17–19, 2014 Family Weekend  
November 7–9, 2014 Homecoming  
November 26–December 1, 2014 Thanksgiving Break  
December 6–7, 2014 Service of Lessons and Carols  
December 10, 2014 Last Day of Classes  
December 17, 2014 Last Day of Final Examinations

## EASTER SEMESTER

January 13, 2015 First Day of Classes  
January 16, 2015 Winter Convocation  
March 12–22, 2015 Spring Break  
April 29, 2015 Last Day of Classes  
May 6, 2015 Last Day of Final Examinations  
May 9, 2015 Baccalaureate  
May 10, 2015 Commencement

## SUMMER TERM

June 8, 2015 First Day of Classes Summer School  
June 8, 2015 First Day of Classes for School of Letters  
July 15, 2015 Last Day of Classes Summer School  
July 16, 2015 Last Day of Classes for School of Letters  
July 18, 2015 Last Day of Final Examinations Summer School

## ACADEMIC YEAR

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

## ACADEMIC ATTENDANCE

Class attendance is mandatory the day a break begins and the day classes resume after a break. More on class attendance is found at [www2.sewanee.edu/academic\\_life/class\\_attendance](http://www2.sewanee.edu/academic_life/class_attendance)

■ FACULTY

## FACULTY OF THE COLLEGE OF ARTS AND SCIENCES

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### CURRENT

*(Years indicate date of hire.)*

#### **Daniel Dee Anderson, '14**

B.A., University of Cincinnati; M.A., Johns Hopkins University  
*Senior Tennessee Williams Fellow and Visiting Associate Professor of English Term Appointment, Advent Semester 2014-2015*

#### **Richard Apgar, '14**

B.A., Davidson College; Ph.D. University of North Carolina at Chapel Hill  
*Assistant Professor of German*

#### **Robert Edward Bachman, '01**

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

#### **Daniel Backlund, '89**

B.S., Bradley University; M.F.A., North Carolina School of the Arts  
*Professor of Theatre Arts and Director of the Sewanee Summer Seminar*

#### **Thomas Francis Banchoff, '14**

B.A., University of Notre Dame; M.A., Ph.D., University of California  
*Brown Foundation Fellow and Visiting Professor of Mathematics Term Appointment, Easter Semester 2014-2015*

#### **Carl Albert Bardi, '08**

B.A., North Carolina State University; M.A., Ph.D., University of North Carolina at Chapel Hill  
*Associate Professor of Psychology Sabbatical Leave Easter Semester 2015*

#### **Nicole Bella Barenbaum, '90**

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

#### **Helen V. Bateman, '03**

B.S., M.S., Ph.D., Vanderbilt University  
*Associate Professor of Psychology*

#### **Justyna Anna Beinek, '14**

M.A., University of California; Ph.D., Harvard University  
*Director of the Mellon Globalization Forum and Visiting Associate Professor of International and Global Studies and Russian*

#### **Julie Kay Berebitsky, '97**

B.A., University of California, Davis; M.A., George Washington University; Ph.D., Temple University  
*Professor of History and of Women's and Gender Studies*

#### **Nancy Jane Berner, '92**

B.A., M.S., University of Idaho; Ph.D., Stanford University  
*William Henderson Professor of Biology and Associate Provost*

#### **Nancy Mishoe Brennecke, '95**

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

#### **Sid Brown, '99**

B.A., Emory University; M.A., Florida State University; Ph.D., University of Virginia  
*Professor of Religion*

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**EMERITUS**

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*Former Instructor in English and University Chaplain*

**Herbert Stephenson Wentz**

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*Professor of Religion, Emeritus*

**Samuel Ruthven Williamson**

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*Professor of History and Robert M. Ayres Distinguished University Chair Emeritus and Vice-Chancellor Emeritus*

**HISTORIOGRAPHERS OF THE UNIVERSITY**

**Samuel Ruthven Williamson**

*Historiographer of the University of the South*

**Gerald Lafayette Smith**

*Associate Historiographer of the University of the South*

## ACADEMIC LIFE

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

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

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

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

### ACADEMIC YEAR

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

### DEGREE REQUIREMENTS

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

- Complete 32 full academic courses (equal to 128 semester hours), plus two physical education credits;
- Earn one PE credit by the end of the freshman year and an additional one by the end of the sophomore year;
- Meet the General Education requirements of the college before the beginning of the senior year;
- Of the 32 academic full courses (128 semester hours) presented for a bachelor's degree, no more than 13 full courses (52 semester hours) may be presented in any single subject. Students and their advisors are strongly encouraged to develop a program of study for the junior and senior year that reflects breadth of involvement in disciplines beyond their principal academic interest;

- Complete an academic major, including one writing-intensive course in the major. *Note: 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;*
- Attain a grade point average of at least 2.00 on all academic work at Sewanee;
- Spend at least four semesters in residence, including the final two semesters;
- Earn a minimum of 64 semester hours of credit at Sewanee;
- Pass a minimum academic load of three courses per semester (as well as seven during the upperclass years).

During the first two years, many of the student's courses are options listed within prescribed categories of general education.

During the last two years, a student's courses are usually selected from those offered in a major field of study but also include ample electives.

The college offers a broad undergraduate education in the arts and sciences rather than highly specialized training. Toward this end, and to fulfill the aims suggested by the fourth bulleted item above, no major is allowed to require more than 11 courses in the major field. During the final year, each student is required to pass a comprehensive examination in the major field before graduation. A student who at the time of the comprehensive examination does not have at least a 2.0 grade point average is not allowed to take the exam until the grade point average has been raised to that required level.

### **General Education Program and Requirements – Revised For All Students in the Class of 2017 and Subsequent Years**

Students in the classes of 2015 and 2016 are presumed to meet the General Distribution Requirements in the Catalog at the time each matriculated; individual students in these three classes may, however, opt to meet the following requirements by filing the appropriate form with the Registrar's Office.

The overarching goals of Sewanee's General Education Program and the broader curriculum are congruent with the University's mission of encouraging students to grow in character as well as intellect. Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service and provide opportunities in their classes and on this campus to take responsibility for their own lives and the lives of peers. Students are challenged to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems and produce creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on campus and beyond, builds the foundation for their active citizenship and for lives of personal fulfillment involving commitment to service, achievement, and a reverent concern for the world.

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

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

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

The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with

confidence. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.

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

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

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

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

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

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

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

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

**Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies.**

*One 300 level or higher foreign language course OR foreign language through the 200 (3rd semester) level together with one course in a related culture.*

The cross-cultural comprehension requirement at Sewanee helps to prepare students for full citizenship in our global society. Upon completion of this requirement, students have developed a range of communicative strategies in a foreign language, recognition of another cultural perspective, and the capacity for informed engagement with another culture. These skills lead students to understand a variety of texts: oral, visual, and written. Students practice writing, public speaking, conversing, critical thinking, and textual analysis. Success in a foreign language gives students knowledge that they can apply broadly to academic and non-academic settings. The study of at least a second language is and always has been a hallmark of liberal arts education, providing not just access to the thought and expression of a foreign mentality and culture, but also a useful way to reflect on one's own mentality, language, and culture.

**Objective 7. Students complete at least two Writing-Intensive courses, one by the end of sophomore year and one in the major.**

**a. Foundational Writing-Intensive Course.** Typically taken during the freshman year, this course aims to provide extensive training and practice in expository writing. Although the course may be offered through any department or program, the craft of writing is its principal purpose. With a steady classroom focus on writing style and techniques for about three weeks of the fourteen-week term, students are expected to write at least six short papers, some of which are revised in consultation with the instructor. This foundational course includes not only training in argumentation, organization, and stylistics, but also a systematic review of technical matters such as grammar, punctuation, and usage.

**b. Upper-level Writing-Intensive Course.** Upper-level Writing Intensive courses are offered in the student's major as part of the major requirement. Such courses aim to sharpen the student's skills through frequent writing assignments. They may include conferences with the instructor and should include assignments to revise written work and some time spent in classroom, group-engaged attention to the writing process. The second writing-intensive course or its college-approved equivalent (in the major) should also expose students to conventions of writing and research expected in a given discipline. Sewanee graduates are thus trained to express themselves with clarity and precision.

**Objective 8. Physical Education and Wellness.** *Two courses, not counted among the 32 full academic courses required for graduation, are required. One of these must be completed by the end of the freshman year and the second by the end of the sophomore year.*

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

**Learning Objective Attributes for Courses**

Courses judged to be suitable for General Education are tagged with one or two attributes (G1-G6), each attribute corresponding to one of Learning Objectives 1 through 6. Listing of the relevant attribution(s) for every qualifying courses can be found online, within the full roster of currently-offered courses on the Registrar's webpage, and this list is updated every semester. It should be remembered that, under the new General Education Model, students can continue to fulfill certain of their distribution requirements by taking courses in the Interdisciplinary Humanities Program.

### **Recognition of Advanced Placement and International Baccalaureate Studies**

Students under the new general education requirement who perform exceptionally well on AP Exams (scores of 4 or 5) or high-level IB Exams (scores of 5, 6, or 7) are considered to have fulfilled appropriate Learning Objectives.

**Questions and Answers About the Revised General Education Programs for Current Students:** registrar.sewanee.edu/students/general-education-attributes-in-the-college-of-arts-and-sciences/

**Articulation of Advanced Placement and International Baccalaureate Examinations with General Education Requirements:** registrar.sewanee.edu/students/articulation-of-ap-and-ib-exams/

### **The General Education Distribution Requirements (prior to revised version initiated in Advent term 2013)**

The General Education distribution requirements currently understood to be the “default” standard applicable to students enrolled in the Classes of 2015 and 2016 are as follows:

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

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

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

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

Mathematics is essential to all systematic inquiry in the natural and social sciences and is a study that can return great intellectual and aesthetic satisfaction. The study of computer science likewise offers both practical benefits and ways of envisioning multiple models of reality. Students at Sewanee pursue mathematics and the natural sciences to gain an understanding of the methods involved in scientific work and an enhanced appreciation of the natural world. At least one of the two science courses must have a full laboratory. Labs meet for approximately the same number of hours as the lecture classes meet each week.

**History and the Social Sciences:** One course in history (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 Performing Arts:** One course in art, art history, music, or theatre.

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

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

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

**Physical Education:** Two courses (not counted among the 32 full academic courses required for graduation) One of these must be completed by the end of the freshman year and the second by the end of the sophomore year.

#### **Additional Requirements for a Bachelor of Science (applies to all students)**

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

- Complete a major in biochemistry, biology, chemistry, computer science, environmental studies: chemistry, environmental studies: ecology and biodiversity, environmental studies: natural resources and the environment, forestry, geology, mathematics, physics, or psychology;
- Present four courses outside the major field from biology, chemistry, computer science, geology, mathematics, physics, statistics, or those courses in forestry and psychology designated as meeting the general distribution requirement in natural science (see 2.b above).
- At least two of the four courses must be laboratory courses, all four must be taken at Sewanee, and none may be graded on a pass/fail basis.



### **Additional Requirements for a Second Bachelor's Degree**

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

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

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

### **Additional Degree Policies (applies to all students)**

1. The faculty requires a student to have completed all academic general distribution requirements courses before the beginning of the student's last two semesters. Students must also have earned one PE credit before the end of the freshman year, and a second PE credit before the end of the sophomore year. Exceptions may be made by petition to the College Standards Committee. A student must request and receive College Standards Committee approval to meet any general distribution requirement outside the time frame specified.
2. 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.
3. General distribution courses must be taken and passed in the College of Arts and Sciences by all except transfer students. Only coursework taken by these students prior to admission to the college may be evaluated as possible substitutions for prescribed courses.
4. Effective with the class of 2014, it is expected that all students will, in the course of fulfilling requirements for their academic major, take at least one course within the major (as described under General Distribution Requirements, Writing-Intensive Courses) that exposes students to the conventions of writing and research expected in a given discipline.

### **Major Fields of Study**

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

- American Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Biochemistry
- Biology
- Chemistry
- Classical Languages
- Computer Science
- Ecology and Biodiversity [Environmental Studies]
- Economics
- English
- Environment and Sustainability [Environmental Studies]

Environmental Arts and Humanities [Environmental Studies]

Forestry

French

French Studies

Geology

German

Greek

History

International and Global Studies

Latin

Mathematics

Medieval Studies

Music

Natural Resources and the Environment [Environmental Studies]

Philosophy

Physics

Politics

Psychology

Religion

Russian

Spanish

Theatre Arts

*For information on requirements for specific majors, please refer to "Departments and Academic Programs."*

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

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

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

### Minor Fields of Study and Certificates of Curricular Study

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

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

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

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

#### Minors [Certificates] are currently offered in:

- Anthropology
- Art
- Art History
- Asian Studies
- Biochemistry
- Biology
- Business
- Chemistry
- Classical Languages
- Computer Science [See Mathematics and Computer Science]
- Creative Writing [Certificate] [See English]
- Economics
- Education
- Film Studies
- Forestry
- French and French Studies
- Geology
- German
- Greek [See Classical Languages]
- History
- International and Global Studies
- Latin [See Classical Languages]
- Mathematics
- Music
- Neuroscience
- Philosophy
- Physics & Astronomy
- Politics

Psychology  
 Religion  
 Religion and Environment  
 Russian  
 Shakespeare Studies  
 Spanish  
 Theatre Arts  
 Watershed Science [Certificate] [See Environmental Studies]  
 Women's and Gender Studies

*For information on requirements for specific minors and certificates, please refer to "Departments and Academic Programs."*

### **Degrees with Honors, Valedictorian, and Salutatorian**

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

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

The College Standards Committee declares class valedictorian and salutatorian. These students must be members of the Order of Gownsmen and must have pursued a full college course 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 should be consulted with regard to any subsequent changes.

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

### **Grading System**

Student work is evaluated according to the following system: A for excellent, B for good, C for satisfactory, D for passing, F for failing, I for incomplete work (see below), W for withdrawn, WF for withdrawn failing, and P for passing in a pass/fail course. Grades are recorded in the registrar's office, and, with the exception of I, may not be changed except in cases of clerical error. Such extensions can be granted only by that office. Such changes — i.e., those based on a clerical error should be made no later than the semester following the one in which the original grade was given.

The grade I (incomplete) is given only when a professor deems that a student has failed to complete the work of a course for legitimate and unavoidable reasons. The incomplete must be replaced with a grade within one week after final examinations. An extension exceeding one week requires that a student supply very clear evidence of extenuating circumstances to the Associate Dean of the College.

Averages are computed in grade points. Each graded semester hour of academic credit carries with it a corresponding number of grade points as follows:

A+ 4.33	B+ 3.33	C+ 2.33	D+ 1.33	F 0.00
A 4.00	B 3.00	C 2.00	D 1.00	
A- 3.67	B- 2.67	C- 1.67	D- 0.67	

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

**Dean’s List**

To qualify for the Dean’s List, a student must have a semester average of 3.625 or higher after completing a semester with credit for at least three and one-half academic courses, at least three of which were taken for a grade. This list is published each semester by the Office of the Dean of the College.

**Grade Appeal**

A student who believes that he or she has been assigned a course grade which is unfair or inappropriate, and who has been unable to resolve the matter with the faculty member directly, may appeal to the College Standards Committee. Appeals should be initiated no later than the semester following the one in which the grade in question was given. Such appeals are made by letter to the committee via the Associate Dean of the College and are taken up as regular agenda items at the next scheduled meeting. The Associate Dean informs the faculty member involved of the appeal and invites this faculty member to respond to the student’s claim.

The concept of academic freedom as practiced at the college prohibits the committee or any administrative officer from forcing a faculty member to change a grade. Therefore, an appeal serves more as a form of peer review than an appeal per se. The committee may suggest a solution to the dispute, may request that both the faculty member and the student justify their positions, and may recommend legislation to the faculty that might prevent conflicts from occurring in the future.

All faculty members should be aware that they may be asked to justify their personal grading procedures, and should keep adequate records of class performance. In addition, faculty should not request grade changes later than the semester following the one in which the grade in question was given.

**Exam Rescheduling**

With the approval of the teacher or teachers involved and the Associate Dean of the College, students may arrange their exam schedules so that they are not compelled to take three examinations on one calendar day or more than three examinations on any two consecutive calendar days in the examination week. Every such arrangement must be completed by the last day of the semester. Whenever possible, the morning examination will not be changed. Permission will not be granted to schedule an examination outside the regular examination week, except in case of illness. If a student has a course under an instructor who teaches more than one section of the course, the student may take the final examination with another section if the instructor gives permission.

**Transcripts**

The official record of all grades earned and all courses attempted or completed is the permanent record from which transcripts are made. Upon written request of the student, the registrar will send “official” transcripts to institutional addresses, providing the student’s account is paid in full. In addition, the registrar’s office has agreed to provide for an upper class student, upon request, an additional sheet indicating basic information about a student along with a cumulative grade point average and rank and percentile within the class.

## CLASS ATTENDANCE

Students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings. Any student who fails to attend a class has the absolute obligation of communicating with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class).

Instructors have the prerogative to set attendance policies for their individual classes and to determine what absences are “excused” or “unexcused,” and they can determine at what point tardiness or other inappropriate behavior is better defined as “absence.” Instructors will outline their policies in their syllabi. Still, as a whole the faculty follow these principles:

1. A student may be excused for University business (authorized extracurricular activities) as long as he or she has contacted his or her instructors in advance; if not, the instructor will ordinarily consider the absence “unexcused.” For example, athletes should communicate with faculty before traveling to away games, and volunteer firefighters should inform faculty at the beginning of the term that they may be called to duty at unexpected times.
2. According to a policy approved by the Director of Athletics, the University Advisory Committee on Athletics, and the College Faculty: normally, varsity athletes should not miss more than three 50-minute class meetings (or the equivalent) per course per semester to attend varsity sporting events. Athletes should not miss any classes or labs because of practice.
3. A student may be excused at the discretion of the instructor for illness and/or a family emergency. Any student who misses multiple days for such reasons should also contact the Dean of Students to explain the circumstance (and the instructor should also inform the Dean of Students of the need to intervene). Examples of unexcused absences include oversleeping, forgetting a class, missing a ride, having travel arrangements that preclude attending class, and attending a social event.
4. Certain days are classified as “no cut” days: non-gownsmen who are absent for any reason on the last day before or the first day after a vacation are placed on attendance warning for the remainder of the semester.
5. Students are responsible for all work discussed, including announcements, even when the absence is excused.
6. Should a student be absent from a class during which an examination is to be given or a paper is due, or at the time of a final exam, the instructor ordinarily gives a zero.

At any point when an instructor in any course (including Physical Education) has decided that the attendance or general performance of any student (including Gownsmen) is unsatisfactory, the instructor may request the Dean of Students to issue a warning. This warning specifies that not more than one unexcused absence may be taken after the warning is issued. Any additional unexcused absence results in automatic exclusion from the course. A student who has been dropped under these circumstances is marked WF and the grade counts in the grade point average as an F. A student on attendance warning may not withdraw from a class voluntarily after taking a second unexcused absence.

## STUDENT CLASSIFICATION, PROGRESS AND STATUS

**A first-year student, or freshman,** has fewer than six full academic courses.

**A second-year student, or sophomore,** has at least six full academic courses (twenty-four semester hours).

**A third-year student, or junior,** has at least sixteen full academic courses (sixty-four semester hours).

**A fourth-year student, or senior,** has at least twenty-four full academic courses (ninety-six semester hours).

A “special,” visiting or transient student is one without degree-seeking status in the college.

A part-time student is one who is enrolled in fewer than three full courses per semester. Such a student is admitted, by permission of the office of the dean of the college, to certain courses without being required to present the full entrance requirements. Given the required progress standards for degree seekers, part-time students are non-degree seekers or “special” students. Work done by a part-time student does not count toward a degree unless such a student is later admitted as a degree candidate.

### Academic Progress for Degree-seeking Students

Degree-seeking students are expected to be full-time and enroll in at least three full courses each semester. All such 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. At the conclusion of each semester, those students who have not met these requirements for that semester are suspended and cannot return the following semester.

In addition, students must meet the following requirements to be eligible to re-enroll the following academic year:

- A first-year student must pass at least five full courses (two first semester, three second semester) for the academic year and attain a cumulative GPA of at least 1.20.
- A second-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.60.
- A third-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.80.
- A fourth-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.90.

Students who fail to meet these requirements are suspended for one semester. After academic suspension for one semester, a student may make formal application for reinstatement. If reinstated, he or she will be required to meet the standard for each stage of academic residence.

Students who do not attain the grade point average required for the year or do not pass at least half the required courses during the first semester of the academic year are placed on “academic warning.” Students on academic warning may enroll for the next semester. The purpose of academic warning is to notify the student that failure to meet the required standards by the end of the academic year will result in academic suspension; however, given the suspension criteria explained above, it is not possible to place each student on warning prior to suspension.

### Registration

The Office of the University Registrar produces a schedule of classes and establishes dates and times for registration each semester. All students are expected to give thoughtful consideration to the selection of courses before consulting their faculty advisor. Further, individual students assume full responsibility for compliance with all academic requirements. A student is considered registered only after he or she appears properly on class lists, as indicated specifically in Banner.

### Adding and Dropping Courses

Students may drop and add courses subject to the following policies and procedures:

- a. During the first 10 days of a semester, students may add and drop courses online. After that, schedule changes are made by submitting a completed schedule adjustment form to the University Registrar’s office.
- b. During the first five class days of a semester, a student may add a course with the approval of his or her advisor. After the fifth class day, the student must also secure the approval of the

- instructor in order to add a course. In exceptional circumstances, students may add courses after the 10th class day with the additional approval of the Associate Dean of the College. Students may not add any course to their schedule later than the 20th day of classes.
- c. A course dropped during the first four weeks of classes is not entered on the student's record.
  - d. A course dropped after the fourth week of classes, but before the Tuesday following the first Monday in November (for the Advent semester) or the Tuesday following the first Monday in April (for the Easter semester) is recorded on the student's record with a grade of W, which does not count in the grade point average. After mid-semester, when changes of this kind are generally not advisable, the signature of the Associate Dean of the College is also required.
  - e. A course dropped later than the first Monday in November (for the Advent semester) or the first Monday in April (for the Easter semester) will be recorded on the student's record with the grade of WF, which is counted as a grade of F. Exceptions may be made (with the approval of the Associate Dean of the College and/or the College Standards Committee) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.
  - f. Students are responsible for the accuracy of their course registrations. They may check their class schedule on the web at any time through their student account. No change in registration is official until it has been submitted and accepted online or until the proper form, bearing the appropriate signatures, has been received and recorded by the University Registrar's office.

### Pass/Fail Courses

Juniors and seniors with at least a 2.00 GPA may take one graded course each semester on a pass/fail basis. Pass/fail designations must be made before mid-semester. No required course or prerequisite for a required course may be taken pass/fail. This means that a student who has completed all major or minor requirements but who wishes to take an additional course or courses in the field of the major or minor may be allowed to do so. Of the thirty-two full courses needed for graduation requirements, no more than four may be taken pass/fail. A few regular courses in the college are offered on a pass/fail basis only, but these are not restricted to juniors and seniors and do not affect a student's eligibility to take other courses on this basis.

Students should establish as early as possible in the semester which, if any, courses will be taken on a pass/fail basis. Up until mid-semester a course may be established as pass/fail with the approval of the faculty advisor and the course instructor. Given the time span for declaring a course pass/fail, students are not allowed to declare a course pass/fail after the deadline. With the permission of the instructor, a student may change from pass/fail to normal grading up to two weeks after mid-semester.

A senior with a 2.00 GPA or higher may take all courses on a pass/fail basis during the semester in which the comprehensive examination is scheduled, subject to the restrictions in the first paragraph.

The grade P, for pass, does not affect the grade point average. If a student fails a pass/fail class, the grade counts as an F.

Courses taken away from Sewanee (e.g., on study abroad or in summer school elsewhere) should not be taken on a pass/fail basis.



### Repeating a Course

Students planning to repeat a course previously completed should indicate this fact at the time of pre-registration/registration. Failure to do so can result in an inaccurate record or a change of credit hours; and may delay graduation. Though hourly credit is awarded but once, when a course is repeated both grades are shown on the permanent record card. If, and only if, the earlier grade was lower than C- will both grades be calculated into the cumulative grade point average. However, in order to achieve the 2.00 grade point average required for graduation or the average required to re-enroll, a student may elect to repeat any course where the grade earned is below C-. For the purpose of computing these averages (for internal use) only the latter grade will count even if it is a lower grade. A student with C- or above in a first (or only) taking of a course will have only that grade counted in the Sewanee grade point average.

### Transfer Credit and Study Abroad Credit

Because academic success at the University of the South almost always requires four full years of high school preparation, the University does not normally award transfer credit for college courses earned at another college or university prior to a student's graduation from high school. Students may be considered for placement in higher-level courses on the basis of such course work.

Students wishing to transfer college credits earned during the summer prior to enrollment at the University of the South must have those courses approved for transfer in advance by the University Registrar.

The college allows some transfer credits for students who have been enrolled as degree seekers at another college or university prior to enrolling at Sewanee. The University Registrar assesses transfer work on a course-by-course basis to determine comparability to courses offered by the College of Arts and Sciences and applicability toward a University of the South program of study. Academic work with a grade of C or above from other institutions is generally accepted for credit hours only. (No credit will be accepted for a grade of C minus or lower.) Grades for such courses appear on the transcript, but they are not figured for GPA, final class ranks, academic honors, or Order of Gownsmen status. As each degree-seeking student must earn at least sixty-four semester hours of credit at Sewanee, transfer credit is limited to sixty-four semester hours.

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: British Studies at Oxford, European Studies in Britain and on the Continent, Classical Studies in Rome through the Intercollegiate Center, and programs of the Institute for the International Education of Students (IES).

Students planning to take courses during a summer session at another institution must obtain permission from the University Registrar to attend and approval of specific courses to be taken. Forms are available in the office of the registrar. Summer study through any study abroad program other than Sewanee in China or South Asia, Sewanee in Spain, Sewanee in France or Sewanee in Russia, the WWII program, or the Sewanee program in Berlin must also have the approval of the associate dean of the college.

Quarter hours are converted to semester hours at 2/3 their face value (example: five quarter hours equal three semester hours).

The University of the South does not award transfer credit for course work taken on a non-credit basis or for "life experiences."

### Notification of Students' Rights with Respect to Their Education Records

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records (providing they have not waived this right) within 45 days of the day the University receives a request for access.
 

Students should submit to the University Registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate.
 

Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the University decides not to amend the record as requested by the student, the University notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University; a person serving on financial aid committees; a person or company with whom the University has contracted; a person serving on the Board of Trustees or Board of Regents; or a student serving on an official committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The University designates the following categories of personally identifiable student information as public or "Directory Information." The University may disclose or publish such information at its discretion: student's full name; current enrollment status; local address and telephone number; permanent address and telephone number; temporary address and telephone number; electronic mail addresses; parents' names, addresses, and telephone numbers; date and place of birth; dates of attendance; class standing (e.g. sophomore); schedule of classes; previous educational institution(s) attended; major and minor field(s) of study; awards and honors (e.g., Dean's List, Order of Gownsmen); degree(s) conferred (including dates of conferral); full-time or part-time status; photographic or videotaped images of the student; past and present participation in officially recognized sports and activities, including fraternities and sororities; and height and weight of student athletes.

Currently enrolled students may withhold disclosure of directory information by submitting written notification on an annual basis (usually prior to the beginning of the Advent semester) to the University Registrar's Office at: The University of the South, 735 University Avenue, Sewanee, Tennessee 37383-1000. Directory information is then withheld until the student releases the hold on disclosure or until the end of the current academic year, whichever comes first. Students should understand that, by withholding directory information, some information considered important to students may not reach them.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of the South to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-5901

The University of the South's complete Education Records and FERPA Policy is available from the Office of the University Registrar.

**WITHDRAWALS, LEAVES OF ABSENCE, AND REINSTATEMENT**

The University expects that students who have matriculated in the college will remain enrolled as full-time students each semester, either at the University or on an approved study abroad or domestic study away program, until graduation. However, for a variety of reasons, a student or the University may determine that the student's enrollment at the University should cease. Normally this period is temporary, and, after fulfilling any conditions required by the University, the student may apply for reinstatement.

Some students may plan substantially in advance to take a semester or two for intellectual or personal development, and the college may grant such students a leave of absence. Once granted a leave of absence, a student may return as planned, without applying for reinstatement, so long as the conditions of the leave are met. Most leaves of absence are granted for students pursuing study abroad or domestic study away.

Students who cease enrollment before graduation and who are not on a leave of absence are considered withdrawn from the college. Students may withdraw voluntarily, or may be withdrawn involuntarily, as when suspended for academic, disciplinary, or other reasons.

Withdrawals become official when the dean of students, after consultation with relevant offices, so designates. The dean of students sends the student a letter announcing the withdrawal and explaining any conditions for departure and return. If a student's withdrawal takes place during a semester, then the student receives no credit for the semester, the student must leave within twenty-four hours of notification of withdrawal, and the student may return to the Domain only with written permission from the dean of students.

The registrar notes leaves of absence and withdrawals on students' transcripts. For information on the University's refund policy contact the treasurer's office.

**Leaves of Absence**

The college may grant a leave of absence, for up to two semesters, for intellectual or personal development. Students wishing a leave must send a formal request for leave, stating specific plans for the period of absence and the planned date of return, to the dean of students. If the dean approves the request, he will send a letter to the student explaining any conditions of the leave. A student who meets the conditions may return as planned as a full-time student without applying for reinstatement. Students who have not met the conditions at the conclusion of the leave of absence are withdrawn from the college and must apply for reinstatement as described in the next section.

The deadlines for submission of leave of absence applications for the Advent and Easter semesters are August 5 and January 5, respectively. Students who do not meet these deadlines but spend a semester or more away from Sewanee must apply for reinstatement. When application for reinstatement is necessary (and even in the rare event that the dean of students should approve a leave of absence request submitted after the deadline), the University retains the reservation deposit. A second reservation deposit is necessary to reserve a space in the college for the semester of planned re-entry.

## Withdrawals

*Medical Withdrawals:* Students who need to withdraw to receive treatment for physical illness or injury should contact the office of University Health Services and may apply to return to campus at the beginning of the first semester following the student's recovery.

At the time of application for reinstatement, the individual's physician must communicate the degree of recovery and ongoing medications to the office of University Health Services. The dean of students will explain any further conditions for reinstatement, if any, in the withdrawal letter.

Likewise, a student who needs to withdraw to seek treatment for chemical dependency, depression, or other psychological disorder must meet with a professional from the University Counseling Service and must apply for reinstatement.

With prior approval of the office of the University Counseling Service, the departing student should begin an off-campus course of therapy. At the time of application for reinstatement, the individual's therapist must confirm the student's successful completion of the approved therapy program with the University counselor. The dean of students will explain further conditions for reinstatement, if any, in the withdrawal letter.

*Other Withdrawals, Including Suspensions:* A student may withdraw for voluntary, non-medical reasons. The University, in turn, may require a student to withdraw. This latter practice is also known as suspension.

The University reserves the right to require a student who is not fulfilling minimal academic standards of performance, who is judged to be disruptive to the community, or who poses a threat, to withdraw. Students who pose a threat will likely be withdrawn.

Moreover, the dean of students, in the dean's sole discretion, may judge that a student's continued residence on campus is not in the best interest of the student or the University. In these rare cases, the dean of students may require the student to withdraw, and the withdrawal letter will provide clarification as to the nature of the difficulties which led to the withdrawal.

Students who voluntarily withdraw or are suspended are required to remain off-campus for the remainder of the semester, if the withdrawal occurs during a semester. Students who voluntarily withdraw, or are suspended due entirely to failure to meet certain academic standards of progress, may also be required to remain off-campus for one or more months. However, students who are suspended for disciplinary or honor code reasons, who voluntarily withdraw prior to suspension for one of these reasons, or who are suspended at the discretion of the dean of students, may be required to remain off-campus for one or more entire semesters.

In some cases a student may be required to meet one or more additional conditions, as for instance employment for a continuous period of some months; enrollment in one or more academic courses; or evaluation by qualified personnel for psychiatric or substance abuse conditions and completion of any indicated treatment.

## Students Not Returning

Students who choose to leave the college after successfully completing the previous semester are placed on Not Returning status and are withdrawn from the college. The office of the dean of students asks that all students not returning to the college obtain and submit a Not Returning form. The form serves as a type of exit interview and prompts the dean's office to notify other University offices regarding students who are not continuing in the college. Students interested in returning to the college after being placed on not returning status and withdrawn from the college may apply for reinstatement.

## Reinstatement

Students who are withdrawn from the college may apply for reinstatement. Applications for reinstatement are available from the office of the dean of students. Students must return the completed application and any required materials so that they are received by May 1 for the following Advent semester or November 15 for the following Easter semester. Reinstatement during summer terms is not normally permitted.

Reinstatement is not automatic. A faculty-staff committee meets in the weeks following each deadline and makes its decision after reviewing the application with all supporting materials and the student's academic and social records at the University. The committee reserves the right to require additional documentation that the student is qualified and ready to return to rigorous academic work and social life. At its discretion, the committee may require an on-campus or phone interview.

The committee looks for evidence that an applicant is ready to return to all aspects of college life and be successful. The committee will not reinstate students if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interest of the student, the University, or both.

## PRE-PROFESSIONAL PROGRAMS

### Pre-medical, Pre-dental, and Pre-veterinary Medical Programs

Students interested in medicine, dentistry, or veterinary medicine should register with the chair of the Health Professions Advisory Committee soon after matriculation. Meetings with the chair of this committee benefit students who seek academic advice, summer program recommendations, permission to take courses at other institutions, and other help in preparing for a career in these fields.

Since entrance requirements may vary from one medical/dental/veterinary school to another, the student should become acquainted with the requirements of likely candidate schools for graduate work. The following materials on reserve in the duPont Library or available in the office of the committee chair list requirements for these three types of schools: 1) *Medical School Admission Requirements, United States and Canada*; 2) *ASDA's Guide to Dental Schools: Admission Requirements*; and 3) *Veterinary Medical School Admission Requirements in the United States and Canada*. Students should also consult the requirements posted on the website or consult the Dean of Admissions at the schools that you plan to attend.

Students who expect to apply to professional programs in the health sciences during their senior year must take the appropriate admissions test before the beginning of their senior year. Preparation for both the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) includes two semesters of biology with a laboratory component (usually Biology 133 and Biology 233 and an advanced biology course chosen in consultation with the chair of the Health Professions Advisory Committee), a year of general chemistry (Chemistry 120 and an upper level laboratory chemistry course like biochemistry), 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 so that the student can take the MCAT before the fall of that year. Although not required, additional courses in biology can provide excellent preparation for the MCAT. The MCAT also requires one semester each of introductory psychology (Psychology 100), introductory sociology (Non-departmental 110), and statistics (Statistics 204). Students who are planning to take the Veterinary Admissions Test (VAT) may postpone physics until the senior year, since physics is not required for the VAT. Pre-veterinary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight

listed above, include math (or calculus), two English courses (writing across the curriculum does not meet this requirement), and biochemistry. Courses that veterinary medical schools are most likely to require, in addition to the ones above, are microbiology, biochemistry, and animal science. A student who expects to apply to a school with an animal science requirement needs to consult the chair of the Health Professions Advisory Committee about methods of meeting this requirement. For admission to schools requiring animal science courses, a student may attend summer school at, or take a correspondence course from, a university with a program in this field. The student should receive approval of the veterinary school that he/she is applying to before enrolling in a summer school or correspondence course. In addition to completing these courses, premedical students are expected to complete the general requirements of the college and the requirements of their major.

Students should be aware that medical schools generally expect a letter of evaluation from the Health Professions Advisory Committee in addition to any individual letters that a student may have submitted on their behalf. During the spring semester of the junior year or the fall semester of the senior year, all students applying to professional schools will be interviewed by members of the committee. This process is intended to assist the student in preparing for interviews at professional schools and to help the committee in preparing a letter of evaluation.

Students in the college who plan to register with the Health Professions Advisory Committee for its evaluation and who plan to take at another institution any of the courses required for admission to a professional school must consult the chair of the University Health Professions Advisory Committee and the Sewanee registrar to obtain their approval.

A suggested sequence of courses for medical preprofessional students:

**First Year:** General chemistry, or Physics, or Biology\*, Introductory Psychology, Language, Mathematics, Humanities (or other core course requirements), Physical Education

**Second Year:** Two courses from Biology, Organic Chemistry, and Physics, Language, Humanities (or other core course requirements)

**Third Year:** Completion of the Chemistry, Physics, and Biology requirements\*, Introductory Sociology, 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.*

### Pre-nursing Program

Under the Vanderbilt Liberal Arts-Nursing 4-2 Program, a student spends the first four years of college at Sewanee and the remaining two calendar years at Vanderbilt studying in one of the nursing specialty areas that Vanderbilt offers. In addition to a bachelor's degree from Sewanee, students successfully completing the program earn a master of science in nursing from Vanderbilt.

### Pre-law Preparation

The Association of American Law Schools (AALS) does not prescribe specific courses or activities for preparation to study law. The undergraduate is best advised to concentrate on areas of study aimed at developing oral and written expression, language comprehension, critical understanding of the human institutions and values closely related to law, and a logical and systematic approach to solving problems.

The choice of a major field of study is far less important than the choice of courses designed to achieve these ends. The pre-law advisor consults with students interested in a career in law about appropriate courses of study and about specific law schools.

### The Wm. P. Carey Pre-business Program

The Wm. Polk Carey Pre-business Program prepares students for careers and leadership positions in business, finance, and entrepreneurship. The Program embraces three key components: the Business Minor, the Babson Center for Global Commerce, and the Carey Fellows Program. The Business Minor, which is outlined elsewhere in the catalog, offers a program of academic study meant to provide both practical skills and a deeper understanding of the business environment. Business minors can apply during the fall of their sophomore year to become Carey Fellows.

The designation as a “Carey Fellow” signifies that the student has qualified for the honors track in the Business Minor and brings with it both a mark of distinction (including a certificate of recognition and scholarship assistance to defray costs associated with the off-campus internship) and a more in-depth and rigorous curriculum for the student. More information about the Carey Fellows Program can be found in the Business Minor section of the catalog.

The Babson Center for Global Commerce provides advice and guidance to pre-business students, works with the Office of Career and Leadership Development to facilitate internship opportunities, and manages the transition of graduates to business-related jobs and careers. The Center also hosts campus visits of distinguished business leaders and speakers, and supports various business-related programs and events at the college.

### 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 offers such programs in association with the following institutions: Columbia University, Rensselaer Polytechnic Institute, Vanderbilt University, and Washington University in St. Louis.

Sewanee has a four-member faculty committee that works closely with these institutions to advise prospective engineering students on their academic programs and help them decide whether engineering is an appropriate professional choice. After successful completion of three years of academic work recommended by the Sewanee 3-2 engineering committee, the student is eligible for admission to one of the above engineering schools, on recommendation by the committee. After two years in engineering school, the student receives baccalaureate degrees both from Sewanee and from the engineering school. Some students opt to complete four years of work at Sewanee, then go to engineering school.

The 3-2 program is compact, and it is not always easy for a student to arrange a schedule in such a way as to include all necessary pre-professional courses as well as all courses that Sewanee requires for the degree. Entering students who are considering engineering as a profession should consult a member of the engineering committee **before** registering for their first classes. In general, all freshmen in this program take a foreign language, 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.

A student in the 3/2 program may major in physics or mathematics or computer science. For details, see mathematics and computer science or Program “C” in physics and astronomy.

**Education**

Sewanee offers a minor in education that prepares students for graduate programs in teaching, research, administration, and other areas of education. The University also has an agreement with the Peabody College of Education at Vanderbilt University for those wishing to pursue graduate study in elementary, secondary, early childhood, special education, and additional fields. For information, visit: [education.sewanee.edu](http://education.sewanee.edu). Or contact Mae Wallace, professor and chair of education [mwallace@sewanee.edu](mailto:mwallace@sewanee.edu).



## THE LIBRARY

### The Library Collections

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

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

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

### Circulation Services

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

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

### Reserve Materials

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

#### Library home page

<http://library.sewanee.edu>

#### Regular hours

*(Hours change during breaks, holidays, summers, etc.)*

Monday–Thursday 7:45 a.m. to 1 a.m.

Friday 7:45 a.m. to 9 p.m.

Saturday 9 a.m. to 6 p.m.

Sunday 12 noon to 1 a.m.

#### The Academic Technology Center (ATC)

**Computer Lab**, located in the lower level of the library, is open 24 hours a day, seven days a week. When the library is closed, the lab is not staffed and students must enter using their University ID.

title, instructor, and course number. Theology reserve materials are kept on the third floor and are for use in the library building only.

### Reference Services

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

### Government Documents

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

### Periodicals

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

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

### Interlibrary Services

There may be times when a student wants to obtain an item which duPont Library does not have. Interlibrary Services assists in obtaining items and articles from other sources. To request an item, a student creates an account using ILLiad at [sewanee.illiad.oclc.org/illiad/logon.html](http://sewanee.illiad.oclc.org/illiad/logon.html), the automated interlibrary loan system. Once an account is created, a student may place, track and renew requests online. The time it takes to obtain an item varies greatly. To be on the safe side requests should be submitted as early as possible, since it could take up to two weeks to obtain the material. Many items that are borrowed through interlibrary loan cannot be renewed. Please contact ILS staff at [ils@sewanee.edu](mailto:ils@sewanee.edu) with any questions.

### Archives/Special Collections

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

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

## **SPECIAL EDUCATIONAL OPPORTUNITIES**

### **Research Opportunities**

A number of opportunities are made available, during the summer as well as in regular academic terms, for students to pursue original research projects in collaboration with professors or with faculty guidance. Many such investigations are showcased at Scholarship Sewanee, an annual poster event held each spring. The Director of Undergraduate Research, Professor of Chemistry Rob Bachman (rbachman@sewanee.edu), coordinates access to these opportunities and can be consulted for further information.

### **Service-Learning/ Community Engagement**

The Community Engaged Learning (CEL) program connects the class room to local, national, and international communities and rests on a commitment to the involvement of faculty, students, and community partners in service projects, community-based dialogue, problem-solving, and personal reflection informed by academic study. Pursued in this way, community engagement encourages self-knowledge, a deepened understanding of place, and intellectual development.

Courses with the CE (Community Engagement) designation can be found online through the registrar's schedule of classes, and further information is available from the CE Director, Professor of Philosophy James Peterman.

### **Special (Student-Initiated) Majors**

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

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

### **Student-Initiated Courses**

During second semester, as many as three special courses may be offered based on student proposals. Proposals must be submitted during the first month of the preceding semester to the dean of the college.

If such a course is offered, all students who request/propose it are expected to register for it except under exceptional circumstances. All courses must have the approval of the faculty.

### **French, German, Italian, Spanish, and Russian Houses**

A certain number of students are accepted as residents in the French, German, Italian, Spanish, and Russian houses each year. Students enter at the beginning of the semester and ordinarily 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), located in the Jessie Ball duPont Library, provides a collection of twenty-first century resources. The main lab serves as the primary student computing facility with roomy carrels and open tabletop areas. Dell and Macintosh computers are available and loaded with a variety of specialized software used in academic disciplines. There are also several multimedia workstations equipped with multimedia editing software, flatbed or slide scanners, and video-capture peripherals.

The Writing Center is located in the ATC lab and tutors are available to assist students with writing assignments. The ATC also includes two classrooms equipped with desktop computers for students and an instructor's station, a digital video editing classroom, a screening room and a courtyard with comfortable chairs and laptop tables. The ATC is equipped with wireless network access and is open 24/7.

### **Landscape Analysis Lab**

The Landscape Analysis Lab provides opportunities for students to participate in interdisciplinary environmental research, education, and outreach. Faculty in the lab come from the departments of biology, economics, forestry, philosophy, political science, and religion. The lab offers internships and independent studies in which students work with faculty on research projects, engage in outreach to local schools, and collaborate with government, non-profit institutions, and corporations. These activities center around the lab's state-of-the-art Geographic Information Systems computer network which contains detailed spatial information about land use, biodiversity, and socio-economic factors for the Cumberland Plateau and the southeastern United States.

### **Language Laboratory**

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

### University Observatory

The Cordell-Lorenz Observatory is an instructional laboratory for astronomy courses offered by the department of physics and astronomy and also for public observations. Programs throughout the year and open hours every Thursday evening from 8 p.m. until 10 p.m. (weather permitting), while classes are in session, encourage both academic and enrichment activities.

The largest telescope for public observations is a ten-inch Schmidt-Newtonian reflector. There are also other ten-inch and one three and one-half-inch telescopes which are often used, as well as large binoculars. The dome houses a classic six-inch refracting telescope crafted by Alvan Clark and Sons in 1897. It has been restored to its original quality and historical appearance by Dr. Francis M. Cordell Sr. of the Barnard Astronomical Society.

For research purposes, one 0.35 and five 0.30 meter (14 and 12 inches) telescopes on computer controlled mounts are housed in several small roll-off sheds on the roof of Carnegie. These telescopes have sensitive CCD detectors which are used to monitor newly discovered asteroids, comets, supernovas, gamma ray bursts, and variable stars.

### Lilly Discernment Programs

Through a grant from Lilly Endowment, Inc., in 2001, Sewanee initiated a comprehensive program aimed at assisting students to seek a career path that is truly fulfilling and of service to the world. With the benefit of Lilly-initiated support, more recently sustained with other funding, Sewanee hosts an eight-week summer program of vocational exploration called the Lilly Summer Discernment Institute. This program includes a six-week internship, for either ordained ministry or work with service or non-profit organizations. The Lilly Project website has more information.

### Center for Religion and Environment

Supported by the University's commitment to sustainability and by its extensive course offerings in environmental studies, the Center for Religion and Environment at Sewanee seeks to transform individuals and society by helping both to integrate their faith with care for the natural environment. All students are invited to participate in Center Activities, including its "Earthkeepers" gatherings and "Opening the Book of Nature" program. On occasion, the Earthkeepers group takes observational field trips accompanied by interested faculty members. The group also meets weekly to discuss major themes related to the environment in Christian scripture and theology, as well as how these themes bear on concepts in the natural and social sciences. The character of this university-wide Center for Religion and Environment, directed by emeritus professor Robin Gottfried and associated also with The School of Theology, is virtually unique in American higher education.

### Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geological, biological, and broadly ecological topics for five weeks on St. Catherines Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to 10 Sewanee students but is open to non-science as well as science majors. Six faculty members from three departments teach in the program each spring and summer.

### Theatre Semester in New York

Theatre Arts majors or minors in their junior year may apply to spend a semester in intensive theatre study in New York City. The program is based at the Michael Howard Studio, a small

professional theatre school. Participants generally take courses in acting, voice and speech, and movement. The program is flexible and can accommodate students with diverse interests, such as playwriting, directing, design, dance, or stage management. Students, as part of their study, may also arrange internships with professional theatre organizations in New York.

Those who successfully complete the program receive four course credits (16 semester hours) for Theatre 444. Students who wish to apply must have at least a 2.5 GPA and must have completed at least three of the courses required of the Theatre Arts major: Elements of Production, Elements of Performance, Elements of Design, and at least one, preferably two, studio courses in their area of interest (acting, directing, design, etc.). Individuals interested in the program may apply, usually in the second semester of their sophomore year, by writing to the program director. Students planning for this program may seek portability of financial aid (by the established deadlines) and must also complete paperwork required by the associate dean of the college to establish a leave from Sewanee.

### **The Centre for Medieval & Renaissance Studies**

This centre/program was founded in 1975 in Oxford as a permanent institute for the interdisciplinary study of the medieval, Renaissance and early modern periods. The institute provides academic training for overseas students who wish to complete part of their education in Oxford in these areas of study. Because Sewanee is a CMRS consortium member, Sewanee students who qualify have access to this program.

### **Washington Semester Program**

In 2012 Sewanee joined the Washington Semester Program run by American University. The program combines coursework in American studies, politics, and international affairs with opportunities for internships in the D.C. area. The program runs during both academic semesters and the summer. Professor Scott Wilson serves as the institutional contact for the program.

### **Sewanee-at-Yale Directed Research Program**

This program enables select students — usually psychology or biology majors — to pursue directed research and coursework during a semester plus a summer at the Yale Child Study Center, a division of Yale Medical School. These students conduct research with one or more faculty members on a topic of mutual interest, participate in weekly research meetings, and take a research methods seminar as well as at least one upper-level seminar. Students earn academic credit for their semester of study and research at Yale. Summer-only research opportunities at Yale's Child Study Center are also available to Sewanee students.

## **INTERNSHIPS**

Summer internships give the student an insider's view of the day-to-day reality of many different career fields. Students gain significant, practical work experience to add to their résumés and valuable contacts with established professionals. The internships also give students a sense of their own vocational interests.

**Sewanee's internship programs feature these unique benefits:**

- **Paid Internships** — Students can pursue the internships that interest them, even if the internship site does not have funding. Generous grants and gifts from alumni and friends enable the University to fund more than 170 internships per year.
- **Resources and Support** — The University's Career & Leadership Development staff and alumni network can help a student find, arrange, or even create an internship opportunity.
- **Flexibility** — Sewanee's well-established internship program offers a history of positive relationships with internship sponsors and the flexibility to fit student interests.

**ACE (A Career Exploration) Internships**

Internship opportunities, in any field, brought to the attention of Career & Leadership Development by alumni or friends of the University. The list is available to Sewanee students through a secure website.

**ACE Medical Internships**

Alumni of the University generously sponsor paid internships within their medical practices, research centers, or laboratories.

**Aiken Taylor Internship**

A postgraduate internship at Sewanee with the editor and managing editor of the *Sewanee Review*, the nation's oldest continuously published literary quarterly.

**Arts Internships**

The Powell and the Patrick-Smith internship funds provide financial assistance to students majoring in Art or Art History who wish to pursue a summer internship in studio art, art history, or a corollary profession.

**Biehl International Research Internships**

A self-directed social science research internship conducted outside of the United States and other English-speaking countries. Open to returning majors in the departments of anthropology, Asian studies, economics, environmental policy, history, politics, and international and global studies.

**Business and Economics Internships**

Students develop internships that enable them to participate in, and to observe firsthand, the methods by which business firms conduct their affairs in a free market economy. Sponsored by Wilson, Smith, Probasco, Francis, Doherty, Camp, Bing, and Bank of America endowed funds.

**Canale Internships**

Supported by the Canale Endowment, students pursue a community service internship of their choosing. The internships are projects that benefit the greater Sewanee community, while also developing the individual intern's leadership, communication, emotional, and analytical skills. Interns are self-directed but receive assistance from a mentor and the Outreach Office of the University. Internships take place during the academic year and interns are encouraged to spend at least 10 hours a week on their projects.

**Career Exploration Internship**

Summer internships open to any major for any type of internship are funded by the Stephenson and Boyd internship funds.

**Environmental Studies Internships**

The Sewanee's Environmental Studies Internship Fund offers stipends for environment-related summer programs in and outside of the United States thanks to the generosity of the Brewster, duPont, Fitzsimons, Lankewicz, Leroy, Mellon, Sommer-Speck, and Thomas funds. These are open to students of all majors.

**Fund for Innovative Teaching and Learning**

The FITL research internships support student-faculty teams in collaborative or mentored scholarly research projects. Internships take place on the Sewanee campus. This fund was sta-

blished by a foundation that wishes to remain anonymous — aided by a bridge grant from the Jessie Ball duPont Fund.

### **Gessell Fellowship for Social Ethics**

Provides funds to enable an independent, year-long research project in social theory or social ethics. The project may be an academic research paper or field experience. Projects with a local focus are particularly encouraged. The awards alternate yearly between undergraduate students and seminary students.

### **Lilly Endowment Internships**

Students develop internships of vocational exploration in either church or church-related organizations or within service and non-profit spheres through this endowment.

### **McGriff-Bruton Mathematics & Computer Science Research Internship**

Recipients with this support receive a stipend to work on a project with a Sewanee faculty member during the summer in the fields of Mathematics/Computer Science.

### **Raoul Conservation Internships**

Internships are developed by majors in the Department of Forestry and Geology for the direct application of their studies of the environment.

### **SEED (Social Entrepreneurship Education) Program**

The SEED (Social Entrepreneurship Education) Program at Sewanee is an intensive eight-week social entrepreneurship and micro-finance immersion program that has three components: the summer study abroad program in Bangladesh and India for one and a half courses, with one on “Microfinance Institutions in South Asia” focusing on the Grameen Bank (2006 Nobel Peace Prize winner), BRAC (known as the largest NGO in the world), and ASA (recognized by *Forbes* magazine as the world’s most successful MFI) in Bangladesh and CURE (Center for Urban and Regional Excellence — a USAID project) in India; a four-week internship at a finance/micro-finance institution in the U.S., Latin America, Asia, or Europe; and a week of intensive pre-business training at Sewanee in finance, accounting, and entrepreneurship by faculty, alumni, and parents. Successful participants are awarded an M.A.E. (Microfinance and Entrepreneurship) certificate, signed by Nobel Laureate Dr. Mohammad Yunus and the Vice-Chancellor.

### **Science Research Internships**

Summer stipends are available for students to conduct research in Sewanee and beyond through the Beatty, Davis-Pinson, Greene, Physics, and Yeatman funds.

### **Tonya Public Affairs Internships**

These are internships that enable students to participate in or study public policy through work in federal, state, or local government or in the private sector in an area related to public affairs.

### **Academic Credit for Internships**

A student awarded academic credit for a supervised internship through an approved off-campus program of study (e.g., study abroad), who also has prior approval from the major department to count the internship as part of the major, is normally allowed to transfer this academic credit to count toward a degree at Sewanee. This transfer of credit is subject to the approval of the associate dean of the college. Internships that are associated with such programs of study but are outside the discipline of the major are considered on a case-by-case basis by the College Standards Com-



mittee. Public affairs internships may serve as the basis of enrollment in Political Science 445 through which credit may be earned. Internships offered independently of programs of study do not receive academic credit unless the internship has been recommended for credit by the Committee on Curriculum and Academic Policy and approved by the college faculty. Students may seek Independent Study (444) credit when required by the internship site/sponsor and may consult the associate dean of the college about that process.

## **SEWANEE SCHOOL OF LETTERS**

The School of Letters is a summer program in Literature and Creative Writing, offering the M.A. and the M.F.A. degree and designed to provide a graduate program of the best quality to students who have only summers to devote to study. Students must apply for admission. The faculty consists of Sewanee professors, from English and allied departments, and distinguished professors from other campuses. Taking a typical load of two courses per summer, students can complete either degree in four or five years. M.F.A. students must complete eight courses, half of them writing workshops, earning a grade of “B” or better, and then write a thesis to earn a final two course credits. M.A. students must also complete at least eight courses, including at least two in English literature, at least two in American literature, and at least one in non-English literature in translation. These students may earn their final two credits either by writing a thesis or by taking additional courses. The program runs for six weeks each summer, from early June through mid-July. The website [letters.sewanee.edu](http://letters.sewanee.edu) provides more information.

## **COLLEGE SUMMER SCHOOL**

The college’s six-week summer session serves students who wish to broaden or enrich their academic program, gain additional credits, or speed acquisition of their degree. Incoming freshmen may wish to take summer classes to adjust to college challenges in a more relaxed atmosphere.

College faculty provide the instruction. Course content is the same as during the academic year. Both introductory and advanced courses are offered. The website [www2.sewanee.edu/academics/summer](http://www2.sewanee.edu/academics/summer) provides more information.

## **STUDY ABROAD**

Study Abroad is an important aspect of what many Sewanee students do, and there are many, diverse offerings available for Sewanee students. General information can be found at [study-abroad.sewanee.edu](http://study-abroad.sewanee.edu). In addition to sections at this site for current students, for parents, and for prospective students, there are pages intended to answer questions like Who?, When?, Where?, and How?, and there is also a section with Frequently Asked Questions as well as one which will direct the inquirer to the Office of Study Abroad for more information.

## **CULTURAL OPPORTUNITIES**

### **Lecture Series**

The duPont Lectures, an endowed lectureship program, brings internationally known speakers to campus. The Student Forum, managed by members of the Order of Gownsmen, also brings noted lecturers to Sewanee.

Several other lecture series bring authors, historians, theologians, scientists, politicians, social scientists, activists, and others to campus throughout the year.

### **Sewanee Conference on Women**

During the Sewanee Conference on Women, prominent women are brought to campus to talk about their fields of interest and expertise. A student and faculty committee organizes each year's program. Recent conference speakers have included women in medicine, law and politics, the arts, and environmental and social service agencies. The conference has also featured panel discussions about women and spirituality, dual-career relationships, women and power, and has sponsored concerts, films, and plays. Support for the conference comes from a broad spectrum of generous groups and individuals.

### **The Ayres Multicultural Center**

At the Ayres Multicultural Center members of the community come together for quality programming and activities throughout the year that include concerts, lectures, and forums. One of the most popular is the Coffee House Series featuring jazz and other musical artists. All Coffee House events are free, as are the coffee, tea, and pastries. The Multicultural Center thus offers stimulating and relaxing entertainment for students looking for a break from their studies or a change of pace from academic life.

### **Performing Arts Series**

For five decades the Performing Arts Series has brought Sewanee a wide array of the world's finest artists. From famous names to new faces, from the classic to the avant-garde, the Series offers Sewanee students and community members a rich sampling of the contemporary musical and theatrical scene. Through the Performing Arts Series, Sewanee expresses its conviction that live artistic performance is a powerful tool for education and an essential component of a vibrant community.

### **Student Music Opportunities**

The University Choir sings weekly for services in All Saints' Chapel and performs a number of special concerts during the year. The annual Festival of Lessons and Carols draws crowds from across the Southeast. The choir also tours the United States during the summers, with a trip to England every third or fourth summer.

Students have an opportunity to participate in the University Orchestra, which performs several times a year, sometimes with choral groups or in association with theatrical productions. Individual instruction in piano, organ, violin, cello, orchestral woodwinds, and voice is also available.

In addition to the music offered through the Performing Arts Series, there are frequent musical productions by the Department of Music. A number of informal or student-led vocal, instrumental, and folk ensembles also flourish across campus, as well as multicultural gospel singing group, known as "Sewanee Praise," led by Prakash Wright.

The Sewanee Popular Music Association brings musicians to the campus for concerts open to everyone. WUTS broadcasts the *Best in Opera*, *Best in Jazz*, and *Classical Showcase* series among others.

The Jessie Ball duPont Library has a collection of more than 10,000 records, tapes, and CDs, including all types of music, a complete collection of Shakespearean performances, and many other recordings of literary works, and over 13,000 videos and DVDs.

Also in the library is the William Ralston Listening Library and Archive, one of the finest facilities of its kind at any college in the country. The Ralston complex includes an elegant listening room with state-of-the-art audio equipment and an adjacent gallery with display areas for music books and scores.

### International Students

Every year, the University welcomes many students from countries outside the United States. Arrangements are made to match international students with host families in the Sewanee area. Although most international students participate in a wide range of organizations, special clubs like the Organization for Cross Cultural Understanding (OCCU) sponsor social and educational events relevant to international issues. International students are also asked to share their views on world events during regular faculty/student discussions.

### Films and Drama

The Sewanee Union Theatre has a regular schedule of movies; the cinema guild sponsors film showings on Wednesday evenings.

Theatre Sewanee and Dionysus and Company produce a number of plays each year. A Shakespeare series and a Tennessee Williams festival complement other productions of the theatre department.

### University Art Gallery

Each academic year the University Art Gallery presents four to five major exhibitions of contemporary art to students, faculty, staff, alumni, and visitors from surrounding communities. UAG exhibitions represent a wide range of media, ideas, and artistic practices. They serve the University's curriculum across campus, foster intellectual engagement and conversation beyond the classroom, teach viewers to assess and understand visual information critically, and cultivate a campus culture that welcomes diversity. One exhibition each season presents the current work of one of the accomplished members of our faculty. The final show each spring presents the work of Sewanee's graduating senior art majors. The other exhibitions each year bring to campus regionally, nationally and internationally recognized artists.

Recent exhibitions staged by the University Art Gallery include *Moon Medicine*, by internationally acclaimed multimedia artist Sanford Biggers, David Henderson's monumental installation *A Brief History of Aviation* in duPont Library, Pradip Malde's *The Third Heaven*, photographs from Haiti, 2006-2012, and Laurel Nakadate's *Strangers and Relations*.

For more information about the gallery and its upcoming exhibitions and programs, please visit [gallery.sewanee.edu](http://gallery.sewanee.edu).

### The Sewanee Review

The *Sewanee Review*, founded in 1892, is the oldest literary quarterly in continuous publication in the United States. Its subscribers include more than 1,500 libraries, with about 225 subscriptions sent abroad, along with several hundred bookstores.

During its first half-century the *Sewanee Review* was an academic journal devoted to the humanities. Since the editorship of Allen Tate (1944-46) the quarterly has been literary and critical, publishing short fiction, poetry, essays, and reviews.

The Aiken Taylor Prize in Modern American Poetry is awarded annually to a leading American poet recognizing the work of a distinguished career. Administered by the *Sewanee Review*, the prize is named in honor of the poet Conrad Aiken and his younger brother Dr. K.P.A. Taylor, who left a generous bequest to fund this prize and related activities.

The *Sewanee Review* annually awards five prizes for distinguished writing: the Lytle Prize for the best short story, the Spears Prize for the best essay, the Tate Prize for the best poem, and the Heilman Prize for the best book reviewing, and the Sullivan Prize to a promising author of poetry, fiction, or criticism.

### The Sewanee Theological Review

The *Sewanee Theological Review* is one of only two significant Anglican theological quarterlies in the United States. As an outreach publication of the seminary, it contributes to ongoing discussion of and reflection upon theological topics. Articles and reviews focus on questions that are a present and continuing concern for the church. Recent issues have addressed topics such as spirituality, preaching, ministry, moral questions (such as peace and war), the future of the church, and praying, among many others. Intended both for lay and academic audiences, STR publishes the work of some of today's best-known authors, including O. C. Edwards Jr., Walter Brueggemann, Rowan Williams, Loren B. Mead, Frank T. Griswold III, Ellen Charry, Horton Davies, N. T. Wright, Julia Gatta, Adela Yarbro Collins, John Polkinghorne, and Douglas John Hall. Poetry is also featured. Past contributors have included John Hollander, Richard Wilbur, X. J. Kennedy, Mona Van Duyn, Anthony Hecht, Margaret Gibson, Donald Justice, and Howard Nemerov.

### Medieval Colloquium

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

The annual Sewanee Medieval Colloquium brings scholars to campus to discuss various issues of the Middle Ages. Attendees spend several days on campus, meet with faculty and student groups, and speak to classes.

Recent themes of the colloquium have included law, religion, and the role of women in medieval society. Guest lecturers have come from prominent national and international institutions of higher learning.

The colloquium is sponsored by the University and supported by grants from the duPont Lectures Committee and by individual and group sponsors or patrons. The Colloquium Committee also sponsors a series of papers on medieval subjects presented early in the spring term by members of the college faculty. On occasion, student papers are included in the series.

### Sewanee Summer Music Festival

Website: [www.sewaneemusicfestival.org/](http://www.sewaneemusicfestival.org/)

The Sewanee Summer Music Festival has achieved an enviable reputation among musicians internationally, both for its training opportunities and performances. The four-week program attracts about 180 students along with a staff from around the globe. The program is offered in conjunction with the department of music.

Most students are high school or college age. All participate in the orchestra and chamber music programs and study privately. Performances also are presented in the near-by community of Cowan. Group lessons and mini recitals for various instruments and conducting are presented weekly. World renowned Visiting Guest Artists reside at Sewanee for concerts and lessons, as well as master classes.

The program boasts three full symphony orchestras and a wide variety of chamber groups. Wednesday, Friday, Saturday, and Sunday chamber and orchestral concerts take place throughout the session. The Concerto Competition and the Festival Brass Concert, the latter presented in the splendid acoustics of All Saints' Chapel, help close the final days of the Festival.

### Sewanee Writers' Conference

Website: <http://www.sewaneewriters.org/>

For over 25 years, the Sewanee Writers' Conference has helped talented writers better understand their craft. Thanks to the generosity of the Walter E. Dakin Memorial Fund, supported by the estate of the late Tennessee Williams, the Conference gathers a distinguished faculty to provide instruction and criticism through workshops and craft lectures in poetry, fiction, and playwriting. The Conference offers four poetry, one playwriting, and five fiction workshops. Each

participant also benefits from an hour-long individual conference with his or her manuscript reader. Past and present faculty includes National Book Award, Pulitzer Prize, and Tony Award winners; former Poets Laureate of the United States; and *The New York Times* best-selling authors. A full schedule of readings, craft lectures, publishing panels, and numerous social events affords valuable opportunities to writers, as does the chance to meet editors, publishers, and agents. The Sewanee Writers' Conference is held annually in late July and draws more than 150 participants who are selected by a competitive admission process. All readings and lectures are open to the public and free to attend.

### **Sewanee Young Writers' Conference**

Website: [www.sewanee.edu/ywc/](http://www.sewanee.edu/ywc/)

The conference meets for two weeks each July and offers workshops in poetry, fiction, creative nonfiction, and playwriting for about sixty high school students. The workshops are taught by younger writers of significant accomplishment and teaching experience. The conference also features lectures by faculty members from Sewanee's English department and readings by major writers; past guests have included Horton Foote, Ernest Gaines, Alice McDermott, Romulus Linney, Mark Jarman, Andrew Hudgins, Padgett Powell, and many others.

### **University Book & Supply Store**

The University Book & Supply Store stocks all required textbooks. It also has a wide selection of books, periodicals, newspapers, notebooks, office supplies, Sewanee clothing, personal items, and snacks.

### **Language Clubs**

Organizations which provide cultural and academic opportunities focused on a particular language include the Spanish Club, *Le Cercle Français*, *Der Deutsche Verein*, and the English Speaking Union, and there is a group which sometimes eats together to foster an interest in Swahili.

## **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. Most offices of the deans of students are also in the BC.

### 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 may be loaned out for student use.

To read more go to [www.sewanee.edu/sop/](http://www.sewanee.edu/sop/)

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 shop is located in the lower level of the Bairnwick Women's Center on Mississippi Avenue.

Over 50 miles of trails exist on the university campus. 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, and mountain bikers. Horse riders are only allowed on firelanes.

The Bouldering Wall is a great new addition to the activities offered by the SOP. This indoor bouldering wall is 60 feet long and 12 feet high and is located in the Fowler Center. It has permanent padding in place allowing for students, faculty, and staff to learn how to boulder or hone their skills.

### Sewanee Emergency Medical Service

SEMS is Tennessee's only volunteer emergency medical service. The ambulance is staffed by college students and community members.

### Sewanee Fire Department

The Sewanee Volunteer Fire Department consists of both students and members of the community. Freshmen wishing to serve on the Department take a class second semester and then try out for the six student positions in each class. Weekly drills and weekend training in specialties such as vehicle extrication and high angle rescue are expected of these dedicated volunteers. Student firefighters live together in Wiggins Hall next to the fire station.

### Honor and Recognition Societies

The following honor and recognition societies have active chapters at the University.

- Phi Beta Kappa, founded in 1776 and the nation's oldest honor society, promotes the values of the liberal arts and sciences by inducting into membership the most outstanding arts and sciences students in the nation's leading colleges and universities, and by advocating academic excellence, freedom of inquiry and expression, informed deliberation and understanding, and active engagement with important issues. The University's Phi Beta Kappa Chapter, Beta of Tennessee, was installed in 1926. Students are eligible for election to the Society after five consecutive semesters.
- Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of Gownsmen who have distinguished themselves in scholarship, athletics, or publications.
- Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. The chapter sponsors occasional lectures and events related to political science during the course of the year.
- Sigma Pi Sigma, the national physics honor society, accepts members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.

- Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.
- Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.
- Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from all the pre-health professions, including premedical, predentistry, prenursing, and preveterinary fields. Members are elected from junior and senior associate members.
- Phi Alpha Theta, Alpha Delta Gamma Chapter, is the national history honor society. Members are elected based on the study, teaching, or writing of history.
- Delta Phi Alpha is the national German honor and recognition society. Members are elected based on academic merit and interest in Germanic culture.
- Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to students who have distinguished themselves in scholarship and are majoring or minoring in psychology or a program that is psychological in nature.

### Social Organizations

The variety of social organizations allows students to find a place to share their interests. Organizations sponsor events that are open to all. Sewanee's ten national and two local fraternities and one national and eight local sororities 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, Big People for Little People, 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.

Ten 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 Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. The Phi Society of 1883 and Gamma Sigma Pi are the local fraternities. Most fraternities maintain a house that is used for meetings, social events, and everyday recreation. There are eight local sororities at Sewanee: Alpha Delta Theta, Alpha Tau Zeta, Gamma Tau Upsilon, Kappa Omega, Phi Kappa Epsilon, Phi Sigma Theta, Theta Kappa Phi, and Theta Pi. Kappa Delta is the only national sorority. The nine sororities each have a dedicated residential house or apartment for meetings and small social events.

The fraternity and sorority rush programs are supervised by the interfraternity and Intersorority Councils and are 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.

The Women's Center Board serves as the primary women's advocacy group on campus and runs the Women's Center at Bairnwick. They promote women's interests through social and educational programs, facility space, leadership opportunities, and an annual Women's Conference.

### Service Organizations and Activities

Sewanee students are actively involved in local and global outreach and community engagement through volunteer, internship, and class credit opportunities. The Outreach Office supports the myriad of programs that are sponsored through its office and those of the University's service network: the Community Engagement House, The Canale and Lilly Internships, Housing

Sewanee Inc., CEL (Community Engaged Learning) program, the Social Entrepreneurship program, the Babson Center for Global Commerce, the Education and Environmental Studies Departments, and Alpha Phi Omega, the national service fraternity. Student commitment to social responsibility has always been a large part of the University's history and tradition.

During each academic break, the Outreach Office offers several service projects in various cultural settings. Our goal has been to set locations and continue going to these sites, forging long-term partnerships and developing reciprocal relationships.

- Fall Break — four day trip to New Orleans, La.
- Christmas Break — 10 day trip to Kingston, Jamaica
- Spring Break — Haiti, Ecuador, Costa Rica, New Orleans, New York, Miami
- Summer — Indianola, Miss: Southern tour to study culture, blues & jazz music and civil rights

Outreach Office and University service network programs include:

- Sewanee AIDS Awareness Association (SAAA)
- Babson Center for Global Commerce — micro-loan lending
- BACCHUS — drunk driving awareness
- Amnesty International — Human rights advocacy
- Appalachian Women's Guild — rural women's empowerment org.
- Artisan Connection — global partner art and craft sales
- Big People for Little People
- Blue Monarch — battered women's shelter
- Break Trips
- Canale Internships — local leadership service internships
- Cause for Paw — animal shelter assistance
- Community Action Committee — food distribution and social support organization
- Community Engagement House — student residence that promotes community engagement
- Education Department — teacher assistant placement
- Environmental Residence — dorm staff
- Falling Whistles — Congo war awareness
- Farmer's Market
- Folks at Home — assisting senior citizens aging in the home
- Girl Scouts
- Grundy County Health Association
- Heifer Project International — fund raising
- Housing Sewanee Inc. — builds affordable low-energy homes
- Invisible Children — ending the war in Uganda
- MS 150 — cycling fund-raiser for multiple sclerosis
- Peace Coalition — student social justice activism
- Race for the Cure — Cancer fund-raiser Chattanooga
- Senior Citizen's Outreach
- Sherwood Community Center
- Social Entrepreneurship Program — Economics
- Sustain Sewanee — environmental service
- Tutoring English as a Second Language
- UNEPH Rebuild — The Episcopal University of Port-Au-Prince
- Utility Conservation program — local home energy audits
- Youth Baseball Coaches, Umpires, and Field Maintenance
- Youth Soccer Coaches and Referees
- Winchester Chamber of Commerce — interns



## ATHLETICS

Sewanee's athletic program emphasizes physical education, intramurals, and intercollegiate competition. Sewanee is a Division III member of the National Collegiate Athletic Association (NCAA) and a member of the Southern Athletic Association (SAA). While the college does not offer athletic scholarships, its intercollegiate program offers many opportunities for keen competition.

The athletic program for men includes intercollegiate baseball, basketball, cross country, equestrian, football, golf, soccer, swimming and diving, tennis, lacrosse, and track & field. Varsity intercollegiate sports for women include basketball, cross country, equestrian, field hockey, golf, soccer, softball, swimming and diving, tennis, track & field, lacrosse, and volleyball. Club sports are also offered — bicycling, cricket, fencing, rugby, ski, crew, and canoe teams.

In addition to the intercollegiate programs, the athletic department promotes club and intramural competition for men and women in a number of sports and offers a wide range of activities for its physical education classes. More than seventy percent of the student body participates in the athletic program at either the intercollegiate or intramural level.

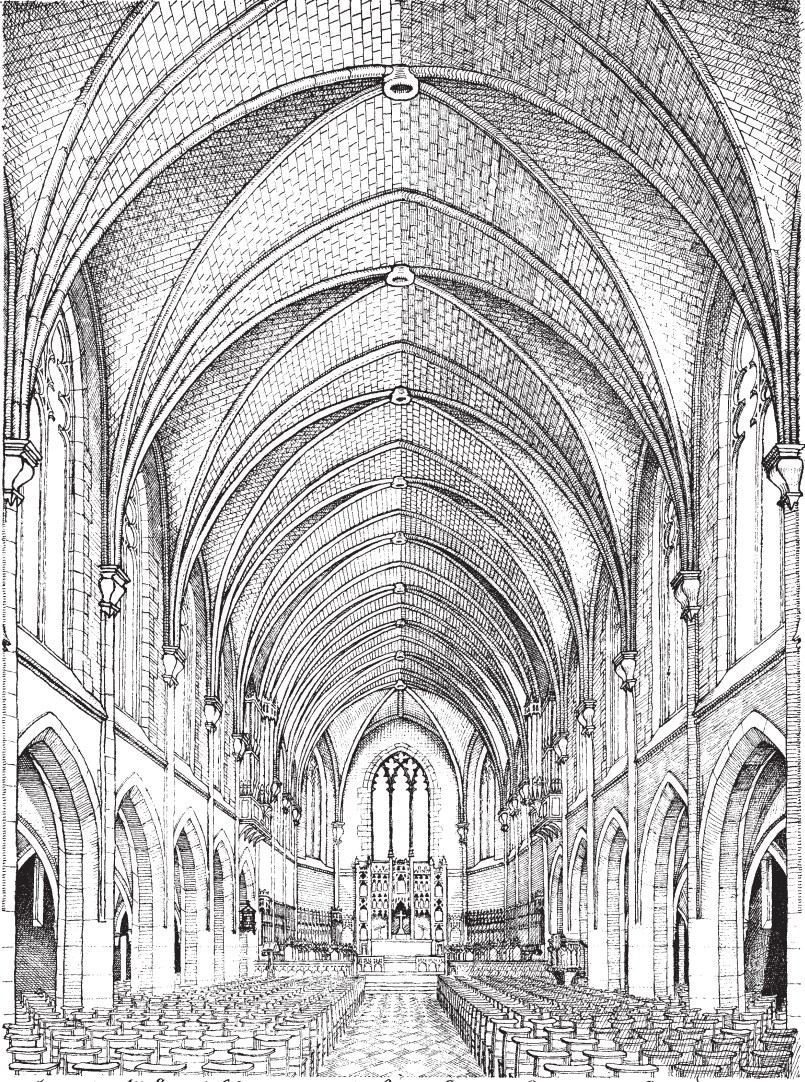
The Robert Dobbs Fowler Sport and Fitness Center (commonly called the Fowler Center) includes a nine-track pool with diving well, an indoor track with field event areas, multipurpose volleyball and basketball courts, batting cage, 1,000-seat performance gym, racquetball courts, squash court, indoor bouldering wall (60' long x 12' high), training rooms and machines, locker rooms, dance studios, indoor tennis courts, and a classroom.

## EQUESTRIAN CENTER

The University offers a riding program for all experience levels. The Equestrian Center facilities include a thirty-two-stall school horse barn, a sixteen-stall boarder barn, a 100' by 250' indoor riding arena with Perma-flex® and sand footing, two outdoor riding arenas with all-weather footing, thirty acres of pasture and individual paddocks.

Hunter seat instruction is offered from beginning to advanced levels for Physical Education credit each semester. Clinics with guest instructors are offered each year to program participants and student riders are invited to join in a number of horse show options on or off campus. The Sewanee Equestrian Team is a coeducational varsity sport that enjoys a national reputation as a member college of the Intercollegiate Horse Show Association.

The Equestrian Program owns twenty-nine horses that have been donated to the University. Boarding for students is available. Riders who wish to board their own horse at the Equestrian Center must complete the application process annually through the Director of Riding.



*Design for All Saints' Chapel, Univ. of the South, Sewanee, Tennessee, by Edward McGrady*

## ACADEMIC DEPARTMENTS AND PROGRAMS

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Students at Sewanee may select from 35 major programs. Students are assigned a faculty advisor in their major and come to know other students in the program. Seniors in the same major celebrate the completion of their comprehensive examinations, the capstone experience of the major.

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

A major consists of more than a collection of courses. Each department or committee offering a major helps students plan a coherent program of study.

Career Development & Leadership and faculty advisors in the major help students make the transition between Sewanee and life beyond the Mountain.

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

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

The faculty are listed in two categories, current and emeritus, in alphabetical order, see page 14. The information in the catalog was current as of June 25, 2014.

# American Studies

Professor Register, Chair

**Program Committee:**

Professor J. Grammer, English  
 Professor Roberson, History  
 Professor Brennecke, Art History

**Contributing Faculty:**

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

## MAJOR IN AMERICAN STUDIES

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

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

**1) General Course in American Studies:** This track is the traditional major in American Studies. In addition to the five required classes (American Studies 201, 202, 377, 378, and 333) and the senior research project (American Studies 420), students select five classes in the humanities and social sciences and combine them into an integrated course of study that reflects their intellectual and scholarly interests.

**2) Track in Africana and African American Studies (AAAS):** Students choosing this track must take the following: American Studies 150 (Introduction to Africana and African American Studies); the five classes required of all program majors (American Studies 201, 202, 377, 378, and 333); four additional elective classes focusing on the history and culture of the African diaspora, with particular attention to the experiences of the populations of African descent in North America and the Caribbean. Finally, they must complete the senior research project in the same subject area of AAAS (American Studies 420).

It is recommended that prospective majors take American Studies (History) 201 and 202 and American Studies (English) 377 and 378 in the sophomore year. For students electing the track in Africana and African American Studies, it is recommended that they take American Studies 150 (Introduction to Africana and African American Studies) in their sophomore year.

## HONORS

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

## TRACK REQUIREMENTS

### General Course in American Studies

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

### Track in Africana and African American Studies

1. Students must take a minimum of eleven courses in at least four different disciplines.
2. The following courses are required:
  - a. American Studies (History) 201, 202: History of the United States I and II
  - b. American Studies (English) 377, 378: American Literature I and II
  - c. American Studies 150: Introduction to Africana and African American Studies
  - d. American Studies 333: Junior Seminar
  - e. American Studies 420: Senior Research Seminar
3. Students must take at least four additional courses approved for the major.
4. All majors must take a written comprehensive examination.

## COURSES

### 150. Introduction to Africana and African American Studies

An introduction to how historical and contemporary analyses of cultural, political, and social forces in America, the Atlantic world (Europe, Latin America, and the Caribbean), and Africa have influenced the life experiences of people of color. To illuminate those life experiences, the course employs the concept of race (as a theoretical, historical, and critical category), historiography, social analysis, and cultural critique. (Credit, full course.) Roberson

### 310. Exploring Southern Identities: From the Rebel Yell to “We Shall Overcome”

This interdisciplinary course focuses on cultural and community formation in the Deep South. Faculty from related disciplines address the organic connection between location and culture, with emphasis on the region’s music, architecture, foodways, and politics; the formation of communities and institutions is emphasized in considering larger events like the Civil Rights Movement. Prerequisite: Hist 100 or Humn 103. (Credit, full course.) Staff

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

An examination of major issues and topics in the cultural history of the U.S. from the 1893 Columbian International Exposition to the implosion of the internet dot.com bonanza in 2000. To dissect and analyze the discourses of race, gender, class, and sexuality in American life, the class concentrates on texts and images from the periods under examination, with special attention to the production and consumption of popular culture. (Credit, full course.) Register

### 333. Junior Seminar

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

**403. Psychology and Popular Culture in the U.S. (also Psychology 403)**

Did the World Wars “put psychology on the map” and convert Americans to the “therapeutic gospel”? How is the polygraph test related to Wonder Woman? Did humanistic psychology inspire Yippies and feminists in the 1960s — and can humanistic psychologists be “real men”? This seminar explores such questions, using primary and secondary sources that link the history of psychology and popular culture in the U.S. Students evaluate critically the current popularization of psychology and explore relationships between popular and academic psychology. Prerequisite: four courses, in any combination, from psychology and American Studies, or permission of the instructor. (Credit, full course.) Barenbaum

**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

**493. The Civil War and American Historical Memory (also Hist 493)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students’ minds the enduring importance of historical events and to suggest ways in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. (Credit, full course.) McCardell

**ELECTIVES FOR THE GENERAL COURSE IN AMERICAN STUDIES**

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

**American Studies:**

- 150: Introduction to Africana and African American Studies
- 332: Twentieth-Century American Culture (also History 332)

**Anthropology:**

- 301: American Culture
- 302: Southern Cultures
- 307: Archaeology of Southeastern United States
- 411: Research Seminar: Campus Life and Academic Culture

**Art History:**

- 212: American Animation, 1910-1960
- 340: American Art

**Asian Studies:**

- 110: Asian American Experience

**Education:**

- 375: African American and Latino Education

**English:**

- 330: The Life and Literature of Tennessee Williams
- 379: The American Novel
- 380: Whitman and Dickinson
- 391: Modern American Poetry
- 392: Modern American Fiction
- 393: Faulkner
- 394: Literature of the American South
- 395: African American Literature
- 396: American Environmental Literature
- 397: Contemporary American Fiction
- 398: Contemporary American Poetry

**History:**

- 203: Criminal or Hero? The Outlaw in American Culture
- 204: Wealth in America from the Colonial Period to the Present
- 226: Politics and Society in Contemporary America
- 227, 228: Intellectual and Cultural History of the United States I and II
- 229: The Many Faces of Sewanee
- 231: African American History to 1865
- 232: African American History since 1865
- 233: Race and Sexuality in U.S. History since 1800
- 237: Women in U.S. History, 1600-1870
- 238: Women in U.S. History, 1870 to the Present
- 316: The African American Church in Slavery and Freedom
- 317: African American Intellectual History
- 318: African American Women and Religion
- 322: Southern Lives
- 324: Colonial and Imperial Warfare in North America and Southern Africa
- 325: Revolutionary America
- 327: The Old South
- 329: The New South
- 332: Twentieth-Century American Culture
- 330: History of Southern Appalachia
- 334: Mass Culture and Popular Amusements in the United States, 1870-1945
- 336: Hours of Crisis in U.S. History
- 339: The Making of Modern America, 1877-1920
- 347: The American Civil Rights Movement
- 393: America's Civil War
- 394: Reconstructing the South
- 493: The Civil War and American Historical Memory

**Music:**

- 223: American Music

**Philosophy:**

- 311: American Philosophy

**Politics:**

- 107: Critical Issues in American Politics
- 203: The Presidency
- 204: Legislative Process
- 205: The Judicial Process
- 304: American Political Thought
- 308: Public Policy
- 322: United States Foreign Policy
- 331: Introduction to Constitutional Law
- 332: Contemporary Constitutional Law
- 338: Constitutional Law: Civil Rights
- 343: Visions of Constitutional Order
- 344: Myth America
- 373: African American Political Thought
- 390: The United Nations

**Religion:**

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

**Spanish:**

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

**Women's and Gender Studies**

- 100: Introduction to Women's and Gender Studies

**ELECTIVES FOR THE TRACK IN AFRICANA AND AFRICAN AMERICAN STUDIES**

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

**Anthropology:**

- 302: Southern Cultures
- 304: Peoples and Cultures of Africa
- 305: Cultures of Latin America
- 311: Gender and Class in Latin America
- 314: Colonialism and Culture
- 317: The Anthropology of Development
- 379: Ethnicities

**Art History**

- 340: American Art\*

**Education**

- 375: African American and Latino Education



**English**

395: African American Literature

**History**

- 215: Southern African History
- 219: History of Africa to 1880
- 220: History of Africa since 1880
- 223: Latin American History to 1825
- 224: Latin American History after 1826
- 231: African American History to 1865
- 232: African American History since 1865
- 233: Race and Sexuality in U.S. History since 1800
- 316: The African American Church in Slavery and Freedom
- 317: African American Intellectual History
- 318: African American Women and Religion (also Women's and Gender Studies)
- 322: Southern Lives
- 323: The Depression-Era South (also American Studies)
- 324: Colonial and Imperial Warfare in North America and Southern Africa
- 327: The Old South
- 329: The New South
- 347: The American Civil Rights Movement
- 363: Peasant Resistance and Rebellion in Latin America, 1500-1990
- 382: Science, Segregation, and Popular Culture in Twentieth-Century South Africa
- 385: Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam
- 386: African Environmental History
- 387: Slavery and the Slave Trade in Africa
- 393: America's Civil War
- 394: Reconstructing the South
- 493: The Civil War and American Historical Memory

**Music**

- 201: Bach, Beethoven, and the Beatles: History of Music in the Modern Era\*
- 223: American Music\*

**Politics**

- 227: Africa in World Politics
- 230: Politics in Nigeria and South Africa
- 311: Politics of Central America and the Caribbean
- 329: Comparative African Politics
- 373: African American Political Thought

**Religion**

- 265: Ethical Thought and the African American Experience
- 315: African Religions
- 391: Southern Religion
- 393: Rural Religion

**Spanish**

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

# Anthropology

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

Associate Professor (Chemistry) Richard Summers, Interim Chair of Anthropology and Associate Dean of the College

Professor O'Connor

Professor Ray

Professor Wallace

Associate Professor Murdock

Associate Professor Sherwood, Environmental Studies

Visiting Assistant Professor Lynch

**Major in anthropology:** A student major is required to take Anthropology 104; either 106, 107, or 109; and 391, 401, and 403. Majors must additionally take five electives for a minimum of ten courses in anthropology. EnSt 332 may be used as one of these electives. No more than one 444 may count towards the five required electives. A major must also designate a department-approved area or a topical specialty by either: 1) spending a semester abroad to acquire experience in another culture, or 2) taking two upper-level courses outside of anthropology either a) in a single discipline (e.g. history, religion, economics, political science, art, theatre, music, psychology) or b) related to a single area of the world (Asia, Oceania, Africa, Europe, or Latin America). Junior Tutorial 391 is taken in the second semester of the junior year and majors are encouraged to study abroad in the first semester of the junior year. Students satisfy a requirement in methods by taking 401, but may also take another pre-approved course or a pre-approved ethnographic or archaeological field school for methods credit. Students complete a paper or report on their methods field work (cultural or archaeological). Majors are strongly urged to take a course in statistics.

Comprehensives are given in two parts during the student's last semester: a written exam and an oral defense of both their written answers and their field methods reports. In October of the senior year, students may apply for honors if they have a "B+" or higher grade point average in the major. To apply, students submit a project proposal to the department chair for a 40-page paper on their area of specialty. The project is to be researched and written in the second semester of the senior year. Those applicants invited to complete an honors project register for a full course (Anthro 405: Honors Thesis) and work with a departmental faculty member to submit the project in mid-April.

**Minor in anthropology:** A minor in anthropology requires five courses that include two introductory courses (Anthro 104 and either 106, 107 or 109); and three electives in anthropology. EnSt 332 may be used as one of these electives. No more than one 444 may count towards the required three electives. All courses for the minor are normally taken at the University of the South. One course taken abroad may occasionally qualify for the minor requirement, but approval must be obtained from the department before taking the course.

## COURSES

### 104. Introductory Cultural Anthropology

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

**106. Introductory Physical Anthropology and Archaeology**

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

**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. (Credit, full course.) Staff

**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

**109. 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

**180. Archaeology of Britain**

An examination of how archaeologists attempt to make sense of British prehistory. Beginning with the Mesolithic Period around 9500 B.C., the course further considers the origins of agriculture in Britain, around 4000 B.C., and the related ceremonial landscapes and burial and henge monuments of the Neolithic Period. The second portion of the course deals with the Bronze and Iron Ages through the types of subsistence and settlement strategies early Britons employed and archaeological evidence for social hierarchy, religious practices, warfare, and trade. The course concludes with the examination of the development of *oppida*, the use of coinage, the Roman invasion, and the Picts of Scotland. (Credit, full course.) Staff

**201. Global Problems: Anthropology and Contemporary Issues**

This course examines such global issues as overpopulation, poverty, hunger, and violence. It combines a broad, interdisciplinary approach with examination of specific anthropological case studies of NGOs (non-governmental organizations) in South Asia (Bangladesh) and Southeast Asia (Cambodia), and an analysis of the effects of international development agencies at the local level. Using culture as a unifying concept, the course addresses economic, political, ecological and ideological issues. (Credit, half course.) Staff

**203. The Anthropology of Gender**

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

**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

**222. Celtic Culture and Archaeology**

Grounded in the anthropological perspective, this course explores ancient Celtic society through archaeology, ethnohistory, linguistics, and a focus on myth and religion. The study initially focuses on the people of the European Iron Age (800 B.C. to Roman Conquest). Further course components consider the continuity and influence of Celtic traditions through the Middle Ages to the present in areas least impacted by Roman rule (Ireland, Scotland, and parts of Wales), and the contemporary cultural phenomena known as Celtic Revivalism. (Credit, full course.) Ray

**290. Women in Cross-Cultural Perspective (writing-intensive) (also Women's and Gender 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. This course cannot be taken for credit by any student who has earned credit for Anth 321. Prerequisite: Anth 104 or WmSt 100. (Credit, full course.) Murdock

**298. Ecological Anthropology**

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

**301. American Culture**

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

**302. Southern Cultures (also American Studies)**

An anthropological study of the southern United States emphasizes cultural continuity in both mountains and lowlands. The course uses community studies and literature to explore how indigenous interpretations fit within and react against national patterns and how locality, race, status, and gender act as social principles. (Credit, full course.) Ray

**303. The Anthropology of Europe**

An anthropological examination of various cultural groups populating Europe today begins with a brief survey of European geography, prehistory, and history. The course evaluates a number of approaches — community studies, culture areas, national character studies, problem orientation — popular in European anthropology. Items of special interest include urban Europe, the European family, and women in Europe. (Credit, full course.) Ray

**304. Peoples and Cultures of Africa**

A brief survey of geography, prehistory, and history followed by an evaluation of modern African cultural groups. Special topics considered include African women, labor migration, urbanization, associations, and elites. The overarching theme of the course is the differential effects of modernization on Africa. (Credit, full course.) Staff

**305. Cultures of Latin America**

An introduction to Latin American cultural traditions as they relate to social identities, religious beliefs, economic practices, political systems, and natural environments. Students examine diverse regional contexts, including the Peruvian Andes, Central American urban centers, and the Brazilian Amazon. Legacies of inequality and political violence are contrasted with powerful social movements and creative cultural productions. Prerequisite: Anth 104 or instructor permission. (Credit, full course.) Murdock

**306. American Indians**

A consideration of North American native peoples that involves origins and culture areas and the study of several specific groups as to history, economy, kinship, authority, and world view. Special attention is given to problems of conquest, reservation life, and U.S. government policy. (Credit, full course.) Staff

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

The course introduces students to intermediate and advanced concepts of archaeology, prehistory, and early history using the Southeastern United States region, the Domain of the University of the South, and Moccasin Bend National Park as primary case studies. Lecture and discussion are supplemented by archaeological field and laboratory exercises, site visits, and guest lectures on special topics. The course has a laboratory component consisting of field and laboratory training and research, but this does not satisfy a laboratory science requirement. (Credit, full course.) Sherwood

**308. Myth, Ritual, and Meaning**

The study of religion and meaning from the perspective of interpretive anthropology anchors the understanding of other cultural traditions in the study of Western religious and social forms. Special attention is given to magic, witchcraft, rites of passage, symbolic classification, and the evolution of religious forms. (Credit, full course.) O'Connor

**310. Topics in Archaeology and Historic Preservation**

The seminar format involves student research and presentations on selected topics in American and Old World archaeology and historic preservation, instructor and guest lectures, and field trips. Topics, which vary with student experience and interest, include preservation archaeology, campus heritage preservation and management, historic preservation law, archaeological research design, the archaeology of early Spanish contact and trade, the archaeology of the Domain of the University of the South and other Tennessee locales, prehistoric lithic technology, cave and rock art, peopling of the New World, and Mississippian chiefdoms. Prerequisites: Anth 307 or 313. (Credit, full course.) Staff

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

An examination of gender relations in diverse Latin American contexts. The history of anthropological scholarship on gender and class in the region, as well as contemporary theories of how gender, social class, race/ethnicity, and sexuality intertwine in human experience are key foci of the course. Detailed ethnographic case studies from Amerindian, Afro-Latino, and Mestizo cultural contexts help students apply broader theories to the analysis of gender relations as they are conceptualized by these different groups in Latin America. Prerequisite: Anth 104 or instructor permission. (Credit, full course.) Murdock

**312. Place, Ritual, and Belief**

An upper division seminar designed to enhance students' research skills and engage students in thoughtful examination of the relationship between religious beliefs and practices, and natural environments. While including the major religious traditions, the course focuses on indigenous traditions at the band, tribe, chiefdom and state levels. The influence on human-environmental relationships of religious syncretism due to historical conquest or latter twentieth-century globalization is a special focus of the course as is the continuation and revival of outdoor ritual associated with pilgrimage and "saint cults." While avoiding deterministic and reductionist 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. Prerequisite: Anth 104, 106, or 109. (Credit, full course.) Ray

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

This course covers the history and current practice of archaeology from the methodological and theoretical perspectives. The basic class format involves lectures and discussion, but there is a laboratory component consisting of field and laboratory training and research. The course does not meet the requirement for a natural science course, with or without a laboratory. Site visits and guest lectures are part of the course. (Credit, full course.) Sherwood

**314. Colonialism and Culture**

An introduction to social and cultural problems related to colonial processes. The course takes the position that the history of colonialism concerns us in the present and deserves ongoing reinterpretation. The course is designed to have students recognize that cultural practices and beliefs have been greatly informed by colonial processes of economic and political exploitation. How these relationships of power influenced, and continue to influence, cultures around the world is the key concern of this course. (Credit, full course.) Staff

### 316. Archaeology of the Cumberland Plateau

This course examines the cultural history of the Cumberland Plateau through anthropological archaeology. After a brief consideration of the subject's environmental context within one of the most biologically diverse regions on earth, the class investigates the Plateau's rich prehistoric and historic archaeological record, which spans at least 12,000 years. In addition to ethnohistorical research, students actively engage in laboratory analysis of artifacts from the University Domain. Students also participate in site visits and field survey to explore both the Native American and European American record left as rock art, as well as that found in open habitation, cave, and rockshelter sites. (Credit, full course.) Sherwood

### 317. The Anthropology of Development

An examination of the basic assumptions of mainstream modernization approaches. Students explore key aspects of "modernity" as this term has been understood in Western European thought and explore anthropologists' critiques of the exportation of these key aspects to other contexts. Detailed ethnographic case studies from diverse world regions, including Southeast Asia, Africa, and Latin America, help students to understand the impact of development thinking in Third World contexts. The professor's investigation of development in the war-torn context of Medellin, Colombia, is an ongoing source of material for reflection and debate. Prerequisite: Anth 104 or instructor permission. (Credit, full course.) Murdock

### 318. North American Archaeology

This course reviews Pre-Columbian and Historic Era histories and social landscapes north of Mesoamerica. The course considers the timing and process of the initial peopling of the continent, food production, regional systems of exchange, development of social hierarchies, the rise and fall of chiefdoms, and colonial encounters between Europeans and Native Americans. (Credit, full course.) Sherwood

### 319. Medical Anthropology

This anthropological investigation into medical topics with a cultural component (gerontology, substance abuse, nutrition, folk medicine, etc.) also examines the ways in which various cultural backgrounds impede or enhance the medical process. Issues such as disease and therapy are also examined in cross-cultural perspective. Not open to students who have completed Anth 206. (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.) Staff

### 340. Families in Asia

A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students study anthropological approaches to understanding kinship and read and view contextualized accounts of family life from several time periods. These accounts include ethnographies, novels, children's stories, religious and philosophical texts, folktales, films and Internet materials. To the extent possible, Chinese, Japanese, and/or Thai guests visit and share their family stories. (Credit, full course.) Wallace

**341. The Culture and History of Southeast Asia**

A survey of the peoples and politics of Southeast Asia from prehistory to the present, stressing the cultural and historical continuities that unite this ethnically diverse region. Special consideration is given to urban rule, peasants, popular religion, and indigenous notions of power, gender, space, and time. (Credit, full course.) O'Connor

**350. Environmental Archaeology**

The course explores past environments and the methods and evidence used to reconstruct them. Students acquire knowledge of the biological and geophysical systems in which particular cultures developed and changed. Emphasis is on the integration of geological, botanical, zoological, and archaeological data used to reconstruct Quaternary climates and environments. This course does not meet any general distribution requirement. (Credit, full course.) Sherwood

**357. Field School in Archaeology (also Environmental Studies)**

Conducted on the University Domain or other pre-eminent sites in Tennessee, The Sewanee Field School in Archaeology provides, in an intensive one-month period in the summer, training and experience in the process of conducting research on highly significant archaeological resources. While the fieldwork is the primary component, guest lectures, consulting, and field trips are provided by other Southeastern archaeologists. The course does not fulfill a laboratory science requirement. Prerequisite: Anth 307 or 313. (Credit, full course.) Sherwood

**366. Power and Violence: The Anthropology of Political Systems**

Societies, whether simple or complex, must grapple with the use and abuse of power as well as with institutionalized and illegal acts of violence. This course focuses on these issues from an anthropological perspective, evaluating various theoretical models that have been developed to explore both power and violence. Students then deal with specific case studies of both simple and complex societies and their political systems, concluding with the United States. (Credit, full course.) Staff

**379. Ethnicities**

The course is an examination of ethnic identities as cultural phenomena responding to social, economic, and political contexts and of identities as they articulate with subsistence, gender, religion, and caste or class. The course includes a cross-cultural survey and then a consideration of how ethnicity has been politicized and celebrated in America with the changing ideological models of assimilation, pluralism, and multiculturalism. The end of the course involves the study of creolized ethnicities in the American South. Prerequisite: Anth 104. (Credit, full course.) Ray

**387. Archaeology of Ireland**

This class offers a survey of Irish pre-history from the earliest human settlements during the Mesolithic era, through the Neolithic and the Bronze and Iron Ages. The class then considers the material remains and cultural history of the sixth and seventh century "land of saints and scholars." The course concludes with an examination of the archaeological records and cultural impacts of the Viking and Norman invasions. (Credit, full course.) Ray

**391. Junior Tutorial (Writing-Intensive)**

The course involves students intensively reading and critiquing ethnographies. The course is taken in the second semester of the junior year and prepares students for writing an ethnography in Anth 401 (to be taken in the first semester of their senior year). Students write bi-weekly papers to enhance their critical thinking and strengthen their writing skills and normally choose



a topic for Anth 401 near the completion of Junior Tutorial. Prerequisite: Anth 104. (Credit, full course.) Staff

**399. Anthropology of Education (Writing-Intensive) (Also Education 399)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed Educ/Anth 204. Prerequisite: one course in education or anthropology. (Credit, full course.) Wallace

**401. Anthropological Field Methods (Writing-Intensive)**

Designed to train upper-division anthropology students to develop and carry out field research, the course first focuses on specific field methods used by anthropologists, ethnomethodology, network analysis, and statistical analysis. The second part of the course comprises a supervised field study where such methods can be tested. The last part of the course consists of data analysis and presentation. (Credit, full course.) Staff

**403. Social Theory**

This is a second semester senior year course. The historical development of theory in American cultural anthropology beginning with positivism and classical evolutionary thinking through that of the neo-evolutionists. Consideration of different historical approaches is followed by exploration of cultural materialism, structuralism, Marxism, symbolic interpretation, and practice theory. (Credit, full course.) Staff

**405. Honors Thesis**

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

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

How do social and academic life interact on our campus? Using interviews, observation and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers. (Credit, full course.) O'Connor

**412. Research Seminar: Diversity in Campus Life**

Using ethnographic methods, this course researches how the national discourse on diversity plays out locally. Research explores personal, social, and institutional life, considers which differences matter and why, and studies how students experience diversity. Students cooperate to develop a shared database to use in writing individual papers. (Credit, full course.) O'Connor

**420. Sacred Landscapes and Folk Liturgies of Ireland**

This cultural immersion course engages students in ethno-ecological fieldwork in rural Ireland. Students collaborate with local communities in documenting holy well sites and contemporary well-side practices. Students daily interview Irish consultants about folk liturgy, ethno-botany, and localized saint cults. Students also visit holy well sites and hike ancient pagan pilgrimage

trails Christianized by Celtic Christian saints in the fifth–seventh centuries. This is a summer offering. (Credit, half course.) Ray

**444. Independent Study**

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

# Arabic

## Post-doctoral Fellow Nimis

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

## COURSES

### 103. Elementary Arabic I

An introduction to fundamentals of the language. After learning the Arabic alphabet and corresponding sounds, students establish basic communication skills in reading, writing, speaking, and listening. Emphasis is on both Standard Arabic and the Levantine dialect. Can fulfill the language requirement for International and Global Studies majors but does not count as one of the eight distributed electives needed for the major and is not expected at this time to lead toward fulfillment of the general distribution requirement for foreign language study. (Credit, full course.) Staff

### 104. Elementary Arabic II

A continuation of Arabic 103, this course gives students the tools for communication in the language. Students who complete the course should be able to speak, comprehend, write, and read the language with enough mastery for basic, everyday conversation and academic use. Emphasis is on Modern Standard Arabic and the Levantine dialect. Prerequisite: Arabic 103 or permission of the instructor. Not expected at this time to lead toward fulfillment of the general distribution requirement for foreign language study. (Credit, full course.) Staff

# Art and Art History

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

Professor Pond [[gregpond.net](http://gregpond.net), Chair]  
 Professor Malde [[malde.sewanee.edu](http://malde.sewanee.edu)]  
 Professor Clark  
 Professor Brennecke  
 Assistant Professor Thompson  
 Assistant Professor Wohl [[www.jessicawohl.com](http://www.jessicawohl.com)]

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:** The Studio Art program offers classes in six disciplines: Digital Arts, Drawing, Painting, Photography, Sculpture, and Video.

Majors are required to take both of the core courses (Art 101 and 102), two 300-level courses, the two capstone senior seminars (Art 420 and 430), one course in Art History, and Art electives for a total of ten courses.

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

Students with a department GPA of at least 3.2 by the end of their junior year are eligible to apply for department honors. To apply for honors, a student must submit a proposal for a thesis project by the designated date during the first semester of his or her senior year. Those students whose proposals have been approved will, in addition to fulfilling the comprehensive exam requirements, assemble a solo exhibition along with the submission of an artist's statement, write an extended thesis paper, undergo a private defense of the exhibition and thesis, and give a public presentation with response to questions from the audience. Final determination of honors is based on the quality of all of these components.

**Minor in Art:** Minors are required to take both of the core courses (Art 101 and Art 102), three upper-level courses (at least one of which must be a 300-level course), and contribute approved works of art and a 2-page artist statement to a group exhibition in March of their senior year.

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

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

*NOTE: Up to two courses taken in Art History as part of the requirements for a major or minor degree in Art may be counted toward a major or minor in Art History.*

**Major in Art History:** The degree requirements for students majoring in art history consist of ten full courses (forty semester hours) and a comprehensive examination. Students planning to major in art history are strongly encouraged to complete a range of courses in complementary disciplines, including studio art, literature, history, philosophy, and religion. Majors are also advised to study abroad.

The required ten courses must include the two Western art surveys (ArtH 103 and ArtH 104) and Approaches to Art History (ArtH 317), as well as seven additional art–history courses chosen by the student. At least three of the seven must be selected from each of three chronological areas:

#### Area I

- ArtH 312: Greek and Roman Art and Architecture
- ArtH 315: Islamic Spain and Spanish Art
- ArtH 318: Spanish Medieval Art
- ArtH 320: Medieval Art and Architecture
- ArtH 322: Art and Devotion in Late Medieval and Early Modern Northern Europe
- ArtH 325: Italian Renaissance Art and Architecture
- ArtH 326: Northern Renaissance Art

#### Area II

- ArtH 202: History of Photography
- ArtH 332: Seventeenth- and Eighteenth-Century Art
- ArtH 333: French Art
- ArtH 335: Nineteenth-Century Art
- ArtH 338: British Art
- ArtH 340: American Art
- ArtH 350: Spanish Painting from El Greco to Picasso

#### Area III

- ArtH 108: History of Film: Invention to Mid-Century
- ArtH 212: American Animation, 1910–1960
- ArtH 317: Approaches to Art History
- ArtH 345: Modern Art
- ArtH 346: Contemporary Art
- ArtH 351: Conceptual Art
- ArtH 360: Pop Art
- ArtH 370: Art in Germany: 1919–1933

Students will also choose one of the three chronological areas as their area of special interest and take at least one additional art–history course in that area. Majors should complete the two art–history surveys by the conclusion of the first semester of the junior year; the three chronological-area courses must be completed at Sewanee.

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

To receive departmental honors, a student must have a departmental GPA of 3.5 at the end of the final semester, pass the comprehensive examination with distinction, that is, with an overall score of 88, and earn a grade of B+ or higher on an honors research paper. Eligibility

for departmental honors depends on completion of Approaches to Art History (ArtH 317) with a grade of B+ or higher and a departmental GPA of 3.5 at the end of the first semester of the senior year. Eligible majors may then, at the discretion of the chair, elect a course of independent study (ArtH 444) and write an honors research paper under the direction of a member of the art history faculty.

Students interested in advanced placement into upper-division art history courses should consult the department.

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

## COURSES

### 103. Survey of Western Art I

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

### 104. Survey of Western Art II

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

### 107. The Films of Alfred Hitchcock

*Rear Window* serves as a model for Hitchcock's persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of other Hitchcock films from the late twenties to the mid-sixties emphasizes the director's treatment of editing, framing, sound, and *mise en scène*. Students become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work. (Credit, full course.) Staff

### 108. History of Film: Invention to Mid-Century

A chronological survey of the most significant and influential developments in international cinema from the invention of moving pictures to mid-century. Emphasis is on pioneering directors and major films. This course also introduces the student to film theory along with the major aesthetic and technological developments of the medium. This course has the attribute of Film Studies. (Credit, full course.) Thompson

### 202. History of Photography

This course introduces students to the history of photography, from the invention of the medium in the 1830s to recent practices of photographers and artists working with a wide variety of photographic technologies. Emphasis is given to key artists, artistic movements, and theories of photography, as well as to visual literacy and familiarity with the multiple genres and social functions of photographic image production. (Credit, full course.) Thompson

### 206. History of Architecture

A critical and historical survey of architecture from antiquity to the present day. This course focuses on major developments in the West, with consideration of Islamic influences. Representative

monuments are used to introduce the student to construction techniques, architectural theory, and interpretation of the built environment. Prerequisite: ARTH 103. (Credit, full course.) Staff

**210. Islamic Art and Architecture**

A survey of the origins, characteristics, and development of Islamic art, approached by considering productions ranging from architecture to sumptuary arts. This course covers the early formation and definition of Islamic art during the Ummayyad and Abbasid periods and later phases of splendor in late Medieval and Modern eras. It includes the art and architecture of Fatimids, Mamluks, Saljuks, Ottomans, Ilkhanids, Timurids, and Safavids, in areas stretching from the Iberian Peninsula and northern Africa to India. (Credit, full course.) Mompfet

**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. (Credit, full course.) Clark

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

An approach to Western Art, particularly Spanish, in connection with the development of the pilgrimage road to Santiago, starting from its origins in early Christianity, focusing on medieval art, and discussing its persistence in the Modern Era. Special emphasis is given to the importance of multidisciplinary studies concerning the subject. (Credit, full course.) Spaccarelli

**312. Greek and Roman Art and Architecture**

A chronological survey of the painting, sculpture, and architecture of the Greek and Hellenistic worlds, and Roman Empire from the eighth century B.C.E. to the fourth century C.E. While emphasizing stylistic developments, political and cultural contexts are also examined. Prerequisite: ARTH 103 or Humn 101, 102, or 103. (Credit, full course.) Clark

**315. Islamic Spain and Spanish Art**

A survey of Spanish Muslim art from the Emirate to the Nasrid period (eighth to fifteenth centuries), including extensive discussion of the main monuments such as the mosque at Cordoba and the Alhambra palace of Granada. The course examines the presence and persistence of Islamic influence on Spanish Christian art of the late Middle Ages and the modern era. Special attention is given to Mudéjar Art. This course is part of the Sewanee Semester in Spain program. (Credit, full course.) Staff

**317. Approaches to Art History**

This writing-intensive seminar addresses the history and methods of art history by exploring its philosophical development. The current state of the discipline as it negotiates the theoretical challenges of poststructuralism and postmodernism is also explored. Written and oral assignments develop the students' research and communication skills. Prerequisite: ARTH 103 and ARTH 104. (Required of all majors and minors.) (Credit, full course.) Staff

**318. Spanish Medieval Art**

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

**320. Medieval Art and Architecture**

The art and architecture of Western Europe from the late Roman Empire to the dawn of the Renaissance. Emphasis is placed on the development of monumental architecture and the regional peculiarities of sculpture, painting, and the minor arts over the course of this thousand-year period. Prerequisite: ARTH 103 or HUMN 102. (Credit, full course.) Clark

**322. Art and Devotion in Late Medieval and Early Modern Northern Europe (also Women's and Gender Studies)**

This seminar explores the devotional art, literature, and thought of northern Europe in the late thirteenth, fourteenth, fifteenth, and sixteenth centuries. Manuscript illumination and female piety are especially emphasized. Prerequisite: ARTH 103, ARTH 104, or HUMN 102. (Credit, full course.) Clark

**325. Italian Renaissance Art and Architecture**

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

**326. Northern Renaissance Art**

A study of northern European art from the early fourteenth to the late sixteenth centuries. While the course concentrates on Flemish and German panel painting, attention is also paid to French and Flemish manuscript illumination as well as to Netherlandish sculpture. Prerequisite: ARTH 103, ARTH 104, or HUMN 102. (Credit, full course.) Clark

**332. Seventeenth- and Eighteenth-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.) Staff

**333. French Art**

A survey of French painting, sculpture, and architecture from the early seventeenth century to the end of the eighteenth century. Emphasis is placed on the founding of the Royal Academy of Painting and Sculpture, the artistic program of Louis XIV, the development of the rococo style, and the emergence of *sensibilité* and a new moralizing art in the years leading to the French Revolution. Prerequisite: ARTH 104 or HUMN 104. (Credit, full course.) Brennecke

**335. Nineteenth-Century Art**

A survey of European painting and sculpture from the 1780s to 1900, with an emphasis on the social and political contexts in which the works were created. While the focus is on the art of France, that of Germany, Spain, and England is also discussed. Prerequisite: ARTH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke



### 338. British Art

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

### 340. American Art

A survey of painting, sculpture, and architecture in the United States from the Colonial period to 1913, with an emphasis on the relationship between American and European art and artists. Other topics considered include the development of art institutions in this country, in particular art museums and academies. Prerequisite: ARTH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Brennecke

### 345. Modern Art

This course examines various trends in Western art from the 1860s through the 1950s. The role of the visual arts and the means of their production and reception underwent tremendous change during this period. Critics and historians have long referred to this century as the era of modernism. Understood variously as a stylistic, philosophic, social, political, or economic category, the notion of modernism and the significance of this concept for the visual arts provides a guiding theme for lectures and in-class discussions. (Credit, full course.) Thompson

### 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 50 years. (Credit, full course.) Thompson

### 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.) Staff

### 351. Conceptual Art

A critical and historical approach to Conceptual Art from its origins in the mid-1960s to the present. Lectures and discussions explore aesthetic, social, and political issues raised by Conceptualism as well as strategies these artists have in common including the use of readymade imagery, documentary photography, language, and performance. Artist writings and critical reception to the works of art are emphasized. Prerequisite: HUMN 202 or ARTH 104. (Credit, full course.) Thompson

### 360. Pop Art

This seminar charts the development of Pop Art in North America and Europe between 1960 and 1973, investigating why art made by a diverse group of artists, using a variety of aesthetic techniques, is labeled “Pop.” Lectures and discussions explore stylistic, social, and political issues raised by Pop as well as features that diverse Pop practices show in common — including the use of readymade imagery, photography, text, and performance. The seminar concludes by tracing Pop Art’s influence on work from the late 1970s to the present. Prerequisite: ARTH 104 or HUMN 202. (Credit, full course.) Thompson

**365. Modern and Postmodern Architecture**

This survey of architecture and urban planning begins with the revivalist architecture of the nineteenth century and concludes with global contemporary practice, exploring along the way efforts to formulate a “modern” architecture and subsequent postmodern critiques. Students are introduced to significant figures like Frank Lloyd Wright, Le Corbusier, Jane Jacobs, Frank Gehry, Michael Graves, and Zaha Hadid, and to significant themes in modern and postmodern architectural practice, like the archetype of architect as hero, architecture as social engineering, and architecture as spectacle. Students thus learn of essential reference points for understanding our built environment and its discourse. (Credit, full course.) MacLaren

**370. Art in Germany: 1919-1933**

This course examines artistic production in Germany within the social and political context of the Weimar Republic between 1919 and 1933. The course investigates Expressionism, the “anti-art” theories espoused by Dada artists, and the formal characteristics of New Objectivity painting under the influence of photography. The art and politics of the Bauhaus are explored in detail, including the practices of painting, architecture, and industrial design. The course concludes with consideration of the rapid change in leadership and direction at the Bauhaus and its closing at the hands of the Nazis. (Credit, full course.) Thompson

**440. Independent Study in Art History**

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

**ART COURSES****101. Line, Form, and Space: Studies in Drawing, Photography, and Sculpture**

This course establishes the fundamentals of visual literacy and communication by considering the relations among line, form, and space. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to drawing, photography, and culture. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with Art 102, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Prerequisite: Instructor’s permission. Required for all Art majors and minors. (Credit, full course.) Staff

**102. Color, Motion, and Time: Studies in Digital Art, Painting, and Video**

This course establishes the fundamentals of visual literary and communication by considering the relations among color, motion, and time. Students learn the essential technical and theoretical principles of design, structure, materials, and methods as they pertain to digital art, painting, and video. Instruction proceeds through studio assignments, writing exercises, readings, discussions, and critiques. Together with Art 101, this course introduces students to the principles of artistic production while encouraging understanding of the relationships between form and content, personal expression and social experience. Prerequisite: Instructor’s permission. Required for all Art majors and minors. (Credit, full course.) Staff

**231. Topics in Electronic and Interactive Art**

The course examines the broad range of electronic technologies and processes that are employed in contemporary art practice. Students meld traditional processes with software and hardware towards the production of physical, time-based and interactive projects. Assignments include consideration of the interplay between society, technology, and experience. (Credit, full course.) Malde

### **242. The Lens and the Landscape: Documentary Studies and the Environment**

This course studies the human, ecological, and environmental histories of the region through the lens and practice of documentary production. In collaboration with historians, archaeologists, and biologists, students develop individual and group projects to create short documentaries about a diverse range of topics focused on the past and present environmental conditions of the Domain and its surroundings. (Credit, full course.) Pond, Malde

### **243. Cutting Time: Topics in Contemporary Video Production and the Moving Image**

This course involves study of the theories and processes of video and audio production as well as other techniques for making moving images. It examines a variety of aesthetic, formal, thematic, and technical approaches to composition and artistic expression through moving images and sound. The evaluation and analysis of assignments involves group discussions and individual critiques. Examples from a spectrum of artists and filmmakers provide a context for understanding the potential of moving images in a variety of forms. (Credit, full course.) Pond

### **251. Topics in Contemporary Drawing**

Using both traditional and non-traditional drawing media, this course investigates drawing and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions address themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional drawing as it relates contextually to an ever-changing world. (Credit, full course.) Wohl

### **253. Book Arts**

Through studio practice and analysis of bindings, the class considers how contemporary artists use books to disseminate, contain, sequence, and even subvert visual and/or textual information. Study of artists, books in the University's Permanent Collection, and readings from book arts theorists complement class discussions. The course culminates in the production of limited-edition artists' books. (Credit, full course.) Staff

### **255. Collage and Assemblage: Combinations of Contemporary Culture**

Using found and self-generated imagery, this course explores collage and assemblage as means for developing artistic concepts. Through the understanding and juxtaposition of materials such as magazine clippings, wallpaper, texts, objects, photographs, and drawings, students establish a heightened sensitivity to the meaning of specific materials, explore various methods of combining them, and critically address how collage and assemblage have been used and created both in both past and present. Through studio assignments, writing exercises, readings, discussions, and critiques, students explore forms of both historical and contemporary collage processes. (Credit, full course.) Wohl

### **257. Figure Drawing**

This course investigates drawing the human form through the study of anatomy, observation of the live human form, and fundamental exercises in gesture, line, contour, and tonal modeling. Students explore the relationship between figures and their environments, as well as the proportions and forms of the body and how to depict dynamic three-dimensional forms on a two-dimensional surface. In class, students work predominately from the live model, and outside

of class pursue a combination of advanced assigned and self-directed projects aimed toward an understanding of the body in space. (Credit, full course.) Wohl

### **259. Drawing from Life**

This course explores use of observational drawing techniques as a means for translating three-dimensional realities into two-dimensional drawn images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various drawing materials. Through studio assignments, exercises, readings, discussions, and critiques, students learn to draw from both life and the imagination, all the while honing their observational skills and their facility with drawing media. (Credit, full course.) Wohl

### **261. The Lens, Time and Space: Topics in Photography**

This course introduces students to thematic approaches in photography using film-based methods, digital printing, and multi-media. Class projects and discussions center around the cultural and socio-political impact of the medium, as well the deeply personal and expressive aspects of photographic art. (Credit, full course.) Malde

### **263. Intermediate Documentary Projects in Photography**

The course introduces students to documentary methods and issues pertaining to photography and related media used in the making of photo-documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth. Community engagement. (Credit, full course.) Malde

### **281. Material, Space, and Form: Topics in Contemporary Sculpture**

This course explores both new and traditional media for the study and production of sculptural form. A series of assignments involve additive and reductive processes, mold making and casting, static and temporal composition, and a range of materials. Examples ranging from ancient to current sculptural practices are discussed and reviewed to provide historical and theoretical context for the assignments. The evaluation and analysis of assignments involves group discussions and individual critiques. (Credit, full course.) Pond

### **282. Sustainable Structures**

Through the study and application of sustainable materials as media for sculpture, design, and architecture, this course examines relationships among landscape, physical culture, and the built environment. With the benefit of various locally grown and recycled materials used to build a series of projects, the course employs new technologies and discusses issues related to the practical integration of ecologically sound aesthetics into contemporary culture. (Credit, full course.) Pond

### **287. Electronic Sculpture**

This course employs new media technologies in sculpture and installation projects. Students translate digital and analog input from a variety of sensors and sources into creative output through the use of programming, circuits, sound, video, motors, and traditional sculptural media. Prerequisite: One course from ARTS 104, CSCI 157, CSCI 276, or PHYS 203. (Credit, full course.) Pond

### **291. Topics in Contemporary Painting**

Using both traditional and non-traditional painting media, this course investigates painting and its role in the contemporary world. Students explore the relation between perception and conception, reinforcing basic skills and increasing their sophistication in the organization of space, surface, material, composition, and design. Thorough exploration of contemporary artists working across media with a variety of themes is an essential part of the learning experience. Projects and student-led discussions revolve around themes such as Space, the Figure, Narrative, Identity, or Abstraction. Emphasis is placed on challenging the notions of traditional painting as it relates contextually to an ever-changing world. (Credit, full course.) Wohl

### **299. Painting from Life**

This course explores use of observational painting techniques as a means for translating three-dimensional realities into two-dimensional painted images. By observing still lifes, structures, landscapes, and live models, students gain heightened sensitivity to the world around them through attentiveness to the visual. In the process, they also become acquainted with various painting materials and surfaces. Through studio assignments, exercises, readings, discussions, and critiques, students learn to paint from both life and the imagination, all the while honing their observational skills and their facility with painting media. (Credit, full course.) Wohl

### **331. Advanced Projects in Digital Arts**

This course builds on experience gained from courses such as ARTS 103, 104, 131, and 231. Students continue to receive specific instruction in using the main imaging and design software and are assigned projects to help consolidate expressive and conceptual skills. Prerequisite: ARTS 231. (Credit, full course.) Malde

### **342. Scene Design (also Theatre 342)**

Deals with script analysis; scene research techniques; periods and styles of production; exercises in scale, proportion, volume and color. The student is expected to complete a series of projects culminating in the complete design for a classic or contemporary play. Prerequisite: THEA 241 or permission of instructor. (Credit, full course.) Backlund

### **343. Advanced Seminar in the Production of Video and the Moving Image (also Theatre 343)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. Prerequisite, one of the following: Art 102, Art 104, Art 202, Art 231, Art 243, Art 331. (Credit, full course.) Pond

### **344. Lighting Design (also Theatre 344)**

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

### **347. Scene Painting (also Theatre 347)**

A study of basic techniques, tools, and procedures employed by the scenic artist. Projects include exercises in color theory and mixing; problem solving; and common finishes on hard, soft, and three-dimensional scenic units. Prerequisite: permission of instructor. (Credit, full course.) Backlund

### **348. Advanced Scenography (also Theatre 348)**

A study of advanced problems in performing arts design. The student are introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers work together to create design solutions for different performance media. Prerequisite: THEA 342 or 345, ARTS 342 or 345, and permission of instructor. (Credit, full course.) Backlund

### **351. Advanced Studio Seminar in Drawing**

In this drawing seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the drawing in both traditional and non-traditional materials. Prerequisite, one of the following: Art 101, Art 105, Art 251, Art 255, Art 257, Art 291. (Credit, full course.) Wohl

### **361. Advanced Photography**

The course builds on prior experience and concentrates on small and large format photography, color and alternative photographic processes. Class projects and discussions are shaped around self-defined projects. Prerequisite, one of the following: Art 101, Art 103, Art 261 or Art 263. (Credit, full course.) Malde

### **363. Advanced Documentary Projects in Photography**

The course builds on ARTS 263 and consolidates methods and issues pertaining to the making of photographic documentaries. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as the genre's core triangulation points of subjectivity, objectivity, and truth. Prerequisite: ARTS 263 or permission of instructor. Community engagement. (Credit, full course.) Malde

### **381. Advanced Sculpture**

In this sculpture seminar, students engage in a combination of advanced assignments and self-directed projects aimed towards furthering the study of the art involved in three-dimensional media and methods. Prerequisite, one of the following: Art 101, Art 104, Art 281, Art 282, Art 287. (Credit, full course.) Pond

### **391. Properties of Painting**

This seminar course explores the properties and applications of acrylic and oil paints as they relate conceptually to our contemporary world. Working both observationally and abstractly, students experiment with traditional techniques such as glazing and under painting. They also investigate paint as a sculptural and textural material. Prerequisite, one of the following: Art 102, Art 105, Art 251, Art 255, Art 257, Art 291. (Credit, full course.) Wohl

### **420. Seminar in Creativity**

This investigation of the creative process requires advanced studio skills and is based on discussion of works-in-progress. Selected readings, participation in critiques, and a semester-long studio project help establish a disciplined and systematic approach to creative practice. Senior majors only. (Credit, full course.) Staff

### **430. Senior Seminar**

Participants have already developed advanced skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). This seminar further enhances studio skills by referencing individual, self-defined project work to readings that explore the theory and

practice of the visual arts, the societal role of the artist, contemporary issues and interdisciplinary approaches. Majors only. (Credit, full course.) Staff

**432. Directed Projects with Visiting Artists**

This seminar places the work of each student in a broader context by allowing students to work closely with one or more visiting artists. Students are expected to meet with the instructor(s) outside of class times, and to write a thesis paper, present final projects, and prepare an exhibition. Students must have advanced skills in at least two of the six media offered in the Art curriculum. Prerequisite: classes in at least two studio art media at the upper level and permission of the instructor. (Credit, full course.) Visiting Staff in Art

**444. Independent Study in Studio Art**

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

# Asian Studies

Website: [www.sewanee.edu/Asianstudies/](http://www.sewanee.edu/Asianstudies/)

Professor Goldberg, History, Interim Chair  
 Professor Wilson, Politics  
 Professor O'Connor, Anthropology  
 Professor Peterman, Philosophy  
 Professor Mohiuddin, Economics  
 Professor Wallace, Anthropology  
 Professor S. Brown, Religion  
 Assistant Professor Manabe, Asian Studies and Japanese  
 Visiting Assistant Professor Schoenberger

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

## Major requirements:

1. Completion of ten or more courses in Asian Studies
2. Three or more integrative or comparative courses from the following list (from at least two departments/programs):
  - Anthro 340: Families in Asia
  - Anthro 341: Culture and History of Southeast Asia
  - Econ 310: Economic Development
  - Hist 211: China and East Asia I
  - Hist 212: China and East Asia II
  - Pols 326: Comparative Asian Politics
  - Relg 162: Asian Religions
  - Relg 262: Buddhism
  - Thea 226: Asian Theater
3. Five or more elective courses on Asian cultures from the following list:
  - Asia 203: Chinese Martial Arts Cinema
  - Asia 204: Themes in New Chinese Cinema
  - Asia 205: Modern China Through Fiction and Film
  - Asia 209: Japanese Civilization
  - Asia 220: Japanese Folklore and Mythology
  - Asia 230: Land of the Rising Sons
  - Asia 232: Father, Emperor, Motherland
  - Asia 233: Fantastical World of Anime
  - Asia 235: Love in Modern Japan
  - Asia 317: Modern Japanese Literature
  - Asia 320: Gender and Sexuality in Japanese Culture
  - Econ 345: Economic Development in China
  - Econ 347: Microfinance Institutions in South Asia
  - Hist 216: History of Japan



Hist 388: US and Vietnam since 1945  
 IGS 304: Politics and Society in Modern India  
 Phil 215: Chinese Philosophy  
 Phil 226: Philosophical Issues of Daoism  
 Pols 249: China and the World  
 Pols 360: Chinese Politics  
 Relg 264: Hinduism  
 Relg 342: Buddhism and Psychology  
 Relg 353: Buddhism and the Environment  
 Relg 364: Buddhist Ethics

4. An Asian language course at the 300-level or above
5. Asia 458: Asian Studies Senior Thesis
6. Study abroad on a program approved by the chair of the program
7. Successful completion of a comprehensive exam in two parts: a) a written set of questions that integrate courses taken by the student; and b) a written set of questions on specific courses taken by the student.

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

**Minor in Asian Studies:** A minor in Asian Studies requires the completion of five or more courses, including: a) two courses in an Asian language; b) one integrative or comparative course in Asian Studies (from the above list 2); and c) two elective courses in Asian Studies (from the above list 3). No comprehensive exam is required.

## COURSES

### 100. Introduction to Asian Studies

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

### 203. Chinese Martial Arts Cinema

This course examines the historical development of martial arts cinema, investigating the formation of its literary and cinematic conventions, the cultural and political transformations suggested by those developments, and the history of their productions in China, Hong Kong, Taiwan, and the U.S. Each week focuses on one film and several key texts that are geared toward the social, cultural and ideological logic of martial arts cinema. Taught in English. (Credit, full course.) Staff

### 204. Themes in New Chinese Cinema

This course surveys the development of Chinese cinemas in a global age, with focus on the transnational contexts of production, circulation and reception. The goals are to introduce a range of films from China, Hong Kong, Taiwan, and Chinese overseas communities; to investigate the role of cinema in constructing and contesting the notion of nation-state; and to explore the shifting dynamics between cultural interflows in the context of regional geopolitics and media globalization. Taught in English. (Credit, full course.) Staff

**205. Modern China Through Fiction and Film (also Women's and Gender Studies)**

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English. (Credit, full course.) Staff

**209. Japanese Literature and Culture**

This course introduces students to the culture and history of Japan from the pre-modern period to the present through exposure to some of the most celebrated works in Japanese literature and cinema. Beyond analysis of the texts and films themselves, particular attention is paid to the socio-historical contexts from which these works emerged. Taught in English. Not available for credit to students who have previously taken Asian Studies 209. (Credit, full course.) Manabe

**220. Japanese Folklore and Mythology**

Japan has a long history of folklore and mythology filled with magical creatures, witches, and sneaky animals. The study of Japanese folklore and mythology relates to topics in Japanese religion, history, and literature. This class not only explores mythological texts dating back to the sixth century, but it also considers tales and their re-tellings as situated in particular times and places. The course illustrates that much can be learned about a place and time by how stories of the oral tradition are changed and adapted to the political environment. (Credit, full course.) Staff

**217. Modern Japanese Literature (also Womens' and Gender Studies) (writing-intensive)**

This course is a survey of Japanese literature from the late nineteenth century to the present. Through the reading of seminal works, the course explores such key issues and events in modern Japanese history as modernization, westernization, World War II, and the postwar experience, in addition to contemporary Japanese life. Taught in English. Not open for credit to students who have earned credit for Asian Studies 317. (Credit, full course.) Staff

**230. The Land of the Rising "Sons": The Concept of the Child and Children's Culture in Japan**

This course draws from Japanese art, theater, literature, and cinema to construct a history of the concept of childhood in Japan. Ideas are traced about childhood and expectations of children from the Heian Period through today. The course content intersects with various issues of modernity such as education, censorship, industrialization, gender, and nationalism. Taught in English. (Credit, full course.) Staff

**232. Father Emperor, Mother Land: Family and Nationalism in Modern Japan**

How are nation-states formed? Who constructs and manipulates the imagined community of diverse people who identify with each other as fellow patriots? How is the idea of the family used as a tool for constructing national identity and promoting imperialism? How does the nationalist construction of the family alter the expected roles of each individual family member? How does the modern family affect our conceptualization of gender? This course relies on history, literature, and theories of nationalism and gender to address each of these questions in the context of Japanese nationalism and the nuclear family in the first half of the twentieth century. Taught in English. (Credit, full course.) Staff

**233. The Fantastical World of Anime**

This course explores the many worlds portrayed in Japanese animation and draws from research in *anime* studies to trace animation history from its origin in the woodblock prints of the 1700s to the post-modern era. As Japan's largest cultural export, the art of animated films and animation has spread to all corners of the world. The course examines animated films and animation as a genre rooted in Japanese culture while considering as well the *anime* subculture that has gained popularity in America and elsewhere. (Credit, full course.) Staff

**235. Love in Modern Japan (also Women's and Gender Studies)**

What does it mean to love someone? Despite its apparent universality, "love" is in fact a highly malleable concept whose definition can vary greatly. In Japan, the conceptualization of love transformed radically in the modern era. This course explores how literary representations of love in Japan reflect not only this transformation but also the struggles it entailed. Issues of particular interest in the course include the interconnection between assumptions about gender and the definition of love, the relationship between marriage and love, the role of sexuality in love, and the relationship between the West and Japan. (Credit, full course.) Manabe

**320. Gender and Sexuality in Japanese Culture (also Women's and Gender Studies)**

This course examines aspects of Japanese culture by devoting special attention to issues of gender and sexuality. Students read primary texts from pre-modern and modern literature, drama, and *manga* (graphic novel) in English translation, together with critical essays on gender theory. In-class screenings of short films, *anime* (animated film), and documentaries help to illustrate some concepts and practices introduced in the readings. Taught in English. (Credit, full course.) Staff

**458. Asian Studies Senior Thesis (writing-intensive)**

A senior thesis on a selected topic under supervision of a faculty advisor. This course may be taken either semester of the senior year with permission of the Asian Studies Program Chair. (Credit, full course.) Staff

**OTHER COURSES**

**Anthropology 340. Families in Asia**

A seminar on the continuities and changes in the role of the family in everyday life in Thailand, China, and Japan. Students study anthropological approaches to understanding kinship and read and view contextualized accounts of family life from several time periods. These accounts include ethnographies, novels, children's stories, religious and philosophical texts, folktales, films and Internet materials. To the extent possible, Chinese, Japanese, and/or Thai guests visit and share their family stories. (Credit, full course.) Wallace

**Anthropology 341. The Culture and History of Southeast Asia**

A survey of the peoples and polities of Southeast Asia from prehistory to the present, stressing the cultural and historical continuities that unite this ethnically diverse region. Special consideration is given to urban rule, peasants, popular religion, and indigenous notions of power, gender, space, and time. (Credit, full course.) O'Connor

**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.) Mohiuddin

**Economics 345. Economic Development in China** — *Does not fulfill study abroad requirement.*

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

**Economics 347. Microfinance Institutions in South Asia** — *Does not fulfill study abroad requirement.*

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, and on the basic issues and policy debates in microfinance, such as impact assessment, poverty targeting and measurement, and sustainability. (Credit, full course.) Mohiuddin

**History 211. History of China and East Asia I**

An introduction to the foundations of East Asian civilization: Confucianism, Daoism, Buddhism, and the flowering of Chinese culture. (Credit, full course.) Goldberg

**History 212. History of China and East Asia II**

A study of the European impact on Asia and the rise of nationalism and communism. Significant attention to China and Japan in the twentieth century. (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 fifteenth 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 388. The United States and Vietnam since 1945**

The focus of this course is the history of Vietnam since World War II, French colonialism, the development of the independence movement, the origins of U.S. involvement, and the escalation of the conflict in the 1960s. Vietnamese goals, American foreign policy, the anti-war movement, and the presidencies of Kennedy, Johnson, and Nixon are topics of special interest. (Credit, full course.) Goldberg

**International and Global Studies 304. Politics and Society in Modern India**

This course introduces and contextualizes some major issues pertinent to understanding how politics and society function in contemporary India. Beginning with the historical encounter between the British and various groups on the Indian subcontinent, the course explores the development of anti-colonial nationalism and subsequent independence. Most attention, however, is focused on the postcolonial period, and particularly on problems of economic development, caste and religious identities, democratic politics in a pluralist society, secularism, rural and urban society, the advent of economic liberalization over the past quarter century, and the impact on India of globalization. (Credit, full course.) Staff

**Philosophy 215. Chinese Philosophy**

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

**Philosophy 226. Philosophical Issues in Daoism**

An introduction to the classical texts of philosophical Daoism, *Zhuangzi* and *Daodejing*, and to the classical and contemporary philosophical debates and controversies these texts have generated. (Credit, full course.) Peterman

**Politics 249. China and the World**

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out “barbarian invaders.” Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization. (Credit, full course.) Wilson

**Politics 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

**Politics 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

**Politics 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 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

**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 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

**Religion 342. Buddhism and Psychology**

Since the oldest Buddhist texts claim that Buddhism concerns itself with suffering and its end, this course emphasizes Buddhist conceptions of what suffering is, what the end of suffering looks like, and how suffering is brought to an end. (Credit, full course.) Brown

**Religion 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. (Credit, full course.) Brown

**Religion 364. Buddhist Ethics**

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. (Credit, full course.) Brown

**Theatre 226. Asian Theatre**

An introductory survey of traditional Asian theatre with particular emphasis on the cultural, sociological, and aesthetic context of theatre and dance form in the Noh, Kabuki, and Bunraku of Japan. Chinese Opera, Sanskrit drama, the Indian Kathakali, Malaysian shadow play, and Balinese dance theatre. (Credit, full course.) Backlund

**SUMMER PROGRAM IN CHINA/INDIA**

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

# Biochemistry

Assistant Professor Sharma, Chemistry, Co-chair  
 Assistant Professor A. Summers, Biology, Co-chair  
 Professor Palisano, Biology  
 Associate Professor R. Summers, Chemistry  
 Assistant Professor Pongdee, Chemistry  
 Assistant Professor Kikis, Biology

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

## Group A

BIOL 233: Intermediate Cell and Molecular Biology  
 BIOL 316 (also CHEM 316): Biochemistry of Metabolism and Molecular Biology  
 CHEM 201: Organic Chemistry I  
 CHEM 202: Organic Chemistry II  
 CHEM 307 (also BIOL 307): Mechanistic Biochemistry  
 CHEM 352: Thermodynamics and Kinetics

## Group B

BIOL 280: Molecular Genetics  
 BIOL 301: Genetics  
 BIOL 318 or 328: Molecular Revolutions in Medicine  
 BIOL 319 or 320: Cancer Cell Biology  
 BIOL 321: Cell Biology  
 BIOL 330 or 331: Immunology  
 BIOL 340: Microbiology  
 BIOL 350 or 351: Environmental Physiology and Biochemistry of Animals  
 BIOL 380 or 381: Genomics  
 BIOL 388 or 389: Epigenetics  
 CHEM 308: Inorganic Chemistry  
 CHEM 311: Chemical Analysis  
 CHEM 415: Mechanistic Enzymology  
 CHEM 417: Advanced Biochemistry  
 CHEM 418: Structural Methods  
 CHEM 425: Drug Design and Development

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

Additional requirements are BIOL 132 or BIOL 133, CHEM 102, MATH 102, and PHYS 101.

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

**Minor in Biochemistry:** A minor in biochemistry requires the successful completion of BIOL 316 and CHEM 307, and at least three of the following courses: BIOL 132 or 233, 280, 301, 318 or 328, 321, 330 or 331, 340, 350 or 351, 380 or 381, 388 or 389 and CHEM 201, 202, 417.

For course descriptions, please refer to the appropriate department.



## Biology

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

Associate Professor Zigler, Chair  
 Professor Jones  
 Professor Pallisano  
 Professor Berner  
 Professor Evans  
 Professor Haskell  
 Professor McGrath  
 Associate Professor A. Summers  
 Assistant Professor Kikis  
 Assistant Professor Cecala  
 Assistant Professor Moore  
 Visiting Assistant Professor Edwards

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

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

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

The biology department offers the following three majors:

- **Biology** explores life at scales ranging from molecules and cells to populations and ecosystems (the requirements are more fully described below).
- **Biochemistry** is offered in collaboration with the chemistry department and addresses the molecular basis of life, exploring the interface of biology and chemistry (see the catalog section on Biochemistry for requirements).
- **Ecology and Biodiversity**, offered as part of the Environmental Studies Program, integrates biology with other disciplines, engaging students in both applied and theoretical aspects of environmental challenges.

The biology department will allow an AP test score of 5 or a Higher Level IB test score of 6 or 7 to substitute for Biology 133 (Introductory Cell and Molecular Biology). Students should be advised that mastery of the material covered in Biology 133 is important as majors will be tested on it during their comprehensive exams.

**Major in biology:** The Department of Biology requires eight courses for a major in biology: Biology 130 and 133, and five additional biology courses at the 200 or 300 level, three of which must be laboratory courses. Students may receive college credit for more than three 200- or 300-level biology courses taught by the same professor. However, no more than three may be counted among those required for the major. One-hundred-level courses with numbers lower than 130 do not count toward the major. Students who have completed and passed a) the Island Ecology summer program or b) the specific combination of the two half courses Biol 241 and Biol 251 may count either a) or b) as one laboratory course in the major. For purposes of calculating GPA within the major, the grade for the Island Ecology program will count as the equivalent of

one Biology class. Additional requirements are (1) Math 101 or 102; (2) Chem 120 or equivalent; and (3) Phys 101 and 102, or 103 and 104, or equivalent. Students may substitute laboratory biology courses for one or both of the physics classes. However, students considering professional careers in medicine should be aware that all medical schools specify courses in physics and organic chemistry among their entrance requirements. 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 130 or 131, 132 or 133, and three additional biology courses at the 200 or 300 level. 2. Successful completion of four courses at the 200 or 300 level. No comprehensive examination is required for a minor in biology. Biology majors or minors who propose taking any of their required courses in biology elsewhere must seek prior approval for each such course taken after matriculating in the college. No student may take more than one of the following courses for credit: Biology 100, 105, 106, and 116; and credit for even one is not granted for a student who has already completed 131 or 132.

## COURSES

### 100. Biology and Human Affairs

A general course that studies the biological nature of people and their role in the biosphere. This course has a laboratory component and may count toward fulfilling the college's laboratory science requirement. It cannot be taken for credit if the student has already received credit for Biology 105. (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. (Credit, full course.) Staff

### 107. People and the Environment

An exploration of how human activities such as food and energy production, resource extraction and waste disposal affect our natural environment and other organisms living in it. Students learn about earth systems, human activities stressing these systems and strategies for dealing with environmental challenges. Topics include biodiversity loss and conservation, agriculture, air and water pollution, and climate change. Not open for credit to students who have completed Biol 130. Non-laboratory course. (Credit, full course.) McGrath

### 109. Food and Hunger: Contemplation and Action

A study of food and hunger from a biological perspective. The interactions among scientific, ethical, and cultural aspects of hunger are also examined. The readings, lectures, and discussions in the course are supplemented with work with local aid organizations and exploration of the contemplative practices that motivate and sustain many of those who work with the hungry. This course cannot be used in fulfillment of any general distribution requirement. (Credit, full course.) Staff

### 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.) Staff

#### **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

#### **118. Current Issues in Biology**

This course focuses on timely and controversial topics presented in popular media. Topics vary with each offering but range from those having to do with human health and well-being to those having to do with survival and the future. This course cannot be taken for credit by students who have already completed Biol 100, 105, or any biology course numbered 130 or higher and cannot be counted in the biology major. (Credit, full course.) Jones

#### **119. The Human Mind: Artistic and Scientific Creativity**

The course examines brain anatomy and physiology, investigates the contributions of artificial intelligence and neural networking in understanding brain function, and explores an interdisciplinary approach to understanding human creativity. This course cannot be used in fulfillment of any general distribution requirement. (Credit, full course.) Palisano

#### **130. Field Investigations in Biology**

A study of ecology, evolution and biological diversity, with an emphasis on scientific investigations in the natural areas in and around the University. The course, which is scheduled for one afternoon each week, meets the distribution requirement for a natural science course but does not fulfill the requirement for a laboratory science course. (Credit, full course.) Staff

#### **133. Introductory Cell and Molecular Biology**

This course is an introductory study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics. Biol 130 is not a prerequisite. Non-laboratory course. (Credit, full course.) Staff

#### **144. Directed Research**

Supervised field or laboratory investigation in biology. This course may be taken more than once for credit and is open only to freshmen and sophomores. It is given only on a pass/fail basis, and, therefore, cannot count in fulfillment of requirements for any major or minor. Prerequisite: Permission of instructor. (Credit, half or full course.) Staff

#### **200. Entomology**

A study of insects and related arthropods, with special emphasis on the role of insects in forest and freshwater ecosystems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural entomology. Life history, ecology, and behavior are studied through field trips. Functional morphology and taxonomy are studied through laboratory exercises. Non-laboratory course. Prerequisite: Biology 130. (Credit, full course.) Zigler

**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 130 or 131. (Credit, full course.) Staff

**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: Biol 130. (Credit, full course.) Zigler

**203. Comparative Vertebrate Anatomy**

This course is a study of the anatomy of the Craniata, including the Hagfishes, and Vertebrates (jawless and jawed fishes, and the tetrapods). It emphasizes the evolution of homologous structures, and relates structure to function where applicable. This course also relates structures to adaptations for life in aquatic and terrestrial environments, and puts these changes into an evolutionary perspective. Laboratory course — studio laboratory. Prerequisites: one course in biology. (Credit, full course.) Berner, Moore

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

**209. Advanced Conservation Biology (writing-intensive)**

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 130. (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. Prerequisite: Biology 130. Laboratory course. (Credit, full course.) Evans, McGrath, Cecala

**211. Biodiversity: Pattern and Process**

A study of the diversity of life forms. The course examines major events in the evolution of life, the shape of the evolutionary tree of life, and the processes that underlie the origins of biological diversity. Laboratory, field, and statistical methods of biodiversity analysis are emphasized. Laboratory course. Prerequisite: Biol 130. (Credit, full course.) Zigler

**212. Entomology**

A study of insects and related arthropods, with special emphasis on the role of insects in natural and human-altered systems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural aspects of entomology. Life history, ecology, and behavior are studied through field trips and student projects. Functional morphology and taxonomy are examined through laboratory exercises and by assembling an insect collection. Laboratory course. Not open for credit for students who have completed Biol 200. Prerequisite: Biol 130. (Credit, full course.) Staff

**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 130. (Credit, full course.) Zigler

**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 133. (Credit, full course.) Palisano

**215. Fungi**

A survey of the characteristics, classification, economic, and biological importance of these organisms together with lichens and slime molds. This course counts as a non-laboratory half-course, but includes some field and laboratory work. This half course may be used in combination with Biol 216 to constitute a full course in partial fulfillment of the general distribution requirement in natural science. (Credit, half course.) Jones

**216. Algae and Bryophytes**

A survey of these groups of organisms emphasizes their distinguishing features, evolutionary trends, and economic and biological importance. This course counts as a non-laboratory half-course, but includes some field and laboratory work. This half course may be used in combination with Biol 215 to constitute a full course in partial fulfillment of the general distribution requirement in natural science. (Credit, half course.) Jones

**221. Environmental Physiology of Plants**

A study of plant physiological processes and how adaptations shared by plant functional groups are shaped by environment. The course covers energy and carbon balance, water and nutrient relations, interactions with other organisms and physiological responses to environmental stress. Labs focus on instrumentation and field methods used to test ecophysiological hypotheses. Prerequisite: one course in biology. (Credit, full course.) McGrath

**222. Advanced Conservation Biology (writing-intensive)**

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 130. (Credit, full course.) Evans

**232. Human Health and the Environment**

A course integrating concepts in ecology and public health through the study of environmental threats to human health. Topics include population growth and food security, toxicity and toxins, food borne illness, emerging disease, waste and wastewater, air pollution and climate change. Students explore the interaction of poverty, environmental degradation, and disease through projects examining local environmental health issues. Laboratory course. Prerequisite: one course in biology. (Credit, full course.) McGrath

**233. Intermediate Cell and Molecular Biology**

An extension of topics introduced in Biol 133, this course is a study of the molecular and cellular basis of life, of the structure and function of cells, and of molecular genetics at an intermediate level. Prerequisites: Biol 133 and Chem 120. Laboratory course. (Credit, full course.) Staff

**235. Freshwater Conservation**

A survey of existing and emerging threats to wetland ecosystems and the consequences for animal and human populations. This course discusses causes, consequences, and solutions for issues of international and local concern based on an understanding of freshwater ecology and function. Also considers multiple perspectives on water use and attempts to reconcile these differences so as to identify and publicize potential conservation solutions. Prerequisite: Biol 130 or Fors 121. (Credit, full course.) Cecala

**237. Freshwater Biology**

A study of the biology of freshwater ecosystems. Students examine interactions between freshwater species and their aquatic environments, as well as among one another, in the context of physical and chemical limitations associated with freshwater habitats. Laboratory emphasizes common techniques for inquiry, and a field research project is required. Laboratory course. Prerequisite: Biol 130. (Credit, full course.) Cecala

**241. Rainforests and Coral Reefs**

This course provides a fundamental understanding of the ecology and natural history of coral reef and tropical rainforest systems using Belize as a case study. Students examine specific environmental problems associated with these systems. Designed to be a companion and prerequisite to Biol 251. (Credit, half 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. Prerequisite: Biol 133. Non-laboratory course. (Credit, full course.) Staff

### **251. Field Study in Belize**

An interdisciplinary field immersion into two of the most biologically diverse ecosystems on earth: coral reefs and tropical rainforests. Students live in remote field stations in Belize, examining the natural history of these two systems, and exploring how they have changed over time as a result of human interactions. Biology 241 and 251 taken together count as one full laboratory course. Prerequisite: Biol 241. (Credit, half course.) Evans

### **255. Herpetology**

A comprehensive examination of the diversity, ecology, and evolution of amphibians and reptiles. Students examine the systematics, biogeography, morphology, physiology, behavior, ecology, and conservation of amphibians and reptiles. Laboratory emphasizes survey and monitoring techniques. A field research project is required. Prerequisite: Biol 130. (Credit, full course.) Cecela

### **260. Cave Biology**

An examination of the biology of caves and other subterranean habitats. The course focuses on the structure and function of cave ecosystems and the evolutionary biology of cave animals. It also involves field trips to caves in the area. Prerequisite: Biol 210 or Biol 211. (Credit, full course.) Zigler

### **280. Molecular Genetics**

Designed for students interested in molecular mechanisms by which cellular processes are controlled in eukaryotic cells. Topics include introduction to molecular genetic techniques and genomics, in-depth study of chromosomal structures, transcriptional control of gene expression, signal transduction pathways relating to gene regulation, and abnormal regulatory processes that lead to disease. Prerequisites: Biol 233. Laboratory course. (Credit, full course.) A. Summers

### **288. Biotechnology**

This course provides an overview of technologies and methodologies used by biochemical engineers. It addresses topics such as how to manipulate DNA to produce genetically modified organisms, how to design viral based delivery systems for gene therapy, how to design a drug that targets a specific cell molecule, and how to determine protein interaction networks. Prerequisite: Biol 233. A student cannot receive credit for this course and also for Biol 289. (Credit, full course.) A. Summers

### **289. Biotechnology (with laboratory)**

This course provides an overview of technologies and methodologies used by biochemical engineers. It addresses topics such as how to manipulate DNA to produce genetically modified organisms, how to design viral based delivery systems for gene therapy, how to design a drug that targets a specific cell molecule, and how to determine protein interaction networks. Prerequisite: Biol 233. A student cannot receive credit for this course and also for Biol 288. (Credit, full course.) A. Summers

**300. Biology of Aging**

A study of the molecular and physiological processes that govern our longevity. This course integrates seminar and laboratory formats, using model organisms to examine the impact upon aging of dietary restriction, drugs that might induce longevity, genetics, and reproduction. Full use is made of relevant primary literature. A student cannot receive credit for this course and also for Biol 325. Laboratory course. Prerequisite: Biol 233. (Credit, full course.) Kikis

**301. Genetics**

A study of fundamental principles of heredity including molecular aspects and evolutionary implications of these concepts. Non-laboratory course. Prerequisites: two 300-level biology courses and Chem 120. (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 Chem 120. (Credit, half course.) Jones

**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 Chem 120. (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 Biol 233, or permission of instructor. (Credit, full course.) Staff

**307. Mechanistic Biochemistry (also Chemistry 307)**

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: Chem 202. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Seballos

**308. Genetically Modified Organisms**

A study of methods and techniques used to produce plants, animals, and microbes with recombinant or modified DNA. Students also examine issues that are directly related to DNA manipulation, including gene selection and cloning, intellectual property rights, GMO product development, food safety and security, federal government regulation, ecological impacts, ethical and religious concerns, media treatment, and consumer perception. Non-laboratory course. Prerequisite: Biol 233. (Credit, full course.) Staff

**310. Plant Evolution and Systematics**

A comprehensive survey of trends in vascular plant diversity and the evolutionary mechanisms underlying these trends. Laboratory course. Prerequisites: Biol 130. (Credit, full course.) Evans



### **312. General and Human Physiology**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to various physiological systems in humans and other mammals in some cases. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue and whole system levels. In cases where form is especially critical to function, anatomy is also covered, although there is no human dissection. Not open for credit to students who have completed Biol 314. Prerequisite: Biol 233. (Credit, full course.) Berner, Moore

### **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. In the field, students evaluate the sustainability of land use by quantifying elemental cycles in natural and human-altered ecosystems. Laboratory course. Prerequisites: one course in Chemistry and one course in Biology. (Credit, full course.) McGrath

### **314. General and Human Physiology**

This course covers general physiological concepts such as homeostasis, control theory, and system analysis. It also takes a detailed view of how these general principles apply specifically to the various physiological systems in humans and, in some cases, to other mammals. Systems such as respiration, circulation, digestion, metabolism, thermoregulation, and excretion are studied at cellular, tissue, and whole system levels. In cases where form is especially critical to function, anatomy is also covered although there is no human dissection. Laboratory course. Not open for credit to students who have completed Biol 312. Prerequisite: Biol 233. (Credit, full course.) Berner, Moore

### **315. Advanced Ecology and Biodiversity (writing-intensive)**

A study of advanced topics in ecology and biodiversity, with an emphasis on integrating study of the scientific literature with field research in the natural areas of the Cumberland Plateau. Prerequisite: Biol 210 or Biol 211. Laboratory course. (Credit, full course.) Staff

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

A study of the biochemical reactions of eukaryotic cellular metabolism and bioenergetics, focusing on enzyme regulation and function, protein structure, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. Prior coursework in cell/molecular biology is recommended. Laboratory course. Prerequisite: Biol 233 and Chem 202. (Credit, full course.) Kikis

### **318. Molecular Revolutions in Medicine**

A survey of major molecular mechanisms of human disease, including approaches to diagnosing, preventing, treating, and curing disease conditions. This course features an overview of basic human genetics, an introduction to pharmacological methodologies in drug design and the FDA approval process and a survey of current technologies associated with gene therapy and stem cell treatments. Prerequisite: Biol 233. Not open for credit to students who have completed Biol 219. (Credit, full course.) A. Summers

### **319. Cancer Cell Biology**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include

growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Laboratory course. Not open for credit to students who have completed Biol 320. Prerequisite: Biol 233. (Credit, full course.) Summers

### **320. Cancer Cell Biology**

This course is an overview of cancer development at the cellular and molecular levels. It uses a survey of primary scientific literature to cover the basic cell biology of cancer. Topics include growth control, angiogenesis, invasion, metabolism and cell signaling as they relate to the progress of cancer. Non-laboratory course. Not open for credit to students who have completed Biol 319. Prerequisite: Biol 233. (Credit, full course.) Summers

### **325. Biology of Aging**

A study of the molecular and physiological processes that govern our longevity. Seminar course focused on a careful examination of the primary literature. Demonstrations using living animals illustrate the effects of dietary restriction, potential longevity-inducing drugs, genetics, and reproduction on aging. No laboratory. Not open for credit to students who have completed Biol 300. Prerequisite: Biol 233. (Credit, full course.) Kikis

### **328. Molecular Revolutions in Medicine**

A survey of major molecular mechanisms of human disease, which includes approaches to diagnose, prevent, treat, and cure disease conditions. This course covers an overview of basic human genetics, an introduction to pharmacological methodologies in drug design and FDA approved process, and an overview of current technologies involving gene therapy and stem cells. Laboratory class. Not open for credit to students who have completed Biol 318. Prerequisite: Biol 233. (Credit, full course.) A. Summers

### **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. A student cannot receive credit for this course and also for Biol 331. Prerequisites: Biol 233. (Credit, full course.) Palisano

### **331. Immunology**

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune systems, structure and function of immunoglobulins, genetics of immunoglobulin diversity, clonal selection theory, complement-mediated processes, the major histocompatibility complex, cell-mediated responses, immunization, innate immunity, autoimmunity, and immunodeficiency. Non-laboratory course. A student cannot receive credit for this course and also for Biol 330. Prerequisite: Biol 233. (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. Prerequisite: Biol 130 and Biol 233. (Credit, full course.) Zigler

### **339. Studio Course in Microbiology**

A survey of the structure and functions of bacteria and viruses with an emphasis on the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics include microbiology of foods, soil, and wastewater. Short laboratory exercises on selected topics, such as gram staining, food microbiology, and water analysis, are conducted at the end of the appropriate lectures. The course does not count as a laboratory science course. A student cannot receive credit for this course and also for Biol 340. Prerequisites: Biol 233. (Credit, full course.) Palisano

### **340. Microbiology**

This survey of the structure and functions of bacteria/viruses and introduction to immunology emphasizes the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics of discussion include microbiology of foods, soil, and wastewater. Laboratory course. A student cannot receive credit for this course and also for Biol 339. Prerequisites: Biol 233. (Credit, full course.) Palisano

### **350. Environmental Physiology and Biochemistry of Animals**

An examination of the interaction between an animal's environment and the animal's physiology and biochemistry. Of special interest is how environmental change causes short-term adaptation and long-term evolutionary change in physiological and biochemical traits. The types of such changes that take place, and the evolutionary mechanisms responsible for them, are studied through comparison of animals found in various moderate and extreme environments. Laboratory course. Not open for credit to students who have completed Biol 351. Prerequisite: Biol 233. (Credit, full course.) Berner, Moore

### **351. Environmental Physiology and Biochemistry of Animals**

An examination of the interaction between an animal's environment and the animal's physiology and biochemistry. Of special interest is how environmental change causes short-term adaptation and long-term evolutionary change in physiological and biochemical traits. The types of such changes that take place, and the evolutionary mechanisms responsible for them, are studied through comparison of animals found in various moderate and extreme environments. Not open for credit to students who have completed Biol 350. Prerequisite: Biol 233. (Credit, full course.) Berner, Moore

### **380. Genomics**

This course provides an introduction to the field of genomics. It aims to help students understand how genome-scale information (DNA sequences, genome variations, microarrays, and proteomics) can provide a systems biology perspective. Topics addressed include the structure of the human genome, strategies used to map and sequence the genome, and detailed examination of how genomic sequence information can be used in both laboratory and clinical settings. This course may not be taken for credit by students who have completed Biol 381. Prerequisites: Biol 233. Non-laboratory course. (Credit, full course.) A. Summers

### **381. Genomics**

This course provides an introduction to the field of genomics. It aims to help students understand how genome-scale information (DNA sequences, genome variations, microarrays, and proteomics) can provide a systems biology perspective. Topics addressed include the structure of the human genome, strategies used to map and sequence the genome, and detailed examination

of how genomic sequence information can be used in both laboratory and clinical settings. The laboratory component offers students hands-on experience in running and analyzing their own DNA microarray. This course may not be taken for credit by students who have completed Biol 380. Prerequisites: Biol 233. Laboratory course. (Credit, full course.) A. Summers

### **388. Epigenetics**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. Prerequisites: Biol 233, with Biol 280 recommended. A student cannot receive credit for this course and also for Biol 389. (Credit, full course.) A. Summers

### **389. Epigenetics (with laboratory)**

This course explores the field of epigenetics in a discussion-based format, using both primary and secondary scientific literature. Topics focus on cellular differentiation and pathologies derived from the misregulation of epigenetic systems in the cell, including imprinting during development and mutations involving DNA methylation of CpG islands during cancer progression. Prerequisites: Biol 233 with Biol 280 recommended. A student cannot receive credit for this course and also for Biol 388. (Credit, full course.) A. Summers

### **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

# Business

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

**Professor Williams, Chair**  
Interdisciplinary Faculty

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

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

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

## REQUIREMENTS FOR THE BUSINESS MINOR

**Minor Requirements:** Six courses, within at least three different disciplines,\* must be completed for the minor. The following four courses are required of all minors:

- Busi 215: Fundamentals of Financial Accounting
- Econ 101: Introduction to Economics
- Econ 360: Finance I
- Phil 232: Business Ethics

In addition, minors must complete two elective courses identified under a common track.

*\*For purposes of the minor, these disciplines are understood to comprise the following: accounting, computer science, economics, philosophy, political science, and psychology.*

The tracks and elective courses are as follows:

### Managerial Track:

- Busi 216: Fundamentals of Managerial Accounting
- Busi 217: Marketing Strategy
- CSci 180: Business Data Communications and Computer Networks
- CSci 284: Database Design with Web Applications
- CSci 290: Data Mining
- Econ 304: Labor Economics
- Econ 315: Industrial Organization and Public Policy

Econ 341: Game Theory  
 Econ 348: Social Entrepreneurship  
 Fors 319: Natural Resource Management Decisions  
 Hist 100: Consumer Culture and Discontents  
 Psyc 203: Social Psychology  
 Psyc 206: Industrial Psychology  
 Psyc 208: Cognitive Psychology

**International Track:**

Busi 217: Marketing Strategy  
 Econ 310: Economic Development in the Third World  
 Econ 343: International Trade  
 Econ 344: International Finance  
 Econ 345: Economic Development in China  
 Econ 346: Introduction to Asian Development  
 Econ 347: Microfinance Institutions in South Asia  
 Econ 348: Social Entrepreneurship  
 Econ 349: Selected Topics in Microfinance and Social Entrepreneurship  
 PolS 250: States and Markets in East Asia  
 PolS 366: International Political Economy  
 PolS 402: Topics in Political Economy

**Finance Track:**

Econ 361: Finance II  
 Econ 362: Finance III

**Course Sequence and Timing:** Finance I, which is required of all students, has a prerequisite of statistics (Stat 204) and Introduction to Economics (Econ 101). All business minors should have completed Stat 204 and Econ 101 by the end of their sophomore year. Business minors, who elect the Finance track, should complete the courses below by the end of the year specified:

Freshman Year: Econ 101, Stat 204  
 Sophomore Year: Accounting I, Finance I  
 Junior Year: Finance II  
 Senior Year: Finance III

**CAREY FELLOWS**

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

**Internship Requirement:** With assistance from the Director of the Babson Center for Global Commerce, Fellows must secure and complete a semester-long internship off-campus during their junior year. Each Carey Fellow must register for and complete three full courses (12 semester hours) at Sewanee during the term of his or her internship. Instruction for two of these, Business Ethics (Phil 232) and Finance I (Econ 360), will be begun in the summer (funded by the Carey

program) with completion involving some final test(s) or paper(s) based, most likely in some part, on subject matter associated with the internship setting. The third course will be Busi 352 (Proseminar I) or, in special circumstances, an Independent Study (444). Carey Fellows will then be considered enrolled as full-time, degree-seeking students during the period of the internship.

**Proseminar Course Requirement:** During their junior year and senior year, fellows must complete two proseminar courses (Busi 352 and Busi 353) designed to complement their internship experience. Each seminar includes reading on topics such as Business History or Philosophical Perspectives on Capitalism.

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

## **COURSES:**

### **215. Fundamentals of Financial Accounting**

The instructional objective is to provide students with an understanding of the core concepts that are fundamental to the use of accounting from the perspective of a third party user, e.g., investor, lender, or regulatory agency. A decision-making approach is employed which involves critical evaluation and analysis of information presented. Important analytical tools are integrated through the course. As a result, students are introduced to accounting in a way that demonstrates the importance of the subject to society and its relevance to their future careers. (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 in a global economy. Different costing systems, budgetary planning, incremental analysis, and pricing are among the instructional objectives. A field trip is included. Prerequisite: Business 215. (Credit, full course.) Heinemann

### **217. Marketing Strategy**

This course introduces students to concepts, analyses, and activities that comprise marketing. Topics include product positioning, market segmentation, and various aspects of the “marketing mix” such as advertising, distribution, and pricing. Emphasis is on the development and use of analytical skills to solve marketing problems. Significant attention is also devoted to cross-cultural issues, the relation of marketing to underlying social science disciplines (including economics, psychology, sociology, and anthropology), and the ethics of marketing decisions. Prerequisites: Econ 101 and one of the following: Psc 100, Psc 101, or Anth 104. (Credit, full course.) Staff

### **352. Proseminar I**

Designed to complement the student’s internship experience, this seminar features a selected topic involving the study of business and markets such as business history or philosophical perspectives on capitalism. The seminar includes instruction designed to help students develop practical business skills. Prerequisite: Econ 101. Open only to Carey Fellows. (Credit, full course.) Staff

### **353. Proseminar II**

A continuation of Proseminar I. Prerequisites: Econ 101 and Busi 352. Open only to Carey Fellows. (Credit, full course.) Staff

# Chemistry

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

Professor Bachman, Chair  
 Professor Durig  
 Associate Professor Shibata  
 Associate Professor R. Summers  
 Associate Professor Miles  
 Assistant Professor Sharma Seballos  
 Assistant Professor Pongdee  
 Assistant Professor White

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

The Department of Chemistry offers the following two majors:

- **Chemistry** examines the composition, structure, properties, and transformation of matter, from which the material world is constituted. Topics examined range from atomic structure to the functioning of biomolecules and modern materials. The courses offered and requirements for the major are more fully described below.
- **Biochemistry**, offered in collaboration with the Department of Biology, explores the molecular basis of life. The major provides a sound foundation in biology and chemistry as well as a thorough exploration of the interface between these two traditional disciplines. (See the catalog section on Biochemistry for requirements.)

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

## Requirements for a Chemistry major:

Chemistry 102, 111 or 120, or advanced placement as recommended by the department. Completion of this requirement is a prerequisite to all courses numbered 201 or higher.

Chemistry 201 and 202.

Chemistry 211, 308, 311, 352.

Chemistry 307 or 316.

Chemistry 301 and 401 (one-half course each).

One 400-level course beyond 401.

Mathematics 102 [Mathematics 207 is strongly recommended].

Physics 101, 102 or Physics 103, 104

In order to receive honors in chemistry, a student must have a 3.00 or higher GPA in the major, take two advanced electives in chemistry at the 400 level, and complete a research project that the chemistry faculty considers worthy of honors. The research project may be done as part of a course (usually Chemistry 494), or it may be done in the context of a summer research



program at this University or at another institution. The honors project must involve some original work. A formal written report and a seminar presentation on the research are required. Students must inform the department of their intention to seek honors no later than the middle of the first semester of their senior year. Please see the departmental web page for additional information about honors.

A student may minor in chemistry by taking Chemistry 102, 111, or 120; Chemistry 201 and 202; and two of the following: 211, 307, 308, 311, and 352.

## COURSES

### 100. Foundations of Chemistry

This course explores the foundational principles of chemistry within the context of contemporary topics in the chemical sciences and society. In addition to introducing the central models and theories of chemistry, the course develops a student's skills in analytical reasoning and problem solving. Successful completion prepares students with little or no previous background in chemistry to enroll in Chem 120. (Credit, full course.) Staff

### 101. General Chemistry

A study of the general concepts and basic principles of chemistry. Topics include stoichiometry, properties of the states of matter, atomic and molecular structure, and bonding theory, with emphasis on problem solving, conceptual understanding and analytical reasoning. Applications will be drawn from current issues in fields such as environmental and biological chemistry. The laboratory program, which emphasizes the basic principles discussed in lecture, focuses on quantitative measurements and the interpretation of data. This course is the normal entry point for the chemistry and biochemistry curriculum. Lecture, three hours; laboratory, three hours. (Credit, full course.) Staff

### 102. General Chemistry

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

### 103. Earth, Air, Water and Fire: An Introduction to Environmental Chemistry

Both the natural environment and modern society run on innumerable chemical processes. This course examines the natural chemistry responsible for our environment and some of the anthropomorphic processes that have the potential to disrupt it. The course also examines how understanding this chemistry does or does not inform public perception and policy. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 101 or permission of instructor. (Credit, full course.) Bachman

### 110. The Science of Food and Cooking

An introduction to the science of food and food preparation. Recent literature in the field of gastronomy as well as controversies about such issues as low-carbohydrate diets and genetically modified foods are considered. The relationship between diet and health is a continuous theme. The course is designed for the general student and serves as a non-laboratory course in partial fulfillment of the general distribution requirement in natural science. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Miles

**III. Advanced General Chemistry**

An introduction to the fundamental chemical concepts with emphasis on problem solving, conceptual understanding and analytical reasoning. Discussion will include an array of topics from fields such as environmental and biological chemistry that illuminate the role chemistry plays in determining the world around us. The laboratory program focuses on collection and interpretation of empirical data. The course is intended as a one-semester alternative to the one-year general chemistry sequence for students with significant previous background in chemistry. Lecture, three hours; laboratory, three hours. (Credit, full course.) Bachman/Miles

**120. General Chemistry**

A survey of the basic chemical principles and theories, with emphasis on applying these concepts to chemically related fields such as environmental science and biological chemistry. Topics considered include atomistic and molecular structure, kinetics, thermodynamics, and chemical equilibrium. The course's laboratory portion emphasizes the collection and interpretation of data, as well as the formation and testing of hypotheses. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 100 or placement. (Credit, full course.) Staff

**201. Organic Chemistry**

A study of the nomenclature and the properties of the most important classes of organic compounds with an emphasis on concepts relating molecular structure and properties. Stereochemistry, functional group transformations and reaction mechanisms are studied in depth. Lecture, three hours; laboratory, three and one-half hours. Prerequisite: Chem 102, III, or 120. (Credit, full course.) Staff

**202. Organic Chemistry**

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

**211. Chemical Methods of Environmental Analysis**

This course examines the interactions among chemical, physical, geological, and biological processes that define the natural world. Fundamental chemical processes occurring within natural waters, soils, and the atmosphere are emphasized with consideration of anthropogenic activities. Specific topics include the origin and evolution of Earth, atmospheric chemistry, organic and inorganic components of soil and water, chemical weathering, and chemical fate and transport. Environmental problems such as acid deposition, climate change, loss of atmospheric ozone, pollution, and water treatment are also discussed. Laboratory course. Prerequisite: Chem 102, III, or 120. (Credit, full course.) White

**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

**307. Mechanistic Biochemistry (also Biology 307)**

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: Chem 202. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Sharma Seballos

### 308. Inorganic Chemistry

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

### 311. Instrumental Analysis

An introduction to the theory and practice of the fundamental principles of chemical analysis and the use of chemical instrumentation in research. Course topics include solution equilibria in acid–base and complex–ion systems; electrochemical fundamentals and electroanalytical techniques; spectrophotometric and spectroscopic methods; and chromatographic and separation methods. Lecture, three hours; laboratory, three and one-half hours. Prerequisite: Chem 211. (Credit, full course.) Miles

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

A one-semester survey of biochemistry which addresses the topics of metabolism and cellular bioenergetics, protein structure and function, enzyme function, nucleic acid structure and function, and selected topics in molecular biology and physiological biochemistry. Prerequisite: Biol 233 and Chem 202. (Credit, full course.) Staff

### 352. Thermodynamics and Kinetics

An introduction to thermodynamics and kinetics. Chem 102, III, or I20. Lecture, three hours; laboratory, three and one-half hours. (Credit, full course.) Shibata

### 401. Chemistry Seminar for Seniors

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

### 405. Organic Synthesis

A comprehensive study of modern organic reactions and their application to the synthesis of biologically active natural products. Prerequisite: Chem 202 or consent of instructor. (Credit, full course.) Pongdee

### 408. Advanced Topics in Inorganic Chemistry

Selected topics in modern inorganic chemistry, such as bioinorganic chemistry, materials chemistry, and organometallic chemistry. The course surveys relevant primary literature in one or more of these areas. 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

### 411. Geochemistry of Natural Waters (also Geol 411)

A quantitative examination of the chemical processes that occur in aquatic environments, including precipitation, gas exchange, acid–base, redox, complexation, and adsorption reactions. Emphasis is on equilibrium and steady-state calculations as a tool for understanding the distribution and fate of inorganic chemical species in natural waters. Examples and case studies are used to address a variety of water types (e.g., lakes, oceans, rivers, estuaries, groundwaters, and wastewaters), pollutant fate, and geochemistry. Prerequisites: Chem 102 or Chem III or permission of instructor. Chem 311 and Chem 352 recommended. (Credit, full course.) White

**412. Advanced Environmental Geochemistry**

An examination of the chemical principles that determine how natural systems work and how anthropogenic activities can have an impact on the function of these systems. Topics include both fundamental chemical principles and case studies of particular environmental systems. Prerequisite: Chem 102 or permission of instructor. Lecture, three hours. (Credit, full course.) Bachman

**415. Mechanistic Enzymology**

An examination, from an organic mechanistic perspective, of traditional and non-traditional uses of coenzymes in enzymatic catalysis. Particular emphasis is placed on the experimental methods used to provide evidence for proposed mechanistic pathways such as the use of isotopic labels and fluorinated substrate analogues as well as assorted spectroscopic techniques. Additional topics include the biosynthesis of various classes of secondary metabolites such as polyketides, terpenes, and deoxysugars. Prerequisite: Chem 202 or consent of the instructor. (Credit, full course.) Pongdee

**417. Advanced Biochemistry**

An exploration of contemporary issues in biochemistry based largely on primary literature. Topics such as the biosynthesis and mode of action of antibiotics, protein engineering, signal transduction, chemical carcinogenesis, and isotope effects in enzyme kinetics are addressed in detail. Prerequisite: Biol 316, Chem 316, Biol 307, or Chem 307. Lecture, three hours. (Credit, full course.) R. Summers, Seballos

**418. Structural Methods**

This course examines the theory and praxis of molecular and macromolecular structure determination via spectroscopic and physical methods. Lecture, three hours. Prerequisite: Chem 202 or permission of instructor. (Credit, full course.) Bachman

**422. Quantum Chemistry and Spectroscopy**

An introduction to quantum mechanics in chemistry and spectroscopy. Prerequisites: Chem 201, Math 102, and Phys 102 or 104 or permission of the instructor. Lecture, three hours. (Credit, full course.) Shibata

**424. Topics in Physical Chemistry**

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

**425. Drug Design and Development**

An examination of the fundamental chemical aspects associated with the process of discovering new drugs. Both combinatorial and rational drug design methodologies are addressed. Emphasis is on the application of various structure-based and mechanism-based strategies for drug optimization. Additional topics include pharmacokinetics (how drugs move within the body), metabolism of drugs, and pharmacodynamics (effect of drugs and their molecular mechanism of action). Prerequisite: Chem 202. (Credit, full course.) Pongdee

**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

**444. Directed Readings in Chemistry**

An in-depth investigation of an advanced topic or topics in chemistry conducted through readings from the primary and secondary literature and discussion with faculty mentor. Repeatable for credit. Permission of instructor required. (Credit, full course.) Staff

**494. Mentored Research in Chemistry**

Students engage in original research in chemistry under the mentorship of a faculty member. Students apply and integrate knowledge from their coursework while learning both specific laboratory techniques and practical problem-solving skills. Discussion of proper laboratory record-keeping, responsible conduct of research, presentation of research results, and laboratory safety are also emphasized. Repeatable for credit. Permission of instructor required. (Credit, full course or half course.) Staff

# Chinese

Visiting Assistant Professor Schoenberger

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

## COURSES

### 103. Elementary Chinese

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

### 104. Elementary Chinese

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Prerequisite: Chin 103 or permission of the instructor. (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

### 444. Independent Study

An opportunity for advanced students to pursue topics of special interest. Conducted in Mandarin Chinese. Prerequisite: Chin 301 or the equivalent. (Credit, half to full course.) Staff

# Classical Languages

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

Professor McDonough, Chair  
 Professor Papillon  
 Associate Professor Holmes  
 Assistant Professor McCarter  
 Visiting Assistant Professor Huber

**Greek Major** — The normal requirement for a Greek major is eleven courses: at least eight courses in Greek, three other courses drawn from Greek, Latin, Classical Studies, or from the approved list. Greek majors planning graduate studies in classics should complete courses in Latin at least through 301.

**Latin Major** — The normal requirement for a Latin major is eleven courses: at least eight courses in Latin, three other courses drawn from Greek, Latin, Classical Studies or from the approved List. Latin majors planning graduate studies in classics should complete courses in ancient Greek at least through 301.

**Classical Languages Major** — The normal requirement for a major in Classical Languages is 10 courses: a minimum of six classes in the language of emphasis (ancient Greek or Latin), four other courses drawn from Greek, Latin, Classical Studies, or from the approved list.

**Minor in Greek** — Any six courses in ancient Greek.

**Minor in Latin** — Four courses in Latin numbered above 300.

**Minor in Classical Languages** — Six courses: four courses in either ancient Greek or Latin, two courses from Greek, Latin, Classical Studies, or from the approved list.

**The approved list:** ArtH 103, Hist 301, Hist 302, Phil 203, Pols 306, Relg 232, or Track One of European Studies (including ArtH 494, ClSt 494, Engl 494, Hist 495, and Phil 492).

A student accepted to any of these majors in the Classics Department is assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination is based on these readings. To be eligible for departmental honors, a student majoring in Classical Languages, Greek, or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

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

**Core Requirement** (applies only to the Class of 2016 and earlier): The foreign language requirement can be satisfied by any Latin course numbered 300–305.

## GREEK COURSES

### 103, 104. Beginning Greek

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

### 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.) Holmes

### 301, 302. Homer

Selected books of the *Iliad* (301) or the *Odyssey* (302) with supplementary reading. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 303, 304. Greek Historians

In 303, portions of Herodotus are read; in 304, of Thucydides. Prerequisite: a 203 or higher level Greek course or placement. (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. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 310. New Testament

One gospel and one epistle are read. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 401, 402. Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides are read. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 403. Greek Comedy

Selected plays of Aristophanes and Menander are read. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 404. Greek Philosophers

Selected works of the pre-Socratics, Plato, and Aristotle are read. Prerequisite: a 203 or higher level Greek course or placement. (Credit, full course.) Staff

### 440. Directed Reading

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

### 444. Independent Study

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

## LATIN COURSES

### 103, 104. Beginning Latin

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



### 113. Accelerated Beginning Latin

An accelerated introductory course in Latin emphasizing forms and syntax and with extensive reading, intended as a refresher for those who have studied Latin previously. Prerequisite: by placement exam. (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

### 300. Caesar

This course examines Caesar's presentation of the Civil Wars, including famous events such as the crossing of the Rubicon, the Battles of Dyrrhacium and Pharsalus, and the death of Pompey. Attention is also given to how these events are depicted in passages from Suetonius' *Life of Julius Caesar* and Lucan's epic poem, *Pharsalia*. The course aims not only to improve reading comprehension of Latin literature, but also to evaluate major sources for this critical period of Roman — indeed, all Western — history. It concludes with study of how Caesar's assassination is variously depicted. Prerequisite: a 203 or higher level Latin course or placement. Not open for credit to students who have completed Latn 409. (Credit, full course.) McDonough

### 301. Introduction to Latin Epic

A study of selected passages from Latin epic poetry. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) Staff

### 302. Cicero

A study of Cicero as seen in selections from his various types of writing. Prerequisite: a 203 or higher level Latin course or placement. Not open for credit to students who have completed Latn 404. (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). Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) McCarter

### 305. Elegiac Poets

A study of Roman elegy through readings of selections from the works of Tibullus, Propertius, and Ovid. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) McCarter

### 306. Roman Satire

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

### 307. Ovid

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

### 308. Sallust

This course focuses on the work of the Roman historian Sallust. Prerequisite: Latn 203 or placement. (Credit, full course.) McDonough

### 309. Livy

This course focuses on the work of the Roman historian Livy. Prerequisite: Latn 203 or placement. (Credit, full course.) McDonough

### 310. The Roman Novel

This course examines the genre of prose fiction in Latin, with particular attention to the *Satyricon* of Petronius and the *Metamorphoses* (or “Golden Ass”) of Apuleius. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) McDonough

### 320. Horace: Lyric Poetry

This course focuses on the lyric works of Horace, especially the Odes. Prerequisite: Latn 203 or placement. (Credit, full course.) McCarter

### 321. Horace’s Hexameter Poetry

This course focuses on Horace’s hexameter works, the Satires and/or Epistles. Prerequisite: Latn 203 or placement. (Credit, full course.) McCarter

### 401, 402. Roman Drama

At least one comedy by Plautus or Terence or a tragedy by Seneca is read in class each semester. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) Staff

### 404. Poetry of the Roman Empire

Selections from the poetry of the post-Augustan imperial period, with readings from one or more of the following authors: Seneca, Lucan, Statius, and Martial. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) McCarter

### 403. Prose of the Roman Empire

This course focuses on the historical works of Tacitus, the letters of Pliny the Younger, and the biographies of the Caesars by Suetonius. Prerequisite: Latn 203 or placement. (Credit, full course.) McDonough

### 405. Medieval Latin

Selections from the Latin prose and poetry of the fourth through fourteenth centuries, A.D. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) Staff

### 407. Vergil

Readings in the *Eclogues*, *Georgics*, and *Aeneid*. Prerequisite: a 203 or higher level Latin course or placement. (Credit, full course.) McCarter

### 440. Directed Reading

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

### 444. Independent Study

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

## CLASSICAL STUDIES COURSES

### 101. Classical Mythology

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

### 110. Myth and Monuments

This course is a comparative study of the archaeological remains and mythology of the Egyptian pyramid builders, the Mesopotamian ziggurat builders, and the Adena/Hopewell and Mississippian mound builders of Central Tennessee. (Credit, full course.) Huber

### 150. Classics in Cinema

The course focuses on portrayals of Greek and Roman culture in film, with readings from classical and later literature in translation as well as criticism. (Credit, full course.) McDonough

### 200. Classical Drama

This course, with texts read in translation, examines Greco-Roman drama of various sorts: the works of the Athenian tragedians, Aeschylus, Sophocles, and Euripides; the Greek comedies of Aristophanes and Menander; the Roman comedies of Plautus and Terence; and the Roman tragedies of Seneca. (Credit, full course.) Holmes

### 207, 208. Classical Archaeology

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

### 210. Ancient Epic in Translation

This course focuses on the epic poetry of the Greco-Roman worlds. These works, which form the foundation of the western literary tradition, engage readers with a wide range of literary, mythological, historical, and cultural approaches. Possible readings include texts by Homer, Hesiod, Apollonius, Ennius, Lucretius, Vergil, Ovid, Lucan, Statius, Valerius Flaccus, and Silius Italicus. (Credit, full course.) Staff

### 250. The Golden Age of Athens

This course examines the historical and literary sources that provide us with knowledge about the development of Athens in the Archaic and Classical periods culminating in the Peloponnesian War. Emphasis is placed on examining the methods, biases, and goals of the historians, Herodotus and Thucydides. Other authors considered include Sophocles, Aristophanes, the Sophists, Xenophon, Plato, and Aristotle. Not open for credit to students who have previously taken Hist 301. (Credit, full course.) Holmes

### 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. (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.) Staff

**350. Women and Gender in Classical Antiquity (also Women's and Gender Studies)**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality. (Credit, full course.) McCarter

**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

# Creative Writing

Professor Prunty

Assistant Professor Wilson

Tennessee Williams Fellow and Visiting Assistant Professor Wilder

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

From time to time, students also have opportunities to participate in campus readings from their own creative work, or to seek publication in the student-run literary journal, *The Mountain Goat*. Students are encouraged to take part in informal discussions with the esteemed poets, novelists, and playwrights who visit Sewanee each semester. Although a major or minor is not currently offered in Creative Writing, students, regardless of the major field of study, may earn a Certificate in Creative Writing by fulfilling these requirements:

## Three of the following seminars in Creative Writing

Writ 205: Creative Writing: Poetry

Writ 206: Creative Writing: Fiction

Writ 207: Creative Writing: Playwriting

Writ 305: Advanced Creative Writing: Poetry

Writ 306: Advanced Creative Writing: Fiction

Writ 307: Advanced Creative Writing: Playwriting

Writ 413: Creative Writing: The Song Lyric

## For English majors, one designated course in literature

English majors must present a single literature course offered through a department of classical or modern languages that has the prior approval of the Director of the Certificate in Creative Writing. Courses designated Engl may not be used. The course may be either in the original language or in translation; if the course is in the original language, the course must surpass the minimal standards of the College's General Education Requirements.

## For non-English majors the course must be in twentieth-century or post-twentieth-century literature, selected from among the following:

Engl 381: Modern British Poetry

Engl 382: Modern British Fiction, 1900-1930

Engl 383: Contemporary British Fiction, 1930-present

Engl 386: Joyce

Engl 390: Modern Drama

Engl 391: Modern American Poetry

Engl 392: Modern American Fiction

Engl 393: Faulkner

Engl 394: Literature of the American South

Engl 395: African American Literature

Engl 397: Contemporary American Fiction

Engl 398: Contemporary American Poetry

Engl 399: World Literature in English

**A Capstone Project**

The Capstone Project could be a sheaf of poems or short stories, a more substantial single piece of fiction such as a novella, or a one-act play. Students must present the Capstone Project before the end of their senior year, demonstrating thereby their mastery within and critical self-consciousness regarding a particular genre.

# Economics

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

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

**Professor Williams, Chair**  
**Professor Mohiuddin**  
**Associate Professor St-Pierre**  
**Assistant Professor Theyson**  
**Assistant Professor Elrod**  
**Assistant Professor Pan**  
**Lecturer Heinemann**  
**Instructor Karadas**  
**Visiting Associate Professor S. Ford**  
**Visiting Assistant Professor B. Ford**  
**Visiting Instructor Miller**

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

**Major in economics:** The major requires a minimum of eight courses above 101 in economics. Four courses are prescribed for all majors: 301, 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. Four electives at the 300-level or above are required. In addition, Math 101 (Calculus I) and Stat 204 (Elementary Statistics) are prerequisites for Econ 305 and should be completed during the sophomore year. Courses in Accounting do not count toward the eight-minimum-course requirement, nor do such grades count in the grade point average in the major.

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

**Written Comprehensive Examination:** All majors in this department are required to pass a written comprehensive examination. The written comprehensive consists of two sections administered over two days. The first section covers the core classes (Econ 301, 305 and 306) and an applied economic policy question. The second section covers three electives courses chosen by the student. In order to pass the written comprehensive exam, an overall grade of “C” is required.

**Minor in economics:** The department of economics offers a minor in economics. Four courses are required for a minor. The minor requires two core courses (305 and 306) and two electives at the 300-level or above. In addition, Econ 101, Math 101 (Calculus I) and Stat 204 (Elementary Statistics) are also required for the economics minor and should be completed during the sophomore year. A comprehensive examination is not required for the minor. Courses in Accounting do not count toward the four-minimum-course requirement.

## **COURSES**

### **101. Introduction to Economics**

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

### **113. Economics of Social Issues**

Through an issues-oriented approach to the study of economics, basic economic concepts and principles are introduced and developed through the study of various social issues such as human misery, government control of prices, higher education, energy, crime, pollution, “bigness,” trade protection, health, discrimination, unemployment, inflation, and the national debt. (Credit, full course.) Mohiuddin

### **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. Prerequisite: Econ 101. (Credit, full course.) Staff

### **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. Prerequisite: Econ 101. (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. Prerequisite: Econ 101. (Credit, full course.) Staff

### **306. Macroeconomic Theory**

The theory of economic growth, employment, and the price level. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin

### **307. Income, Distribution, Poverty and Public Policy**

The nature, determinants, and consequences of income as it is distributed in the U.S., with particular emphasis on problems and policies relating to the poor. Prerequisite: Econ 101. (Credit, full course.) Staff

### **309. Women in the Economy**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin



### **310. Economic Development**

The course examines the principles and concepts of development and focuses on major development problems and policies, both domestic and international. Topics of analysis include theories of economic growth and development, poverty and income distribution, population, human capital, agricultural and rural development, and international trade. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin

### **311. Health and Development**

This course provides students with an understanding of issues regarding the delivery of health care services in the context of developing countries. Topics include the measurement of health status; the relation between health and economic development; the demand for health services; cost-benefit and cost-effectiveness analysis; and methods for financing health care in developing, resource-constrained nations. Prerequisite: Econ 101. (Credit, full course.) Theyson

### **312. Health Economics**

This course examines the nature of demand for different kinds of health services, the supply of health services, the market structure of the health care industry, market failures in the provision of health care services, alternative health care delivery systems, and related policy issues. Prerequisite: Econ 101. (Credit, full course.) Staff

### **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. Prerequisite: Econ 101. (Credit, full course.) St-Pierre

### **320. Behavioral Economics**

This course analyzes the observed behavior of decision-makers and explores when and why actual behavior deviates from the predictions of standard economic models. Drawing from research in psychology, the course enriches standard economic theories by incorporating social, cognitive, and emotional factors into decision-making models. These factors include (but are not limited to) bounded rationality, social preferences, procrastination, and self-control. The course also considers the policy implications of behavioral models as they relate to saving, consumption, health, and education. Prerequisite: Econ 101. (Credit, full course.) Pan

### **326. Growth Theory**

This course examines classical and modern theories of long run economic growth. Emphasis is placed on the comparative experience of developed and less developed countries. Relevant topics include capital formation, investment, technology, deficits, graft, and institutional analysis. Prerequisite: Econ 101. (Credit, full course.) St-Pierre

### **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. Prerequisite: Econ 101. (Credit, full course.) Williams

**330. Dynamics of the Financial System**

Considers origins and performance of the dual and central bank system of the United States with particular emphasis on the postwar financial experience and financial innovation relative to financial crises and panics. Also contemplates necessary changes, developments, and theories for the future. Prerequisite: Econ 301. (Credit, full course.) Staff

**331. Public Finance and Fiscal Policy**

Examines the economic function of government: allocation of resources, distribution of income, stabilization. Revenue structure: federal, state, and local taxation. Government expenditure: the federal budget, criteria for evaluating government expenditures, specific programs. Fiscal policy. Prerequisite: Econ 101. (Credit, full course.) Staff

**333. Econometrics**

This course introduces economic research methods and requires development of an individual research effort. Econometric (quantitative) analysis is also introduced and applied with the use of econometric software. Prerequisites: Econ 101 and either Statistics 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. Prerequisite: Econ 101. (Credit, full course.) Staff

**336. Energy Economics**

This course applies microeconomic principles to the energy sector, focusing on energy supply and demand in the U.S. and global markets. It uses economic theory and an empirical perspective to examine markets for coal, electricity, natural gas, and renewable energy resources. It also assesses public policies that affect energy markets, including those related to energy taxes and subsidies, deregulation, and other policy instruments for pollution control. Prerequisite: Econ 101. (Credit, full course.) Elrod

**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. Prerequisite: Econ 101 and Math 101. (Credit, full course.) Staff

**341. Game Theory**

An introduction to the field of game theory — that is, study of strategic interactions in which participants take into account both the realized and anticipated behavior of other participants in determining their own behavior. Applications are drawn from the labor market, oligopoly, global politics, and everyday life. Prerequisite: Econ 101 and Math 101. (Credit, full course.) St-Pierre

**343. International Trade**

This course studies international trade theories and trade policy. Topics include trade models, the gains from trade, determinants of the terms of trade and income distribution, global factor movements, protectionist policy, and trade agreements. Prerequisite: Econ 101. (Credit, full course.) Theyson

### 344. International Finance

This course studies financial aspects of growth, income and price level determination in open economies. Topics include the balance of payments, exchange rate determination, international payment adjustment mechanisms, capital flows, and international macroeconomic policy. Prerequisite: Econ 101. (Credit, full course.) Theyson

### 345. Economic Development in China

More information: [economics.sewanee.edu/courses/programs/china-summer-program/](http://economics.sewanee.edu/courses/programs/china-summer-program/)

A study of the nature of the “development” problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets and human capital formation, women’s empowerment, and international trade. This course is offered as part of the Summer in China Program. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin

### 346. Introduction to Asian Development

The course offers an introduction to economic development process in Asian countries, with focus on similar and diverse characteristics of developing Asian countries as well as unique characteristics of Chinese development. Emphasis is placed on the historical, cultural, and political context of economic development policies in China, as background preparation for students doing a fieldwork-based, summer trip to China. The course trains students to gather primary data through individual interviews and focus group discussions they will undertake with employees and managers of state-owned enterprises, joint ventures, private businesses, and Chinese Communist Party members. Prerequisite: Econ 101 or permission of instructor. (Credit, half course.) Mohiuddin

### 347. Microfinance Institutions in South Asia

More information: [www.sewanee.edu/economics/South\\_Asia\\_broch.pdf](http://www.sewanee.edu/economics/South_Asia_broch.pdf)

The course provides an overview of the microfinance industry: its origins, evolution, theoretical underpinnings, and empirical evidence. It focuses on both the tools of microfinance operation such as financial management and lending methodologies, and on the basic issues and policy debates in microfinance, such as impact assessment, poverty targeting and measurement, and sustainability. The course cannot be used in fulfillment of the general distribution requirement in social science. This course is being offered as part of the Summer in South Asia Program. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin

### 348. Social Entrepreneurship

This course focuses on entrepreneurial approaches to solving social problems, and explores the ways in which such approaches can fundamentally change society. The course examines best practices of successful Social Sector Institutions such as the Grameen Bank and innovative not-for-profit ventures. It also confronts theoretical issues that inform these practices — issues such as community accountability and clients, gender, connected to practices such as product development and risk management. A variety of governance structures (NGOs, cooperatives, and for-profit ventures) and service delivery strategies (individual and group, peer microlending, venture capital) are considered. International in scope, this course examines the replication of successful models across differing economies. This course has the attribute of International and Global Studies. Prerequisite: Econ 101. (Credit, full course.) Mohiuddin

**349. Selected topics in Microfinance and Social Entrepreneurship**

The course provides an introduction to microfinance and social entrepreneurship. It focuses on the concept, issues, and success of the microfinance movement around the world, particularly with respect to the Grameen Bank of Bangladesh. The course also addresses the social entrepreneurship movement and discusses some leading global social entrepreneurs, as background preparation for student planning a fieldwork-based summer trip to Bangladesh. The course trains students to gather primary data through individual interviews and focus group discussions they will undertake with poor borrowers of the Grameen Bank and other microfinance institutions. Prerequisite: Econ 101 or permission of instructor. (Credit, half course.) Mohiuddin

**360. Finance I**

This course addresses the concepts underlying corporate finance and equity markets. Topics include capital budgeting, capital structure, dividend policy, security valuation and efficient market theory. Prerequisites: Stat 204 and Econ 101. A student may not earn credit for this course and Econ 302. (Credit, full course.) Staff

**361. Finance II**

This course examines investment theory and fixed income securities. Topics include portfolio theory, asset pricing models, performance evaluation, and valuation of debt and risk associated with fixed income instruments. Prerequisite: Econ 302 or Econ 360. A student may not earn credit for this course and Econ 320. (Credit, full course.) Staff

**362. Finance III**

This course analyzes investments and derivative markets. Topics include hedge funds, real estate investments, options, futures, and swaps. Prerequisite: Econ 320 or Econ 361. (Credit, full course.) Staff

**381. The Political Economy of Sustainable Development (Also Politics 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. Prerequisite: Econ 101. (Credit, full course.) Staff

**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. Prerequisite: Econ 101. (Credit, full course.) Staff

**410. Research Seminar in Economics**

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

**411. Policy Seminar in Economics**

This course examines major streams of thought concerning the roles that government, markets, and other institutions should play in bringing about the maximum well being of society. Using professional economics literature, students then apply these ideas to a variety of policy issues. Prerequisite: This course is restricted to senior economics majors. (Credit, full course.) Staff

**444. Independent Study**

Advanced work for selected students. May be repeated. Particularly recommended for candidates for honors in economics. Also open to students other than economics majors. Prerequisite: Econ 101. (Credit, full course.) Staff

# Education

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

Professor Wallace, Chair  
 Adjunct Assistant Professor Sells  
 Visiting Instructor Wiseman  
 Visiting Instructor Herman  
 Visiting Instructor Hill  
 Visiting Instructor George  
 Interdisciplinary Faculty

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

## The Minor in Education

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

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

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

**Course Requirements:** Two courses are required: Education 161: Introduction to Educational Psychology (four hours) and Education 341: Methods and Materials of Teaching (four hours).

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

## Admission to the Minor

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

## COURSES

### 161. Introduction to Educational Psychology

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

**201. Instructional Technology: Digital Literacy and Learning**

The course examines the use of instructional technology in teaching and learning with an emphasis on the pedagogical implications of digital literacy for teachers and students. Topics include instructional design, computer hardware and software, educational networks, and multimedia integration. Students gain a theoretical understanding of the use of technology as an instructional tool as well as acquire the necessary skills to implement technology in a teaching environment. (Credit, full course.) Sells, Lankewicz

**205. Introduction to Environmental Education (also Environmental Studies)**

An introduction to the philosophy, goals, theory, and practice of environmental education. The history of environmental education, as it pertains to environmental literacy, implementation, and professional responsibility, is explored through hands-on learning activities as well as use of texts. Educational models which promote ecologically sustainable behaviors are considered as well. This course includes some field trips. This course has the attribute of Environmental Studies. (Credit, full course.) Staff, Carter

**220. Methods of Teaching Writing**

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

**221. Teaching Writing in the Community**

In this course, students not only learn about writing pedagogy but also practice the teaching of critical and expository writing to those in the larger community—specifically, to women currently residing at the Blue Monarch. Weekly class meetings alternate between on-site, practice teaching at the Blue Monarch and instructional sessions on campus. (Credit, half course.) Craighill

**226. Teaching Children’s Literature**

An examination of the many genres of children’s literature and their uses within diverse educational settings. The course addresses methods of selecting and evaluating children’s books for readability, interest level, and cultural sensitivity; it also explores strategies to encourage reading and writing. Students should expect to observe and teach language arts lessons in local P-8 classrooms. (Credit, full course.) Staff

**245. Urban Education**

The exploration of the social and cultural contexts in which teaching and learning occur in the urban school environment. Students critically examine the implications of difference for students, development and learning and for school climates. Participants are encouraged to challenge their beliefs, attitudes, assumptions, and practices involving gender, culture, ethnic, and racial groupings as well as other aspects of diversity in the urban setting. The course includes field trips to schools in nearby urban areas for observations and projects. (Credit, full course.) Staff

**255. Introduction to Special Education**

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

**260. Philosophies of Education**

A study of the philosophic framework, theories, and principles that shape teacher practice, curriculum, and interactions between students and educators. This course explores not only the underlying principles of education and the nature of knowledge, but also ways in which historic and contemporary theories have affected curricula, pedagogy, and ideas of literacy. Such matters are considered in relation to controversies arising throughout evolution of the American educational system. Students conduct research in local schools. (Credit, full course.) Staff, Sells

**279. History of American Education**

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.) Staff

**341. Methods and Materials of Teaching**

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

**350. Issues and Innovations in Education**

An in-depth exploration of significant issues both contemporary and historic in education, schools, and teaching. The course explores issues such as high-stakes testing, challenges of rural education, tracking and ability grouping, and efforts to achieve educational equity. It also assesses innovations such as learning communities, service learning, and problem-based learning. Students conduct research in local schools and complete projects focused on positive change for young people. Prerequisite: One course in education. (Credit, full course.) Wallace

**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.) Smith

**375. African American and Latino Education (also AmSt)**

This course considers several theories of human nature drawn from the Western philosophical tradition and explores their educational consequences, particularly for African American and Latino students. This multimedia and service-learning course begins with the Italian Renaissance and ends with the American Civil Rights movement. Prerequisite: one course in education or American Studies. (Credit, full course.) Staff

**399. Anthropology of Education (Writing-Intensive) (Also Anthropology 399)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed Educ/Anth 204. Prerequisite: one course in education or anthropology. (Credit, full course.) Wallace



**444. Independent Study**

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

# English

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

Associate Professor Malone, Chair  
 Professor Reishman  
 Professor Carlson  
 Professor Prunty, Director of the Certificate in Creative Writing  
 Professor Macfie  
 Professor J. Grammer  
 Professor Gatta  
 Professor Michael  
 Professor Engel  
 Assistant Professor Tucker  
 Assistant Professor Irvin  
 Assistant Professor Wilson  
 Assistant Professor Macdonald  
 Senior Tennessee Williams Playwright-in-Residence and Visiting Associate Professor Anderson  
 Visiting Assistant Professor E. Grammer  
 Visiting Assistant Professor Craighill  
 Adjunct Associate Professor Bruce

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

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

Consistent with Sewanee's historically rich literary heritage, the English Department also offers students varied opportunities for training in creative writing under the tutelage of celebrated faculty authors of fiction and poetry and of visiting playwrights or other writers appointed to serve as Tennessee Williams Fellows. Talks by visiting scholar-critics and authors of distinction contribute further to a departmental atmosphere characterized by close, lively interaction between students and faculty.

**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 complete successfully a minimum of eight full courses in English. In addition, majors must pass a written comprehensive examination, which must be taken in the final semester of enrollment. 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.

**Certificate in Creative Writing:** Any undergraduate, regardless of the major field of study, may earn a bachelor's degree (B.A. or B.S.) with a Certificate in Creative Writing noted on the transcript by fulfilling these requirements.

1. Three of the following seminars in Creative Writing:
  - Writ 205: Creative Writing: Poetry
  - Writ 206: Creative Writing: Fiction
  - Writ 207: Creative Writing: Playwriting
  - Writ 305: Advanced Creative Writing: Poetry
  - Writ 306: Advanced Creative Writing: Fiction
  - Writ 307: Advanced Creative Writing: Playwriting
  - Writ 413: Creative Writing: The Song Lyric
2. One designated course in literature:
  - a. English majors must present a single literature course offered through a department of classical or modern languages that has the prior approval of the Director of the Certificate in Creative Writing. Courses designated Engl may not be used. The course may be either in the original language or in translation; if the course is in the original language, the course must surpass the minimal standards of the General Distribution Requirements.
  - b. For non-English majors the course must be in twentieth-century or post-twentieth-century literature, selected from among the following:
    - Engl 381: Modern British Poetry
    - Engl 382: Modern British Fiction, 1900-1930
    - Engl 383: Contemporary British Fiction, 1930-present
    - Engl 386: Joyce
    - Engl 390: Modern Drama
    - Engl 391: Modern American Poetry
    - Engl 392: Modern American Fiction
    - Engl 393: Faulkner
    - Engl 394: Literature of the American South
    - Engl 395: African American Literature
    - Engl 397: Contemporary American Fiction
    - Engl 398: Contemporary American Poetry
    - Engl 399: World Literature in English
3. A Capstone Project. The Capstone Project could be a sheaf of poems or short stories, a more substantial single piece of fiction such as a novella, or a one-act play. Students must present the Capstone Project in the third Creative Writing seminar taken, demonstrating thereby their mastery within and critical self-consciousness regarding a particular genre.

**ENGLISH COURSES**

(courses listed below have the designation ENGL)

**101. Literature and Composition (writing-intensive)**

This introduction to literature written in English focuses on several plays by Shakespeare, introduced by an examination of lyric poems — either by Shakespeare or by one of his contemporaries. The course is designed to develop the student's imaginative understanding of literature along with the ability to write and speak with greater clarity. It is intended to be of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. There are at least six writing assignments, with students writing a frequent topic for classroom discussion. 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: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Staff

**203. Roots of Western Literature**

An examination of several key background works of Western literature (in translation) focusing principally on plays by Sophocles and Aeschylus, Lucretius's *De Rerum Natura*, Ovid's *Metamorphoses*, Apuleius's *Golden Ass*, Boethius's *Consolation of Philosophy*, and selections from the Old Testament and Apocrypha. Other works covered may include Statius's *Thebaid*, Boccaccio's *Decameron*, Ariosto's *Orlando Furioso*, and Tasso's *Jerusalem Liberata*. Some sections are writing-intensive. Prerequisite: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Staff

**207. Women in Literature (also Women's and Gender Studies)**

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth- and twentieth-century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction. Prerequisite: GI credit earned from AP/IB or from Sewanee coursework. Prerequisite: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Craighill, Tucker

**210. Studies in Poetry**

An examination of poems from British and American literature selected by the instructor. Writing-intensive some semesters. Prerequisite: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Michael, Prunty

**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: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Engel, J. Grammer, Tucker

**212. Studies in Literature**

A course which examines texts in various genres and which may focus on a particular theme chosen by the instructor. Prerequisite: GI credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Staff

**216. Studies in Literature: American Literary Journalism**

Students examine, compare, and analyze the journalistic and literary writings of nineteenth- and twentieth-century American writers such as Walt Whitman, Mark Twain, Fanny Fern, Ernest Hemingway, and Katherine Anne Porter. They also study twentieth-century “New Journalism” (Wolfe, Thompson, Didion, Mailer) and conclude with an examination of contemporary journalism, creative non-fiction, personal essays, and multi-media journalism. Students are required to analyze literary and journalistic writing with an eye towards discerning the difference between news writing, editorials, and literary journalism. They write journalistic pieces as well as analytical essays. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Craighill

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

Study of a broad range of imaginative writings, from ancient to modern, concerned with the human search for God, transcendence, and ultimate meaning. Literatures influenced by Jewish and Christian traditions figure prominently in the reading list but works inspired by Buddhism and Native American religion are included as well. Texts include writing by at least one medieval mystic and by authors such as George Herbert, Leo Tolstoy, Black Elk, Elie Wiesel, Flannery O’Connor, T.S. Eliot, and Marilynne Robinson. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Gatta

**220. Poetry, Nature, and Contemplation (also Environmental Studies)**

This course approaches the reading and writing of poems as contemplative practices through a diverse selection of American poetry of the earth, from the nineteenth century to the present day, combined with daily meditation in and outside of class, and assigned journals and other writing. In doing so, it explores the relationship of the self to its surroundings and the role of the written word in defining that relationship. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Michael

**301. Anglo-Saxon Language and Literature**

This course is an introduction to the language of the Anglo-Saxons (Old English) and to their literature. Students will learn pronunciation, vocabulary, and grammar as they read a variety of Anglo-Saxon works, both prose (including selections from *The Anglo-Saxon Chronicle*) and verse (including “Cædmon’s Hymn,” “The Dream of the Rood,” “The Wanderer,” “The Battle of Maldon,” and selections from *Beowulf*). This course (with the addition of two courses in Latin) satisfies the language requirement for the Medieval Studies Major. This class does not meet the University’s requirements for foreign language study. Prerequisite: any GFWI English department course. (Credit, full course.) Bruce

**330. The Life and Literature of Tennessee Williams (also American Studies) (Also Women’s and Gender Studies)**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams’ life and his impact on twentieth-century American literature and theatre. Prerequisite: any GFWI English department course. (Credit, full course.) Craighill

**331. Melville’s *Moby-Dick***

Ignored at first, Melville’s epic novel has since been recognized as a provocative whale-of-a-tale. The course emphasizes close reading of this American literary classic. It also engages students in “deep-diving” pursuit of the novel’s larger implications as quest-narrative. What are the ultimate if disparate aims of the oceanic search conducted by crazed Captain Ahab, by Ishmael

as narrator, by Herman Melville as author? What responses to the problem of evil and the “fine-hammered steel of woe” might the book suggest? Centered on a single text while allowing consideration of additional writings and adaptations, this duo-taught course addresses these and other noteworthy questions. Prerequisite: any GFWI English department course. (Credit, full course.) Gatta and T. Macfie

### 349. Special Topics in English

Though its content will vary from semester to semester, this class always focuses on a special topic in English, Anglophone, or American literature not fully covered in existing courses. Examples might include courses on a single author, a literary movement or tradition, a genre, or a theme. Repeatable. Prerequisite: any GFWI English department course. (Credit, full course.) Staff

### 350. Medieval Drama and its Legacy

A study of the drama of late medieval and early modern England. The course includes selections from liturgical drama, the mystery cycles (from York, Chester, and Wakefield), morality plays and non-cycle drama (such as the Digby *Mary Magdalene*, *Mankynde*, *Everyman*), folk plays and farces (such as the *Robin Hood* plays), as well as early school and professional plays (such as *Ralph Roister Doister*, *Gorbuduc*, and *Thomas of Woodstock*). Prerequisite: any GFWI English department course. (Credit, full course.) Irvin

### 351. Medieval English Literature

A study of several works from the Anglo-Saxon (in translation) and Middle English, chiefly *Beowulf*, *Sir Gawain and the Green Knight*, selections from Chaucer, and a number of shorter Anglo-Saxon poems. Prerequisite: any GFWI English department course. (Credit, full course.) Engel, Irvin

### 352. Chaucer (also Women's and Gender Studies)

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected. Prerequisite: any GFWI English department course. (Credit, full course.) Engel, Irvin

### 353. English Drama to 1642 (also Women's and Gender Studies)

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. Prerequisite: any GFWI English department course. (Credit, full course.) Engel

### 357. Shakespeare I

A study of several plays written before 1600. Prerequisite: any GFWI English department course. (Credit, full course.) Macfie, Malone

### 358. Shakespeare II

A study of several plays after 1600. Prerequisite: any GFWI English department course. (Credit, full course.) Macfie, 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*. Prerequisite: any GFWI English department course. (Credit, full course.) Engel, 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. Prerequisite: any GFWI English department course. (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. Prerequisite: any GFWI English department course. (Credit, full course.) Engel, Malone

**365. The Restoration and Eighteenth Century**

This course examines major authors of the period from 1680 to 1800, including Behn, Dryden, Swift, Pope, Gay, Johnson, Gray, Goldsmith, and Burns. Topics may include Restoration cultures and theater, neoclassicism, satire, and sensibility. Not open for credit to students who have earned credit for Engl 369. Prerequisite: any GFWI English department course. (Credit, full course.) Malone, Michael

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

A study of the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Prerequisite: any GFWI English department course. (Credit, full course.) Reishman

**369. Classicism to Romanticism: the Late Eighteenth 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. Prerequisite: any GFWI English department course. (Credit, full course.) Michael

**370. British Romanticism: the Early Nineteenth 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. Prerequisite: any GFWI English department course. (Credit, full course.) Michael

**371. Blake**

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

**378. American Literature II**

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

**380. Whitman and Dickinson (also American Studies and Women's and Gender Studies)**

A study of the first two important American poets, Walt Whitman and Emily Dickinson, whose expansive free verse and tight, elliptical lyrics defined the possibilities for American poets for the next hundred years. This course examines in detail the careers and major works of these poets, with brief consideration of their contemporaries and literary heirs. Prerequisite: any GFWI English department course. (Credit, full course.) E. Grammer

**381. Modern British Poetry**

A study of the modern period in British poetry that examines representative poems by Hardy, Hopkins, Yeats, Lawrence, Auden, Thomas, and others. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**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. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**383. Contemporary British Fiction, 1930-present (also Women's and Gender Studies)**

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. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**384. Survey of British Literature, 1890-present**

This course introduces students to modern British poetry, fiction, and drama, starting with the fin de siècle, continuing through high modernism and its mid-century detractors, and reaching to postmodernism. Using and breaking a variety of familiar forms, tropes, and conventions, the writers of this period work to understand and represent the practice of modern warfare, the disintegration of the British Empire, the rise of the English welfare state, and the slippery concept of "Britishness" itself. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker



**385. Survey of Irish Literature, 1890–present**

This course introduces students to modern Irish and Northern Irish poetry, fiction, and drama, beginning with Yeats and the last phase of the Celtic Revival and reaching up through the short-lived Celtic Tiger of the Twenty-First Century. These texts are concerned with borders and bequests of all kinds, but class discussions focus primarily on literary responses to high modernism, cultural nationalism and the Irish language, sectarian violence, and the role of the Catholic Church. The survey explores these historical and cultural contexts, observes the different kinds of critical attention these genres demand, and emphasizes the practice of close reading. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**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. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**390. Modern Drama (also Women’s and Gender Studies)**

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. Prerequisite: any GFWI English department course. (Credit, full course.) Tucker

**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. Prerequisite: any GFWI English department course. (Credit, full course.) Staff

**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. Prerequisite: any GFWI English department course. (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. Prerequisite: any GFWI English department course. (Credit, full course.) Carlson, J. Grammer

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

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

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

A study of the major traditions of African American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. Prerequisite: any GFWI English department course. (Credit, full course.) E. Grammer

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

A study of writings from the colonial era to our own day reflecting the diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. Prerequisite: any GFWI English department course. (Credit, full course.) Gatta

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

A seminar focusing on American fiction published after World War II with an emphasis on analysis of fictional techniques. Students read one novel or collection of short stories each week and lead classroom discussions of assigned topics. The syllabus changes each semester. Representative authors have included Percy, Styron, McCarthy, Morrison, DeLillo, Pynchon, and Gaines, with a major emphasis on fiction written in the past 20 years by writers such as Barbara Kingsolver, Robert Stone, and Tim O'Brien. Prerequisite: any GFWI English department course. (Credit, full course.) Carlson

**398. Poetry Since World War II**

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. This course has the attribute of American Studies. Prerequisite: any GFWI English department course. (Credit, full course.) Prunty

**399. World Literature in English**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J.M. Coetzee, Salman Rushdie, Arundhati Roy, V.S. Naipaul, and Derek Walcott. Prerequisite: any GFWI English department course. (Credit, full course.) Craighill

**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

## CREATIVE WRITING COURSES

*(courses listed below have the designation WRIT)*

### 205. Creative Writing: Poetry (writing-intensive)

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed Writ 409. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Prunty

### 206. Creative Writing: Fiction (writing-intensive)

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed Writ 410. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) K. Wilson

### 207. Creative Writing: Playwriting (writing-intensive)

Discussions center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Not open for credit to students who have completed Writ 411. Prerequisite: G1 credit earned from AP/IB or from Sewanee coursework. (Credit, full course.) Staff

### 305. Advanced Creative Writing: Poetry (writing-intensive)

Discussions center on students' poems. Selected readings are assigned to focus on technical problems of craftsmanship and style. Prerequisite: any GFWI English department course. May be repeated once for credit unless the student has already received credit for Writ 419. (Credit, full course.) Prunty

### 306. Advanced Creative Writing: Fiction (writing-intensive)

Discussions center on students' fiction. Selected readings are assigned to focus on technical problems of craftsmanship and style. Prerequisite: any GFWI English department course. May be repeated once for credit unless the student has already received credit for Writ 420. (Credit, full course.) K. Wilson

### 307. Advanced Creative Writing: Playwriting (writing-intensive)

Discussions center on students' plays. Selected readings are assigned to focus on technical problems of craftsmanship and style. Prerequisite: any GFWI English department course. May be repeated once for credit unless the student has already received credit for Writ 421. (Credit, full course.) Staff

### 413. Creative Writing: The Song Lyric

This is a writing course in contemporary song. Using what the student learns from studying the form and technique of traditional and popular "standards," the student composes his/her own songs. Students are expected to co-write with the other members of the class as well as with the professor. The final project is a "demo" (a CD recording) of the student's one or two best compositions. The course includes field trips (two or three afternoons) to Nashville to visit a licensing agency, a record company, a publishing house, and a management company. (Credit, half course.) Huber

## LITERARY THEORY AND CRITICISM

(courses listed below have the designation LITC)

### 401. Literary Criticism (writing-intensive)

A study of literary criticism from Plato and Aristotle to the New Historicism, beginning with an examination of current critical theory and proceeding by study of the major critical documents in our literary tradition. Emphasis is placed on practical application of critical theory as well as on its history and development. (Credit, full course.) Staff

### 454. The American Literary Quarterly

The student meets regularly with the staff of the *Sewanee Review* to discuss matters of publishing history, the literary marketplace, and all levels of the editorial process. Through these discussions and analysis of primary sources, the student learns the history of the American quarterly in its various modes — from specialized academic journal, to ephemeral “little magazine,” to cultural review with strong political content, to literary review with a critical program. The student writes two to three book reviews as well as a final paper graded by the editor. Open only to the Aiken Taylor Fellow. (Credit, full course.) Core

## Environmental Studies

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

Professor James Peters, Coordinator of the Program  
 Professor Bachman, Chemistry  
 Professor Brown, Religion  
 Professor Dale, Mathematics and Computer Science  
 Professor Durig, Physics  
 Professor Evans, Biology  
 Professor Gatta, English  
 Professor Haskell, Environmental Studies and Biology  
 Professor Knoll, Forestry and Geology  
 Professor Kuers, Forestry and Geology  
 Professor Malde, Art  
 Professor McGrath, Biology  
 Professor Michael, English  
 Professor Palisano, Biology  
 Professor Pond, Art  
 Professor Potter, Forestry and Geology  
 Professor Ray, Anthropology  
 Professor Shaver, Forestry and Geology  
 Professor Smith, Forestry and Geology  
 Professor Smith, Religion  
 Professor Torreano, Forestry and Geology  
 Professor Willis, History  
 Associate Professor Levine, History  
 Associate Professor Miller, Music  
 Associate Professor Sherwood, Environmental Studies and Archaeology  
 Associate Professor Shibata, Chemistry  
 Associate Professor Zigler, Biology  
 Visiting Assistant Professor Carter, Environmental Studies  
 Assistant Professor Elrod, Economics  
 Assistant Professor Fielding, Environmental Studies  
 Assistant Professor White, Chemistry

### Program Mission

The Environmental Studies Program at Sewanee offers students an unusually rich array of curricular options including four majors, one minor, and a certificate. This expansive curriculum—including natural and social sciences as well as the humanities and fine arts — offers students multiple pathways to appreciating the ecological complexity and wonder of the earth we inhabit. The Program’s spread of curricular options across four diverse majors enables majors to develop not only depth of exposure to certain fields and methodologies of study, but also cross-disciplinary breadth of understanding. This broad-gauged outlook is crucial for graduates looking to address the inherently interdisciplinary challenges of environmental study in today’s world. So while each of the four majors has its own, largely autonomous pattern of faculty-administrative oversight, an overarching belief in the value and need for interdisciplinary inquiry suffuses the entire program. Students enrolled in all four majors also share common exposure to the Program’s team-taught offering, “Introduction to Environmental Studies” (ENST 101), as well as involvement in various other collaborative opportunities and occasions for interaction across academic disciplines.

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

## Majors:

The four majors available are those in Ecology and Biodiversity, Environmental Arts and Humanities, Environment and Sustainability, and Natural Resources and the Environment. Each major requires eleven courses, including ENST 101 and a senior capstone course.

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

Administered chiefly through the Department of Biology — Deborah McGrath, Chair.

A total of eleven courses are required.

Six core courses are required:

- Biol 133. Introductory Cell and Molecular Biology
- Biol 210. Ecology (Fall, recommended for sophomores and juniors)
- Biol 211. Biodiversity: Pattern and Process (Spring, recommended for sophomores and juniors)
- EnSt 101. Introduction to Environmental Studies
- Biol 315. Advanced Ecology and Biodiversity (Capstone for seniors)
- either EnSt 217. Fundamentals of GIS or Stat 204. Elementary Statistics

Four courses in Ecology or Biodiversity, at least one from each category:

Ecological and Evolutionary Processes

- Biol 206. Plant Ecology
- Biol 213. Evolutionary Biology
- Biol 221. Environmental Physiology of Plants
- Biol 235. Freshwater Conservation
- Biol 241. Rainforests and Coral Reefs plus Biol 251. Field Study in Belize
- Biol 260. Cave Biology
- Biol 313. Ecosystems and Global Change
- Biol 350. Environmental Physiology and Biochemistry of Animals
- EnSt 240. Island Ecology (counts as one course)

Taxonomy

- Biol 200. Entomology
- Biol 201. Ornithology
- Biol 202. Invertebrate Zoology
- Biol 215. Fungi plus Biol 216. Algae and Bryophytes
- Biol 310. Plant Evolution and Systematics

Human Dimensions

- Biol 209. Advanced Conservation Biology
- Biol 222. Advanced Conservation Biology
- Biol 232. Human Health and the Environment
- Biol 235. Freshwater Conservation

One course on the environment from a non-science perspective:

- Anth 298. Ecological Anthropology
- Anth 316. Archaeology of the Cumberland Plateau
- Anth 350. Environmental Archaeology
- Anth 357. Field School in Archaeology
- Econ 335. Environmental Economics
- EnSt 217. Fundamentals of GIS (if not taken as a core course)
- EnSt 336. Environmental Land-Use Policy
- Engl 220. Poetry, Nature, and Contemplation
- Engl 396. American Environmental Literature

- Fors 270. Water Resource Policy and Law
- Phil 230. Environmental Ethics
- Pols 382. International Environmental Policy
- Psyc 215. Behavior Modification for Sustainability
- Relg 125. Religion and Animals
- Relg 307. Religious Environmentalism
- Relg 341. Religion and Ecology
- Relg 353. Buddhism and the Environment
- Relg 393. Rural Religion
- Rusn 363. Environmentalism and Ecocide in Russian Literature and Culture
- other non-science environmental courses by departmental approval

Recommended electives:

- Chem 120. General Chemistry
- Geol 121. Physical Geology
- Stat 204. Elementary Statistics (if not taken as a core course)

Study abroad is recommended from programs such as:

- Organization for Tropical Studies (Costa Rica or South Africa)
- School for International Training (from a variety of countries)
- Sea Semester

*Note that many graduate programs in ecology and biodiversity require one or more semesters of physical science (chemistry, geology, and/or physics)*

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

- Statistics, and three additional Math / Stat / science classes outside Biology, including at least two lab science classes.

*Note: The major field is defined as all Biology classes listed above, Biol 130, EnSt 140, EnSt 200, EnSt 217, EnSt 240, EnSt 317, and EnSt 400. Study abroad courses count inside the major field if the majority of the work in the course concerns the scientific study of ecology and biodiversity; study abroad courses will count outside the major field if the majority of the work for the course concerns social science, humanities or other work outside the natural sciences.*

**Environmental Arts and Humanities** — An interdisciplinary major that explores humanity’s evolving relation to the environment with the benefit of diverse perspectives offered by history, literature, art, philosophy, and religion.

Administered chiefly through a steering committee co-chaired by James Peters and John Willis.

Eleven courses required:

- EnSt 101: Introduction to Environmental Studies (writing intensive)
- EnSt 400: Seminar in Environmental Studies (senior capstone course)
- Six courses from the following themed categories, with at least one course from each of the first two groups and no more than four courses from any group.

Culture and History

- Anth 298: Ecological Anthropology
- Engl 220: Poetry, Nature, and Contemplation
- Engl 396: American Environmental Literature
- EnSt 100: Walking the Land
- Hist 100: The Environment in History (only when the course bears this topical subtitle)
- Hist 229: The Many Faces of Sewanee
- Hist 330: History of Southern Appalachia
- Hist 386: African Environmental History
- Rusn 363: Environmentalism and Ecocide in Russian Literature and Culture

### Religion and Values

- Anth 312: Place, Ritual, and Belief
- Phil 230: Environmental Ethics
- Relg 125: Religion and Animals
- Relg 307: Religious Environmentalism
- Relg 341: Religion and Ecology
- Relg 353: Buddhism and the Environment
- Relg 393: Rural Religion

### Arts, Landscape, and Design

- Art 242: The Lens and the Landscape: Documentary Studies and the Environment
- Art 263: Intermediate Documentary Projects in Photography
- Art 282: Sustainable Structures
- Art 343: Advanced Video Production (also Thea 343)
- Art 363: Advanced Documentary Projects in Photography
- Art 381: Advanced Sculpture
- Musc 269: Music of the Birds and Bees: Music and Nature

### One Policy course from the following

- EnSt 201: Foundations of Food and Agriculture
- EnSt 332: Archeological Resource Management and Policy
- EnSt 336: Land-use Policy
- Fors 270: Water Resource Policy and Law
- Fors 201: Natural Resource Issues and Policies
- Econ/Pols 381: The Political Economy of Sustainable Development
- Pols 382: International Environmental Policy

### Two Natural Science courses (one of which must be either field-based or lab)

- One of the following (Life Science):
- Biol 105: Biology and People
- Biol 107: People and the Environment
- Biol 130: Field Investigations in Biology (Field-Based)
- Fors 121: Introduction to Forestry (Lab)

### One of the following (Physical Science):

- Chem 101: General Chemistry (Lab)
- Geol 121: Physical Geology (Lab)
- Geol 235: Earth Systems and Climate Change
- Phys 105: Energy and the Environment

### Strongly recommended (outside the major elective):

- EnSt 217: Fundamentals of GIS

**Environment and Sustainability** — The Environment and Sustainability major requires 11 courses, including (1) three common core courses, (2) a course in Environmental Economics, together with two Environmental Policy courses, (3) one foundational science course, (4) one course in Research Methods, and (5) a thematically focused grouping of three courses.

Administered chiefly through a steering committee chaired by Ken Smith.

#### I. Core Courses:

All Environment and Sustainability majors must complete the following three courses:

- EnSt 101 Introduction to Environmental Studies
- EnSt 320 Environment and Sustainability Colloquium
- EnSn 400 Seminar in Environmental Studies (capstone)



2. Environmental Economics and Policy:

The following course must be completed:

- Econ 335: Environmental Economics (Prereq: ECON 101)

Two of the following must be completed:

- Econ 381: The Political Economy of Sustainable Development (also listed as POLS 381)
- EnSt 332: Archaeological Resource Management and Policy
- EnSt 334: Environmental Policy and Law
- EnSt 336: Environmental Land-Use Policy
- Fors 270: Water Resource Policy and Law
- Pols 382: International Environmental Policy

3. Foundational Science:

- A 200-level course (or higher) in Biology, Forestry and Geology, Chemistry or Physics. EnSt 240 (Island Ecology) may also be used to satisfy this requirement.

4. Research Methods:

One of the following must be completed:

- Chem 211: Chemical Methods of Environmental Analysis (Prereq: CHEM 120)
- EnSt 217: Fundamentals of GIS
- EnSt 340: Tools for Environmental Policy Analysis
- EnSt 341: Environmental Data Analysis
- Stat 204: Elementary Statistics

5. Student-Designed Focus Topic

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

**Natural Resources and the Environment Major:** *An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with the broad range of potential environmental coursework offered at Sewanee.*

Administered chiefly through the Department of Forestry and Geology—Karen Kuers, Chair.

All Natural Resources and the Environment majors take the introductory forestry and geology courses (Fors 121 and Geol 121); a complementary science course in biology, chemistry, or physics; the department's oral presentations seminar; and the department's interdisciplinary senior field project course. The remaining 4 required core and 3 elective courses are chosen by the student, in consultation with his/her faculty advisor, to match the student's specific interests.

1. Fors 121: Introduction to Forestry

2. Geol 121: Physical Geology

3. One of the following science courses:

- Biol 130: Field Investigations in Biology
- Biol 200: Entomology
- a biology laboratory course
- Chem 100: Foundations of Chemistry

- Chem 120: General Chemistry
  - Phys 105: Energy and the Environment
  - Phys 106: Foundations of Global Warming
4. Four of the following core courses in Natural Resources:
- Fors 211: Dendrology
  - Fors 262: Forest and Watershed Restoration
  - Fors /Geol 303: Soils
  - Fors 305: Forest Ecology
  - Fors 312: Silviculture
  - Fors 319: Natural Resource Management Decisions
  - Geol 221: Mineralogy
  - Geol 222: Historical Geology
  - Geol 225: Sedimentology
  - Geol 305: Economic Geological Resources
  - Geol 314: Hydrology
  - Geol 325: Field and Structural Geology
5. Three Natural Resources elective courses (12 hrs):
- Any Fors, Geol, EnSt, ESci, Chem, or Phys course;
  - Any Biol course numbered 130 or higher;
  - Anth 307, 316, 318, 350, 357
  - Econ 335
  - Hist 238
  - Phil 230
  - Pols 260, 381, 382;
  - Relg 307, 341, 353
  - (EnSt 101 recommended.)
6. Fors /Geol 332: Oral Presentations in Forestry and Geology (0.5 credit)
7. Fors /Geol 432: Senior Interdisciplinary Field Project (Capstone)
- Required for B.S. (but not for B.A.) in Natural Resources and the Environment
- Two science lab courses not in Fors/Geol (Chemistry recommended)
  - Two other math or science courses

### Watershed Science Certificate

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

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

Students deciding to pursue the certificate should contact one of the faculty members of the Watershed Certificate Organizing Committee to develop his or her study plan. The Organizing Committee is also available to help a student identify his or her area of emphasis and primary faculty supervisor for the ESci 430 Watershed Science Capstone; together the student and primary supervisor identify the second discipline and arrange to work with a faculty member in that area.

### **Watershed Certificate Organizing Committee**

Professor Knoll, Forestry and Geology  
 Associate Professor McGrath, Biology  
 Assistant Professor White, Chemistry

### **Five-and-a-half courses required**

Core Watershed Science courses required (10 semester hours)

- Geol 314 / Fors 314: Hydrology
- Either Geol 315: Watershed Contaminant Hydrology (half course, 2 hours) or Fors 260: Forest Watershed Measurements (half course, 2 hours),
- or ESci 444: Independent Study (half course, 2 hours; approved by the Organizing Committee)
- ESci 430: Watershed Science Capstone

Additional Watershed Science coursework required (12 semester hours from the following)

- Biol 237: Freshwater Biology
- Fors 215: Fisheries Ecology and Management
- Fors 262: Forest and Watershed Restoration
- Fors 270: Water Resource Policy and Law
- Fors 303 / Geol 303: Soils
- Either Fors 305: Forest Ecology or Biol 210: Ecology
- Chem 211: Chemical Methods of Environmental Analysis
- Chem 411 / Geol 411: Geochemistry of Natural Waters
- Biol 235: Freshwater Conservation
- EnSt 217: Fundamentals of GIS or other GIS course, (half or full course, 2 or 4 hours)
- EnSt 240: Island Ecology (summer program; only 4 hours count toward the Certificate)
- EnSt 310: Comparative Watershed Studies (half course, 2 hours)
- EnSt 311: Comparative Watershed Studies Field Course (summer; half course, 2 hours)

### **Religion and Environment Minor**

Emeritus Professor Robin Gottfried, Director

Offered by interdisciplinary faculty, in conjunction with the Environmental Studies Program and the Center for Religion and Environment

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

### Five-and-a-half courses required

- EnSt 101: Introduction to Environmental Studies
- Phil 230: Environmental Ethics
- EnSt 431: Practicum in Religion and Environment (half-course)

Choose two from the following Religion list

- Relg 125: Religion and Animals
- Relg 307: Religious Environmentalism
- Relg 341: Religion and Ecology
- Relg 350: Field Methods in Religious Studies
- Relg 353: Buddhism and the Environment
- Relg 393: Rural Religion
- Theo 360: Creation, Evolution, and God (three semester hours)

Choose one from the following lists: either Policy or Natural Science Policy

- Econ/PolS 381: The Political Economy of Sustainable Development
- EnSt 332: Archaeological Resource Management and Policy
- EnSt 336: Environmental Land-Use Policy
- Fors 201: Natural Resource Issues and Policies
- Fors 270: Water Resource Policy and Law

Natural Science

- Biol 105: Biology and People
- Biol 107: People and the Environment
- Biol 130: Field Investigations in Biology (Field-Based)
- Chem 101: General Chemistry (Lab)
- Fors 121: Introduction to Forestry (Lab)
- Geol 121: Physical Geology (Lab)
- Geol 235: Earth Systems and Climate Change
- Phys 105: Energy and the Environment

### ENVIRONMENTAL SCIENCE COURSES

Courses with the ESci designation are interdisciplinary in nature, focus on environmental sciences, and do not otherwise fit into one of Sewanee's traditional science disciplines. ESci courses differ from Environmental Studies courses (EnSt) in that the major focus is on environmental science and scientific methodology. Interdisciplinary non-science aspects of the environment, which are often central to EnSt courses, play a more minor role in ESci courses.

#### 430. Watershed Science Capstone (ESci)

Capstone course for students pursuing the Watershed Science Certificate. A multidisciplinary, project-oriented course in which students address issues related to two or more of the following topic areas: the interaction of biological processes and watershed function, chemical processes in streams and watershed, the relation between forested landscapes and hydrologic systems, or geological processes in terrestrial aquatic systems. Prerequisites: Geol/Fors 314 and instructor's permission. (Credit, full course.) Staff

#### 444. Independent Study

A supervised field or laboratory investigation of an interdisciplinary topic in environmental science. May be taken more than once for credit. (Credit, half or full course.) Staff

## ENVIRONMENTAL STUDIES COURSES

### 100. Walking the Land

A field-oriented geology and writing course conducted on the Cumberland Plateau and surrounding provinces. The emphasis is on observation of geological features, particularly geomorphology, and how these relate to other natural parts of the landscape. Historical aspects of human use of the land are also emphasized. Extensive walking and hiking. Field journals are part of the writing-intensive approach. Four hours (one afternoon) a week. (Credit, full course.) Potter

### 101. Introduction to Environmental Studies

An interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. This course is required for all students who major or minor in Environmental Studies and should be taken before the junior year. Not open for credit to students who have received credit for EnSt 200. (Credit, full course.) Staff

### 140. Readings in Inland Ecology

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

### 201. Foundations of Food and Agriculture

Integrating local, regional, and global perspectives, this course outlines the history of agriculture, introduces the development of food systems and policy, and reviews the environmental impact of food production. Among topics addressed are the history of agricultural expansion in the US, the development of agriculture and food policies, interaction among agricultural markets at home as well as abroad, and sustainable agriculture. Classroom activities emphasize the involvement of multiple constituencies in identifying and articulating agricultural issues. Field opportunities include garden activities and local trips aimed at relating broader issues to how livelihoods are pursued on the Cumberland Plateau. (Credit, full course.) Staff

### 210. The Politics of Energy and Climate Change

This course explores the complex interactions among public policy, science, and interest groups as students address the details of current climate legislation. Students learn how specific interests use and interpret science to achieve desired policy outcomes. The course analyzes campaign strategies, positions, talking points, and messaging from the many groups with interest in energy and climate change policy. In addition to receiving a brief introduction to congressional policymaking, students learn how constituencies, committees, leadership, and timing can affect chances of passing policy legislation. (Credit, full course.) Carter

### 217. Fundamentals of GIS

An introduction to the basic concepts and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Laboratory exercises and projects focus on applications of GIS in understanding and managing the environment. Laboratory course. Prerequisite: Environmental Studies major or permission of instructor. (Credit, full course.) Staff

### 220. Reading the Landscape

A study of how patterns in the current biological and physical landscape of the Cumberland Plateau can be explained by historical human land use and natural disturbances. Landscape

change is examined through field investigation of specific places on the Domain conducted in combination with the analysis of aerial imagery and other geospatial data resources. The course also addresses how disturbance history can influence one's aesthetic valuation of the landscape and guide landscape-level conservation efforts. This course may count as a non-laboratory science course in partial fulfillment of the college's natural science distribution requirement. (Credit, full course.) Evans, Van de Ven

#### **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

#### **285. The Development of Aldo Leopold's "Land Ethic"**

This course traces the development of Aldo Leopold's famous essay "The Land Ethic" through his 40-year career at the beginning of the ecology and conservation movements. Early writings by this noted conservationist are analyzed from the perspectives of environmental history and natural resource management and policy. Leopold essays from a broad spectrum of time (1915-1949) are discussed. Topics include ecosystem management, wildlife conservation and utilization; outdoor recreation, public lands, and wilderness; and agriculture as a land use. To contextualize Leopold's historical voice, perspectives on modern issues are contrasted with perspectives contemporary to Leopold. (Credit, full course.) Staff

#### **300. Seminar in Ecology and Ethics**

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

#### **301. Introduction to Spatial Information Systems and Field Mapping**

An introduction to the ArcView Geographic Information System and the concepts and uses of Spatial Information Systems, the analytic side of GIS. The course focuses on the use of GIS in natural systems but has modules and exercises in the social science aspects including crime mapping and human demographics. The course contains three modules on field mapping. No prerequisites but knowledge of trigonometry is very useful, and students should know the basics of Windows and Excel. Not open for credit to students who have completed Forestry/Geology 410. (Credit, full course.) Staff

#### **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.) Staff

### 305. Ecological Integrity in Agriculture

This course develops a critique of problems and solutions relating to agricultural technology, policy, and practice with a specific focus on ecology and ecological integrity. The course begins with a brief survey of agricultural history, through the era of modern food systems, with emphasis on the development of industrial agriculture. After evaluating the environmental impact of modern agriculture, the course addresses the foundations of sustainability, with specific reference to the ecology of sustainable agriculture. Field opportunities are provided for students to interact with local producers on their farms and to engage directly the ecological processes involved in food production on the Domain. Prerequisite: Biol 130. (Credit, full course.) Staff

### 310. Comparative Watershed Studies

The course compares watersheds of the Cumberland Plateau with those of the Kraichgau region of southwestern Germany. Emphasis is on the hydrology, geology, forest cover, and history of human use of select watersheds and how these factors have defined the present natural and cultural landscapes. Prerequisite: Geol 121. (Credit, half course.) Knoll

### 311. Comparative Watershed Studies Field Course

A two-week field course in the Kraichgau region of southwestern Germany. The course is hiking-based and requires students to keep a detailed notebook. Prerequisite: EnSt 310 and permission of instructor. Early summer of odd-numbered years. (Credit, half course.) Knoll

### 317. Advanced Applications of GIS

Spatial analysis methods for environmental analysis and management. Topics include remote sensing and image analysis, surface analysis, spatial statistics, internet mapping, visualization of geographic data, and other advanced GIS methods. Laboratory course. Prerequisite: EnSt 217. (Credit, full course.) Staff

### 320. Environment and Sustainability Colloquium

This required course for junior E&S majors addresses some topical themes from an interdisciplinary perspective and with focus on the connections between science and policy. Colloquium themes vary from year to year, and students present relevant research articles and lead discussions with emphasis on developing skill in public speaking. Student also work with course instructors and faculty mentor(s) to propose a research project to be completed as part of their senior Environment and Sustainability capstone. Prerequisite: EnSt 101 and completion of foundational science requirement in major. (Credit, full course.) Staff

### 332. Archaeological Resource Management and Policy

This course explores international and national approaches to archaeological heritage management. It includes review of public policy that protect sites (much of it incorporated into environmental legislation) and of regulations that guide the process. The course centers around study of how the determination of such policies affects negotiation between the past and present as archaeologists, various governments, descendant communities, and others try to balance a concern for preservation with growing demand for development and sustainability. Interwoven into the course are topics such as how diverse cultures view the past, the growing commodification of archaeological sites in the tourist trade, the antiquities market, and careers in cultural resource management. (Credit, full course.) Sherwood

### **334. Environmental Policy and Law**

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. Prerequisite: EnSt 101 or EnSt 200. (Credit, full course.) Carter

### **336. Environmental Land-Use Policy**

This course examines the complex systems and values influencing land-use decision-making in both rural and urban settings throughout the U.S. and abroad. Students learn how government agencies and local citizens often conflict in their attitudes and values regarding the costs and benefits of growth and development. Particular attention is paid to forest conversion issues on the South Cumberland Plateau. Students attend local planning sessions and meetings with local officials. Prerequisite: EnSt 101 or EnSt 200. (Credit, full course.) Carter

### **340. Tools for Environmental Policy Analysis**

This course introduces students to quantitative tools applicable to the analysis of environmental policy—including forecasting methods, simulation modeling, and mathematical programming. Probability distributions, risk modeling, and decision-making under uncertainty are also addressed. Students apply such tools to a range of policy analyses and also, where relevant, learn to work with large-scale models developed by others. (Credit, full course.) S. Ford

### **341. Environmental Data Analysis**

A survey of the principles of study design and data analysis in the field of environmental studies. Topics include study design, hypothesis testing, sampling methodology, exploratory data analysis, and the graphical presentation of results. These concepts and techniques are examined through discussion of the primary literature and problem sets. (Credit, full course.) Staff

### **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

### **431. Practicum in Religion and Environment**

This course, which calls for involvement in some faith-based or otherwise engaged form of appropriate activity or service, offers students a capstone opportunity to examine their spiritual experiences and religious beliefs in the context of active engagement with environmental issues in a variety of ways. Reflection on the engagement experience, expressed both in written form and through oral presentation, is required. This course is available only on a pass-fail basis. (Credit, half course.) Staff



## European Studies

Please contact Stevens Anderson at [anderson@rhodes.edu](mailto:anderson@rhodes.edu)

For further information see also Mishoe Brennecke at [mbrennec@sewanee.edu](mailto:mbrennec@sewanee.edu)

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

### TRACK ONE: ANCIENT GREECE AND ROME

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

#### Art History 494. Greece, the Eastern Aegean, and Italy: the Monuments and Centers of Classical Civilization

The travel-study portion of Track One of European Studies includes a month-long exploration of the Continent including, in Greece, Athens, Delphi, Olympia and the islands of Crete, Santorini (Thera) and Delos; in Turkey, Istanbul, Troy, Aspendos and Didyma; in Italy, Naples, Rome, the Vatican City; and concludes with a week in London, including a study visit to the British Museum. Each student produces a daily academic journal and should acquire the ability to look at a building or a sculpture and understand its period, its function, the materials and techniques used in its production as well as the artist's intentions. (Credit, full course.) Staff

#### Classical Studies 494. From Pericles to Caesar

This course traces the history of the Mediterranean world from fifth-century Athens to the rise of the Roman Empire. Special attention is given to ancient biography, historiography, and philosophy. The first half of the course includes the study of Plutarch's and Thucydides' accounts of the lives of Pericles and Alcibiades as well as Plato's *Apology* and *Symposium*. In the second half of the course, works by Aristotle, Plutarch, Caesar, Cicero, and Tacitus are considered. (Credit, full course.) Staff

#### English 494. Ancient Greek and Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama and Love Poetry

This course traces the development of drama in the ancient world and its influence on modern Western culture. Ancient drama was a civic form of literature, so the course contains a subplot about a related form of poetry, Greek lyric, which deals with issues such as love, friendship, and domestic arrangements. Plays by Aeschylus, Sophocles, and Euripides are read. The second part of the course explores the development and transformation of tragedy and small-scale personal

poetry in the Roman Republic and Early Empire. Students are introduced to the comic and dramatic technique of Aristophanes and Menander, as well as Plautus and Terence. Issues such as plot structure and theme, the use of parody, the presentation of character, types and sources of humor, and the seriousness underlying the humor, as well as the presentation of contemporary society are examined. (Credit, full course.) Staff

#### **History 495. War and Society in Ancient Greece and Rome**

This course explores war and society from the Greek Archaic Age in the eighth century B.C. to the crisis of the Roman Empire in the third century A.D. It looks at changes in the groups who fought wars, and the ways in which these related to larger social, economic, and political movements. It also considers how participants and non-combatants thought about war, and how these attitudes shifted over time. Archaeology is of prime relevance, but literary texts provide the most important evidence. These are examined to provide new angles on well-known writers, such as Thucydides and Plato, as well as to introduce fascinating, but lesser known, authors including Aeneas Tacticus and Frontinus. Artistic evidence, both public and private, is also central to this course. (Credit, full course.) Staff

#### **Philosophy 492. Plato, Aristotle and the Legacy of Ancient Philosophy**

Plato and Aristotle, as well as Hellenistic thinkers of the Epicurean, Stoic, and Neoplatonist schools, searchingly examined questions about human knowledge, existence, reason, and the nature of the mind and soul. This course provides a critical overview of the evolution of their debate. Selected extracts from the writings of the philosophers concerned, including Plato, Aristotle, Seneca, Cicero, and Lucretius, constitute the backbone of this course. (Credit, half course.) Staff

### **TRACK TWO: WESTERN EUROPE IN THE MIDDLE AGES AND THE RENAISSANCE**

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

#### **Art History 490. Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments**

The travel-study portion of Track Two of European Studies includes a month-long exploration of the Continent including, in France, Paris, Chartres and Beaune; in Italy, Rome, Siena, Florence, Padua, Venice and Ravenna; in Germany, Nurnberg, Bamberg and Munich; in Belgium, Bruges and Ghent; and concludes with a week in London, including a study visit to the National Gallery. Each student produces a daily academic journal and should acquire the ability to look at a building, a painting, or a sculpture and understand its period, its function, the materials and techniques used in its production, as well as the artist's intentions. (Credit, full course.) Staff

#### **Art History 492. Western Europe: Middle Ages and the Renaissance**

This course provides a broad-based, chronological survey of the art and architecture of Western Europe, from the emergence of Christian art in the early fourth century to the development of

Mannerism at the end of the Renaissance. Many of the themes and works of art that are explored further on the Continental tour are introduced. Slide lectures trace the general developments of style throughout the period, set within their historical contexts, and focus on individual buildings, manuscripts, pieces of sculpture, metal work or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum in Oxford enable students to view examples of the objects studied in the course. (Credit, full course.) Staff

**English 495. Arthurian Literature, Shakespeare, and the Elizabethan Theatre: From Allegory to Inwardness**

This course begins with the exploration of the history and literary development of the medieval hero, Arthur, king of the Britons, with special concentration on the trials of heroic identity in medieval literature. Students read the first story of Arthur in Geoffrey of Monmouth's *History of the Kings of Britain* and explore the development of the legend in French courtly and spiritual literature before studying Thomas Malory's *Le Morte d'Arthur*. The second part of the course addresses the representation of heroic character in English Renaissance literature, focusing on issues of ambition, temptation and honor. Plays read include Christopher Marlowe's *Dr. Faustus* and *Jew of Malta*, as well as William Shakespeare's *Hamlet* and *Merchant of Venice*. (Credit, full course.) Staff

**History 49I. European Life in the Late Middle Ages and Renaissance**

This course begins with an examination of the organization and character of the Western Catholic Church before the Reformation. It considers the distinctive systems of belief that were fostered and seeks to understand how particular beliefs prompted distinctive behavior in the later fifteenth and early sixteenth centuries. Visits to medieval churches in Oxford and environs facilitate an exploration of what was being commissioned and built by different classes of lay men and women before the Reformation, the better to understand the tenor of faith and pious activity at that time. The course continues through the reign of the Tudors, and the evolution of the Reformation in Britain, Italy and the Mediterranean, and Northern Europe. (Credit, half course.) Staff

**History 496. History and Religion in Medieval Europe (also Religion 496)**

This course covers the history of Europe during the Middle Ages, roughly 500-1500 A.D. It also introduces students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. The study of primary sources, including, among others, the writings of Sidonius Apollinaris, Rabia of Basra, Bede, Einhard, Hildegard of Bingen, Thomas Aquinas, Christine de Pisan, and Petrarch, underpin the structure of the course. (Credit, full course.) Staff

# Film Studies

Assistant Professor Thompson, Art History, Chair

Professor Zachau, German

Professor Malde, Art

Professor Pond, Art

Associate Professor Glacet, French

Associate Professor Skomp, Russian

Assistant Professor Beinek, International and Global Studies and Russian

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

The Film Studies Minor comprises three tiers of courses: introductory level courses, advanced level courses, and several additional electives with a film component.

**Requirements for the minor:** Students in the Film Studies Minor must complete a total of six courses. Two courses must be taken from the list of courses at the introductory level listed below; either Film Studies 105, Art History 108, Film Studies 109, or Art 108 is required as an introductory film course. At least two more courses must be chosen from the advanced courses listed below.

Students in each track choose at least two courses within the Film Studies roster that are outside their track. Thus, a film production student elects two courses in film theory and a film theory student elects two courses in film production.

Introductory Courses (two courses including either Art 108, Film Studies 105, Film Studies 109, Art History 108).

- Film Production (FP)
  - Art 103: Introduction to Lens and Time-based Media
  - Art 104: Introduction to Three- and Four-Dimensional Media
  - Art 108: Foundations of Film and Video Production
  - Art 143: Beginning Video Production
  - Art 231: Intermediate Digital Arts
  - Art 263: Intermediate Documentary Projects in Photography
- Film Theory (FT)
  - ArtH 107 (also Thea 107): The Films of Alfred Hitchcock
  - ArtH 108: History of Film: Invention to Mid-Century
  - Film 105: Introduction to World Cinema (Film foundation course)
  - Film 109: History of Film: Mid-Century to the Present

**Advanced Courses** (at least two courses)

- Film Production (FP)
  - Art 243: Intermediate Video Production
  - Art 343 (also Thea 343): Advanced Video Production

- Film Theory (FT)
  - Fren 415: History of French Cinema
  - Grmn 353: German Film
  - InGS 305: Narrating Place/Space in Contemporary World Film
  - Rusn 355: Russian and Soviet Film

**Elective Courses**

- Film Theory (FT)
  - AmSt 333: Junior Seminar
  - ArtH 108: History of Film: Invention to Mid-Century
  - ArtH 212 (also AmSt 212): American Animation, 1910-1960
  - Asia 203: Chinese Martial Arts Cinema
  - Asia 311: Modern China in Literature and Films: Memory, Identity, and Modern Narratives
  - Fren 413: Modern France through Films and Other Texts
  - Phil 255: Existentialism in Film
  - Span 410: Spanish-American Short Fiction and Film

**COURSES**

**105. Introduction to World Cinema**

With the benefit of guest presentations, this course offers an introduction to essential techniques of analyzing film along with an introduction to a number of national cinemas represented in the Film Studies program, such as Chinese, French, German, Italian, Japanese, Russian, and Spanish film. (Credit, full course.) Zachau

**109. History of Film: Mid-Century to the Present**

This course traces the major developments in world cinema from the mid-twentieth century to the present day. Organized chronologically, it covers the international, aesthetic, and technological benchmarks of film history, with an introduction to the critical vocabulary necessary for film analysis. (Credit, full course.) Staff

**307. Polish Film (also International and Global Studies)**

An introduction to the history of Polish cinema, in historical and cultural context, from the 1950s to present day. In addition to discussing major schools such as the Cinema of Moral Anxiety, as well as influential directors such as Wajda, Polański, and Kieślowski, the course focuses on important issues of Polish culture: its location at the crossroads of East and West; its complex narratives of history, memory, and trauma; and its transformations in the aftermath of Communism's fall in 1989. Polish cinema also serves as starting point for a broader discussion of the possibilities and limits of artistic representation of nations, cultures, historical events, and gender/class/ethnic relation. Finally, the course reviews basic film theory terms, main critical approaches to film criticism, and ways of writing about film. (Credit, full course.) Beinek

**308. Body/Film: Representing the Body in Contemporary World Cinema (also International and Global Studies)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe.

Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course's theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway. (Credit, full course.) Beinek

## First-Year Program

Professor McGrath, Biology, Director

As part of its General Education curriculum, the University of the South encourages first-year students to gain exposure to a wide variety of course offerings, made available to them through an expansive range of academic departments and interdisciplinary programs. Currently only one course, however, an innovative offering titled “Discovering a Sense of Place — Upon and Beyond the Domain,” has thus far been approved for presentation (on trial basis through Advent 2014) under this discrete rubric of First-Year Program.

### **First-Year Program 100. Discovering a Sense of Place — Upon and Beyond the Domain**

This interdisciplinary course invites first-year students to reflect upon several dimensions of their new living environment, both within and beyond the University’s extensive landbase of the Domain — and thereby to enlarge their intellectual and existential understanding of what a “sense of place” might mean in several diverse and ever-widening contexts. Touching eventually on global issues, the inquiry begins with study of the Domain’s natural features in conjunction with its built environment — including its associations with surrounding communities, its stories of settlement past and present, and its agricultural and resource assets. Much though not all of this field and community-linked exploration takes place in concentrated form during a special curricular session, set aside for first-years only, scheduled for two weeks prior to the start of the regular academic term. Further class sessions within the regular term will conclude before Thanksgiving. Some instruction takes place in plenary group sessions, linked to a common core of reading assignments. There is also a variable thematic coloring to each small-group section of the course. Individual instructors define the angle of emphasis relevant to their section, and students have some option to enroll in a section whose subtitle accords with their interests. (Credit, full course.) Staff

# Forestry and Geology

Website: [www.sewanee.edu/Forestry\\_Geology/ForestryGeology.html](http://www.sewanee.edu/Forestry_Geology/ForestryGeology.html)

Professor Kuers, Chair  
 Professor Potter  
 Professor Shaver  
 Professor Knoll  
 Professor Torreano  
 Professor K. Smith  
 Research Associate Professor Lentile  
 Visiting Assistant Professor Neely  
 Visiting Instructor Hobbs

## DEPARTMENT MISSION

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

The department offers three majors, a certificate, and two minors.

### The three majors:

- **Forestry:** A study of forest ecosystems and the environmental components and processes (biological, physical, and chemical) that affect them.
- **Geology:** A study of processes affecting the earth—geological, hydrological, and chemical.
- **Natural Resources and the Environment:** An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with other environmental coursework. (This major is offered in collaboration with the Environmental Studies Program.)

**Watershed Science Certificate:** A component of the Environmental Studies Program and more fully described under that heading, the Certificate is designed for students interested in gaining a better understanding of the interactions among physical, chemical, and biological factors that affect our watersheds and wetlands. Students pursuing the Certificate take a range of courses focusing on water resources and watershed science.

**Forestry Minor:** A student may minor in forestry by completing four of the following courses:

- Fors 211: Dendrology
- Fors 262: Forest and Watershed Restoration
- Fors 303: Soils
- Fors 305: Forest Ecology
- Fors 312: Silviculture
- Fors 319: Natural Resource Management Decisions

Students must have an average grade of C or higher in these four courses. No comprehensive examination is required for a minor in forestry. Forestry minors who propose taking any of the required courses outside of Sewanee must seek prior approval before taking such a course.



**Geology Minor:** A student may minor in geology by completing the following courses:

1. Geol 314: Hydrology
2. One of the following:
  - Geol 215: Economic Geological Resources
  - Geol 221: Mineralogy
3. One of the following:
  - Geol 222: Historical Geology
  - Geol 225: Sedimentology
  - Geol 325: Field and Structural Geology
4. One additional four-credit laboratory course in geology at the 200- or 300-level

Students must achieve an average grade of C (2.00) or higher in the four required courses. No comprehensive examination is required. Geology minors who propose taking any of the required courses elsewhere than Sewanee must seek prior approval before taking such a course.

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

Students interested in majoring in forestry, geology, or natural resources and the environment have choices in required coursework, and they are advised to consult with a member of the department early in their college career to plan a sequence of courses appropriate to their interests and objectives. Students interested in careers in forestry or environmental study may choose to participate in a 3-2 Cooperative College 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 one of two master's degrees at Duke: Master of Environmental Management (MEM) or Master of Forestry (MF).

### **Natural Resources and the Environment Major**

An interdisciplinary environmental major that integrates coursework in forest ecosystems and geology with the broad range of potential environmental coursework offered at Sewanee.

All Natural Resources and the Environment majors take the introductory forestry and geology courses (Fors 121 and Geol 121); a complementary science course in biology, chemistry, or physics; the department's oral presentations seminar; and the department's interdisciplinary senior field project course. The remaining 4 required core and 3 elective courses are chosen by the student, in consultation with his/her faculty advisor, to match the student's specific interests.

1. Fors 121: Introduction to Forestry
2. Geol 121: Physical Geology
3. One of the following science courses:
  - Biol 130: Field Investigations in Biology

- Biol 200: Entomology  
a biology laboratory course
- Chem 100: Foundations of Chemistry
- Chem 120: General Chemistry
- Phys 105: Energy and the Environment
- Phys 106: Foundations of Global Warming
- 4. Four of the following core courses in Natural Resources:
  - Fors 211: Dendrology
  - Fors 262: Forest and Watershed Restoration
  - Fors /Geol 303: Soils
  - Fors 305: Forest Ecology
  - Fors 312: Silviculture
  - Fors 319: Natural Resource Management Decisions
  - Geol 221: Mineralogy
  - Geol 222: Historical Geology
  - Geol 225: Sedimentology
  - Geol 305: Economic Geological Resources
  - Geol 314: Hydrology
  - Geol 325: Field and Structural Geology
- 5. Three Natural Resources elective courses (12 hrs):  
(EnSt 101 recommended.)  
Any Fors, Geol, EnSt, ESci, Chem, or Phys course;  
Any Biol course numbered 130 or higher;  
Anth 307, 316, 318, 350, 357  
Econ 335  
Hist 238  
Phil 230  
Pols 260, 381, 382;  
Relg 307, 341, 353
- 6. Fors /Geol 332: Oral Presentations in Forestry and Geology (0.5 credit)
- 7. Fors /Geol 432: Senior Interdisciplinary Field Project (Capstone)  
Required for B.S. (but not for B.A.) in Natural Resources and the Environment  
Two science lab courses not in Fors/Geol (Chemistry recommended)  
Two other math or science courses

### Forestry Major

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

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

1. Introduction to Forestry (Fors 121)
2. Physical Geology (Geol 121)
3. Dendrology (Fors 211)

4. Silviculture (Fors 312)
5. Forest Ecology (Fors 305)
6. Natural Resource Management Decisions (Fors 319)
7. One additional Forestry course
8. Either: Soils (Fors 303) or Hydrology (Geol 314)
9. Forest and Watershed Restoration (Fors 262)
10. One of the following:
  - Biol 130: Field Investigations in Biology
  - Biol 200: Entomology
  - a biology laboratory course
  - an additional Chemistry course (lab)
  - Phys 105: Energy and the Environment
  - Phys 106: Foundations of Global Warming
  - EnSt 240: Island Ecology (summer program)
11. Chem 100 or Chem 120
12. Oral Presentations in Forestry and Geology (Fors 332; half course)
13. Senior Interdisciplinary Field Project (Fors 432)
  - Suggested (not required):
    - an additional Chemistry course (lab)
    - Math 101: Calculus I
    - One GIS Based Course
    - Environmental Ethics (Phil 230) or Religion and Ecology (Relg 341)
    - Statistics (Stat 204) or Biometrics (Fors 307)

### Geology Major

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

Geology majors study past and present-day interrelationships between earth components and earth processes — rocks, minerals, fossils, landforms, structural features, earthquakes, glaciers, magmas, volcanoes, atmospheric gases, surface water, subsurface water, and environmental pollutants. Required coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics. (A summer geology field camp taken at another institution is strongly recommended as it is required for admission to many graduate schools.)

1. Physical Geology (Geol 121)
2. Historical Geology (Geol 222)
3. Mineralogy (Geol 221)
4. Igneous and Metamorphic Petrology (Geol 320)
5. Field and Structural Geology (Geol 325)
6. Sedimentology (Geol 225)
7. Economic Geological Resources (Geol 215)
8. Introduction to Forestry (Fors 121)
9. Either Hydrology (Geol 314) or Paleoecology (Geol 230)
10. Two of the following:
  - Chem 100: Foundations of Chemistry
  - Chem 120: General Chemistry
  - Chem 211: Environmental Chemistry
  - Chem 411: Geochemistry of Natural Waters
11. One Math course
12. One course in: Math, Computer Science, Statistics, or GIS

13. Oral Presentations in Forestry and Geology (half course) (Fors or Geol 332)

14. Senior Interdisciplinary Field Project (Geol 432)

Suggested (not required):

- General Physics (101 & 102)
- Summer Field Camp (at another institution)
- Environmental Ethics (Phil 230) or Religion and Ecology (Relg 341)

Note: All B.S. degrees require four science/math courses outside the major taken at Sewanee; two with labs

### **Natural Science Core Requirement (applies only to the Class of 2016 and earlier)**

In geology, all courses may be counted toward the 2.b. natural science core distribution requirement. In forestry, all courses except forestry 201, 260, and 319 may be counted toward this requirement.

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

Students majoring in Forestry, Geology, or Natural Resources and the Environment can satisfy their Writing-in-the-Major requirement by

- (1) successfully completing Geology 320, or other designated Writing-Intensive course in the department, or
- (2) by successfully completing four Forestry and/or Geology designated “Writing Portfolio” courses. Written and edited scientific papers from each Writing Portfolio course are to be compiled into a Scientific Writing Portfolio by each student, and maintained by his/her advisor.

The following courses are designated as Writing Portfolio or Writing-Intensive courses in the Department of Forestry and Geology. Other courses may be approved as such during some years. In exceptional cases and by faculty permission, one of the four Writing Portfolio courses might be fulfilled by a Fors 444 or Geol 444 Independent Study course.

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

Forestry Major

- Fors 204: Forest Wildlife Management — project report
- Fors 262: Forest and Watershed Restoration — class paper
- Fors 305: Forest Ecology — lab report or paper
- Fors 312: Silviculture — lab reports or paper
- Fors 319: Natural Resource Management Decisions — project report

Natural Resources and the Environment Major

- Fors 204: Forest Wildlife Management — project report
- Fors 262: Forest and Watershed Restoration — class paper
- Fors 305: Forest Ecology — lab report or paper
- Fors 312: Silviculture — lab reports or paper
- Fors 319: Natural Resource Management Decisions — project report
- Geol 215: Economic Geological Resources — field trip report
- Geol 222: Historical Geology — term paper
- Geol 314: Hydrology — lab report

Geology Major

- Geol 320: Igneous and Metamorphic Petrology (writing-intensive)

## FORESTRY COURSES

### 121. Introduction to Forestry

An environmental survey course which addresses the important features, processes, and issues of forested landscapes. Topics include major tree species, forest biology and ecology, tree structure and function, silviculture, forest management, forest products, and U.S. forest policy and laws. The focus on North American forests is set within a context of global forest issues. Lab exercises emphasize fieldwork, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips. (Credit, full course.) 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 U.S. and the world. (Credit, full course.) K. Smith

### 203. Soils and Cultivation

This course focuses on how agricultural practices alter the chemical and physical properties of soil. Students examine the origins of a select group of major crops, how humans have used and altered the plant over time, and the soil and environmental conditions that these crops prefer. Approximately half of the class is conducted in the student-community garden. In the process of starting a winter garden and preparing it for spring planting, students take soil samples and measure variables such as nutrient and organic matter analysis, soil temperatures, and soil moisture contents. They also learn to identify relevant plant species. Prerequisite: Fors 121 or Biol 130 or Geol 121 or Chem 101. (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 identification, biology, and morphology of woody plants, with emphasis on the major forest species of North America. Primary focus is on the ecophysiological characteristics of species and their roles in forest succession, species distribution across the landscape, and responses to disturbance and environmental stress. Includes field identification of native trees and shrubs of the eastern U.S., with special emphasis on the Cumberland Plateau and the southeast. Lecture, laboratory, and weekend field trips. (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

**215. Fisheries Ecology and Management**

An introduction to the theory and practice of fisheries science. Particular emphasis is placed on approaches and techniques for assessing and managing fish populations, habitats, and ecosystems under commercial and recreational harvest; on human dimensions in fisheries management and policy; and on case studies of flawed management approaches throughout history. Prerequisite: Fors 121 or Biol 130. (Credit, full course.) Neely

**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: Fors 121 or Biol 106, or permission of instructor. Lecture and field trips. Spring of odd-numbered years. Prerequisite: Fors 121 or permission of instructor. (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

**250. Forests: Food, Medicine, and More**

An exploration of the wide range of edible, medicinal, and otherwise useful forest products found in forests of western and eastern North America, including the forests of Sewanee. In addition to learning about the biology and distribution of these plants, and about how they are gathered and processed, students discuss the ecological implications of harvesting these interesting plants and fungi. Note: the class involves some eating. Prerequisite: Fors 121 or Biol 130 or Instructor's permission. (Credit, full course.) Kuers

**260. Forest Watershed Measurements**

A field and analysis course in which students learn the techniques of stream and watershed evaluation through active participation in a watershed monitoring project. Activities will focus upon stream and watershed sampling procedures, analytical laboratory techniques, and the synthesis, analysis, and reporting of data. This half course does not serve in fulfillment of the general distribution requirement in natural science. Prerequisite: Fors 314 or Geol 314. Non-laboratory course. (Credit, half course.) Kuers

**262. Forest and Watershed Restoration**

A study of the principles and practices employed in forest and watershed restoration across North America. Emphasis placed on the scientific tenets of restoration (ecosystem function and process), field monitoring techniques, the concept of adaptive management, collaboration and conflict resolution, and the development of restoration policy. Prerequisites: Fors 121 or Geol 121 or Biol 130 or Biol 131. Laboratory course. (Credit, full course.) K. Smith

**270. Water Resource Policy and Law**

This case-studies-based course focuses on the protection and management of water resources and associated biodiversity. Students are introduced to the principal federal and state laws governing the rights and responsibilities of landowners, with emphasis on how such regulation affects management decisions and economic outcomes. The course promotes understanding of the legal/regulatory environment through study of common and statutory law, as well as critical analysis of the outcomes. Case studies involve both international and local problems. Students

gain practical experience by applying science-based monitoring guidelines and methods, together with opportunities for community engagement work. (Credit, full course.) Torreano

### 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. 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. Prerequisite: Fors 121 or 211, or permission of 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: Fors 121 and either Math 101 or Stat 204; or permission of 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. Prerequisite: Fors 121 or permission of instructor. Lecture, three hours; laboratory and field trips. Spring of odd-numbered years. (Credit, full course.) Kuers, Torreano

### 314. Hydrology

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Prerequisite: Geol 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) Knoll

### 319. Natural Resource Management 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

**332. Oral 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

**411. Geochemistry of Natural Waters (also Chem 411)**

A quantitative examination of the chemical processes that occur in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis is on equilibrium and steady-state calculations as a tool for understanding the distribution and fate of inorganic chemical species in natural waters. Examples and case studies are used to address a variety of water types (e.g., lakes, oceans, rivers, estuaries, groundwaters, and wastewaters), pollutant fate, and geochemistry. Prerequisites: Chem 102 or Chem III or permission of instructor. Chem 311 and Chem 352 recommended. (Credit, full course.) White

**432. Senior Interdisciplinary Field Project**

An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. Prerequisites: Senior status in Forestry, Geology, or Natural Resources. (Credit, full course.) Staff

**444. Independent Study**

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

**GEOLOGY COURSES****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.) Staff

**221. Mineralogy**

A study of the occurrence, crystal structure, chemistry, and origin of minerals, with special emphasis on the geological environments where they form. Laboratory work includes hand-lens, microscopic, and X-ray diffraction analysis of minerals. Prerequisites: Geol 121 and one additional Geol course at the 200-level or higher. Lecture, laboratory, and field work. Fall of odd-numbered years. (Credit, full course.) Shaver



### 222. Historical Geology

A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. Prerequisite: Geol 121. Lecture, three hours; laboratory and field trips. Fall of odd-numbered years. (Credit, full course.) Potter

### 225. Sedimentology

A study of sedimentary rocks and the processes that form them. Field and class studies stress the link between modern sedimentary environments and their ancient counterparts. Emphasis on rocks of the Cumberland Plateau and other nearby areas. Prerequisite: Geol 121. Lecture, three hours; laboratory and field trips. Fall of even-numbered years. (Credit, full course.) Potter

### 230. Paleocology

A study of individuals, populations, and communities of plants and animals of the geologic past: their taphonomic histories, interactions with changing environments, and relationships to the sedimentary rock record. One weekend field trip. Prerequisite: Geol 121. Fall of odd-numbered years. (Credit, full course.) 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. (Credit, full course.) Knoll

### 240. Island Ecology

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

### 250. Special Topics in Geology

A seminar on a topic related to geology. May be taken more than once for credit. (Credit, full or half 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: Chem 101, or permission of the instructor. Lecture, three hours; laboratory and field trips, three hours. (Credit, full course.) K. Smith, Torreano

### 305. Economic Geological Resources

A study of economically valuable minerals and rocks (including metals, nonmetals, industrial minerals, and hydrocarbons) in terms of their origin, tectonic settings, extraction, and use. Topics include global distribution and genesis of deposits in relation to plate tectonic theory, prospecting techniques, mining methods, mining laws, economics of the mineral and petroleum industries, and environmental problems associated with exploration and development. Prerequisite: Geol 121, at least one geology course at 200-level or higher, and Junior or Senior status in Geology or Natural Resources. (Credit, full course.) Shaver

**314. Hydrology**

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Prerequisite: Geol 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) Knoll

**315. Watershed Contaminant Hydrology**

This is a field and project-based course that investigates the movement of natural and man-made contaminants through the ground water and surface water systems of watershed. Prerequisite: Geol 314 and instructor's permission. Non-laboratory course. (Credit, half course.) Knoll

**318. Geomorphology**

Geomorphology is the study of surficial landforms (erosional and depositional) and the processes that create them. This course investigates major controls on landform development, geologic structures, lithology, and erosional/depositional processes. Significant emphasis is on climatic, pedogenic (soil-related), and fluvial processes, with additional consideration given to glacial, eolian, karst, weathering, and slope-related (mass-wasting) processes. Labs focus on describing and measuring landforms in the field and quantitatively analyzing this data to understand better how local geomorphologic features form and evolve. Prerequisite: Geol 121, with further course in introductory physics highly recommended. (Credit, full course.) Staff

**320. Igneous and Metamorphic Petrology**

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics include origin and crystallization of different magma types, metamorphic processes, and tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Prerequisite: Geol 221. Lecture, three hours; laboratory and field trips. Spring of even-numbered years. (Credit, full course.) Shaver

**322. Geology of the Western United States**

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to western United States. Prerequisite: Geol 121 and permission of the instructor (Credit, half or full course, depending upon the specific term in which the course is offered.) Potter

**323. Geology of the Western U.S.**

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

**325. Field and Structural Geology**

A study of deformed rocks and an introduction to tectonics. Preparation and interpretation of geologic maps; solution of basic structural problems. Field work emphasizes geologic mapping on the Cumberland Plateau and in more structurally deformed areas in eastern Tennessee. Prerequisite: Geol 121. Lecture, three hours; laboratory and field work. Spring of odd-numbered years. (Credit, full course.) Potter

**332. Oral Presentations in Forestry and Geology**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral

presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in forestry, geology, or natural resources. (Credit, half course.) Staff

**432. Senior Interdisciplinary Field Project**

An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to 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, full course.) Staff

**444. Independent Study**

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

# French and French Studies

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

Professor Mills, Chair  
 Professor Poe  
 Associate Professor Rung  
 Associate Professor Ramsey  
 Associate Professor Glacet  
 Visiting Instructor Ledford

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

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

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

**Major in French and French Studies:** The major in French and French Studies is an interdisciplinary program which examines the language, literature, history, culture, and society of France and of other Francophone countries. The minimum requirement for a major in French and French Studies is nine full courses beyond French 203 (see list below). During their final semester, senior French and French Studies majors participate in the 435 seminar which ties together their upper-level coursework; seminar participants also research a French and French Studies topic of their choosing and complete a sustained piece of writing on the subject in French. In addition, majors must study in a French-speaking country for at least a semester. In exceptional cases, the department is willing to offer one of the following two alternatives in fulfilling the latter requirement: study abroad for a summer (5 to 6 weeks, 2 course credits) and one additional 400-level course taken within the department; or without any study abroad, two additional 400-level courses taken within the department. Students seeking these exceptional provisions must offer a satisfactory reason explaining the impossibility of studying in a French-speaking country for a full semester.

A French and French Studies major takes the following four courses:

- Fren 300: Advanced French
- Fren 313: Writing and Speaking French
- Fren 314: Introduction to Literature, Culture, and History of the French-Speaking World
- Fren 435: French and French Studies Senior Seminar

In addition, French and French Studies majors take a minimum of two of the following courses:

- Fren 401: Early French Literature
- Fren 403: The Seventeenth Century
- Fren 405: The Eighteenth Century
- Fren 407: The Nineteenth Century
- Fren 409: Contemporary Literature
- Fren 411: Culture through History

- Fren 413: Modern France through Films and Other Texts
- Fren 415: History of French Cinema
- Fren 417: Topics of the French-Speaking World (may be retaken for credit when the topic is different)
- Fren 419: Introduction to French Linguistics

Finally, French and French Studies majors take three related courses from a program in a French-speaking country that must be approved by the department prior to departure.

**Minor in French and French Studies:** The requirement for a French and French Studies minor is six full courses beyond French 203. For these four courses, 300 or 301, 313, 314, and one 400-level French Studies course are required, and two related courses taken abroad; minors are strongly encouraged to participate in a semester or summer-abroad program in a French-speaking country (Sewanee's own summer program when offered, or a similar program approved by the department for 5-6 weeks for 2 course credits). The alternative to studying abroad is to take one additional 400-level course in the department.

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

Majors in French and French Studies may obtain honors by achieving a 3.5 departmental GPA, including courses taken during the last semester of their senior year.

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

## COURSES

### 103. Elementary French I: Intensive Course

An intensive course in the basic elements of the language: pronunciation, structure of sentences, culture, conversation, and reading. Use of language laboratory required. Four hours of class per week. (Credit, full course.) Staff

### 104. Elementary French II: Intensive Course

An intensive course in the basic elements of the language: pronunciation, structure of sentences, culture, 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 more advanced elements of the language: pronunciation, structure of sentences, culture, conversation, and reading. Use of language laboratory required. Four hours of class per week. Prerequisite: Fren 104 or placement by department. (Credit, full course.) Staff

### 300. Advanced French

A continuation of the study of advanced French language, leading to readings from various authors, periods, genres, and Francophone countries. Specific grammatical structures are studied parallel to the readings, and progress in oral and written French is also stressed. The normal course for completing the language requirement. Prerequisite: Fren 203 or placement by department. (Credit, full course.) Staff

### 301. Discovering Paris

An interdisciplinary survey of Paris seen through history, culture, literature, and the arts. This course traces the development of Paris from its foundation by Gaulish boatmen of the Parisii tribe to its current status as a global city. Cinema, art, literature, and computer-mediated virtual tours are used to analyze the evolution of major political and cultural events in Parisian history. Taught in English. Prerequisite: Fren 203. Cannot be taken for credit if Fren 300 has been taken. Does not count toward a French and French Studies major. (Credit, full course.) Staff

### 313. Writing and Speaking French (writing-intensive)

Advanced language review and emphasis on accuracy of expression with intensive writing on diverse themes. Development of oral expression and vocabulary expansion; materials used include audio, video, and electronic sources, as well as readings. Prerequisite: Fren 300, or placement by department. (Credit, full course.) Staff

### 314. Introduction to Literature, Culture, and History of the French-Speaking World

Readings in representative authors, themes and periods from France and from other Francophone countries. Prerequisite: Fren 300 or 301 and preferably 313, or placement by department. (Credit, full course.) Staff

### 320. Advanced Language Abroad

A course designed to increase oral and written proficiency by offering students the opportunity to live and study in France, generally during the same time-frame as Sewanee's regular summer session. Normally taken in tandem with French 321. Prerequisite: French 300 and permission of the department. Next scheduled for the summer of 2015 and alternating summers. (Credit, full course, Pass/Fail grading.) Glacet

### 321. Studies in Culture and Literature Abroad

Complementary on-site study of French language and civilization within the framework of the Sewanee Summer-in-France program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. Prerequisite: Fren 300 and permission of the department. Next scheduled for the summer of 2015 and alternating summers. (Credit, full course.) Glacet

### 401. Early French Literature

Readings and criticism in French literature from *La Chanson de Roland* to Montaigne, with an emphasis on the evolution of narratology and poetics, and on the role of women. Prerequisite: Fren 314. (Credit, full course.) Glacet

### 403. The Seventeenth 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. Prerequisite: Fren 314. (Credit, full course.) Rung

### 405. The Eighteenth 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. Prerequisite: Fren 314. (Credit, full course.) Poe

#### **407. The Nineteenth 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. Prerequisite: Fren 314. (Credit, full course.) Mills

#### **409. Contemporary Literature**

A study of twentieth-century poetry, prose, and theater through cultural analysis. Prerequisite: Fren 314. (Credit, full course.) Glacet

#### **411. Culture through History**

A study of the historical and societal frames within which the weave of French civilization has spun itself forward through the centuries. Close attention is paid to moments of national crisis and to political arrangements, to daily life within the periods examined, and to aesthetic achievement and stylistic trends along the way. Prerequisite: Fren 314. (Credit, full course.) Poe

#### **413. Modern France through Films and Other Texts**

A view of modern France since World War II examined through films selected for their historical-cultural revelations (along with preparatory study of scripts and/or written works tied to the films), through literary and journalistic texts echoing significant events and social trends, and through audio recordings of famous speeches and songs (the texts of which are likewise to be studied within their societal context.) Prerequisite: Fren 314. (Credit, full course.) Poe

#### **415. History of French Cinema**

A survey of French films from the invention of cinema to the contemporary period with an emphasis on points of connection with American cinema. From the Lumières brothers to Méliès, from Pathé and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carné), and from “New Wave” (Resnais, Godard, Truffaut) to “Modern Cinema” (Lelouch, Malle). Prerequisite: Fren 314. (Credit, full course.) Glacet

#### **417. Topics of the French-Speaking World**

An examination of the French-speaking world and its language, literature, culture, art, music, and political life. Topics vary from year to year, but the course would typically include cultural themes, novels, short stories, poetry, film, and drama from France, French-speaking Europe, North and West Africa, Quebec, and the Antilles. This course is repeatable for credit when the course topic is different from the one studied in a semester for which the student has already received course credit. Prerequisite: Fren 314. (Credit, full course.) Staff

#### **419. Introduction to French Linguistics**

An introduction to French linguistics. A survey of historical and theoretical issues in the area of syntax, morphology, and phonology. Considerable emphasis on phonetics and pronunciation. Aspects of applied linguistics include language variation, usage, and acquisition, as well as pedagogical concerns. Prerequisite: Fren 314. (Credit, full course.) Ramsey

#### **435. French and French Studies Senior Seminar (writing-intensive)**

Preparation for oral comprehensive exams, directed readings, and preparation of an in-depth research paper on a topic approved by the professor pertaining to an aspect of French/Frenchophone literature or culture. Research strategies for obtaining source materials in French are

explored, and writing techniques and style are fine-tuned. Required of all majors in French and French Studies. (Credit, full course.) Staff

**440. Directed Reading**

This is a course designed to help majors who, for exceptional reasons, may need to complete reading in a certain area. Open only to French and French Studies majors. (Credit, half course or 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 French Studies, and a brief abstract of the proposed study must be submitted to the department for approval prior to enrollment in the course. (Credit, full course.) Staff



# German

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

Professor Zachau, Chair  
Visiting Professor Emeritus Davidheiser  
Assistant Professor Apgar

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

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

**Major in German:** The requirement for majors in German is eight full courses at the 300 level and above. At least three of these courses must be at the 400 level. Also required is a period of study in Germany, Austria, or Switzerland. Those planning to continue the German major in graduate school may wish to take more credit hours in the department. Both language and cultural proficiency are emphasized, along with reading and discussing literary texts.

**Minor in German:** A student wishing to increase proficiency in German and complement another field of study, such as economics, English, geology/forestry, history, political science, religion or the sciences, may minor in German by taking at least five courses in German language, literature and culture at the 300 level and above. A period of study/work abroad is desirable. No comprehensive exam is required.

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

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

## COURSES

### 103. Elementary German: Intensive Course

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language. (Credit, full course.) Apgar, 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.) Apgar, Zachau

### 203. Intermediate German: Intensive Course

Grammar review and reading of cultural and short literary works, together with increased emphasis on conversation. Prerequisite: Grmn 103, 104. (Credit, full course.) Apgar, Zachau

**280. Summer in Berlin**

This course offers a three-week program of language study at the DiD German language institute in Berlin where students take classes along with other international students. After appropriate placement according to their language skills, enrolled students receive language instruction through DiD while the accompanying Sewanee faculty member provides culture instruction and area excursions. Prerequisite: Grmn 103-104. (Credit, full course.) Zachau

**300. Introduction to German Literature**

A general introduction to German literature from the beginning to the contemporary period. The course places the periods and genres of German literature into their historical context and serves as a course for completing the language requirement. The course is taught in German and is strongly recommended for all majors. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Zachau, Apgar

**301. Advanced Readings**

Reading and discussion in German of selected works of modern German drama and prose. Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

**302. Advanced Readings**

Reading and discussion in German of selected works of modern German drama and prose. Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

**303. Kafka and Werfel**

Selected readings of works of Franz Kafka such as *Die Verwandlung* and Franz Werfel such as *Jacobowsky und der Oberst*. Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

**304. Hesse and Mann**

Readings from the works of Hermann Hesse (*Demian* and *Siddhartha*) and Thomas Mann (*Tonio Kröger* and *Tristan*). Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

**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. Prerequisite: German 203 or higher or placement. (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. Prerequisite: German 203 or higher or placement. (Credit, full course.) 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. Prerequisite: German 203 or higher or placement. (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. Prerequisite: German 203 or higher or placement. (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?* Prerequisite: German 203 or higher or placement. (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. Prerequisite: German 203 or higher or placement. (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 or higher or placement. (Credit, full course.) 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 or higher or placement. (Credit, full course.) 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: German 203 or higher or placement. (Credit, full course.) Staff

### 314. Advanced Conversation and Problem Solving

An examination of current topics, such as unemployment, immigration, "skinheads," and European integration, using the internet and printed materials. Students not only increase their German vocabulary and speaking and writing ability but also their analytical skills by confronting problems facing contemporary Germans/Germany. Group and pair work. Prerequisite: Grmn 203. (Credit, full course.) Staff

### 315. Contemporary German Films

Screening and discussion of contemporary German films. The course focuses on developing language skills through discussing recent German movies, reading screen play excerpts, working with vocabulary exercises and on writing essays about movie topics. The course is taught in German and is based on Reimer/Zachau *Arbeitsbuch zu German Culture through Film*. Prerequisite: German 203 or higher or placement. (Credit, full course.) Zachau

### 321. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. Prerequisite: German 203 or higher or placement. (Credit, full course.) Zachau

### 322. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. Prerequisite: German 203 or higher or placement. (Credit, full course.) Zachau

### 324. Literature of Berlin

A survey of Berlin's literature, including excerpts of novels by Theodor Fontane, Wilhelm Raabe, Alfred Döblin, Erich Kästner, and Christa Wolf. The course is taught in German. Prerequisite: German 203 or higher or placement. (Credit, full course.) Zachau

### 332. Advanced Grammar and Stylistics

Concentration on advanced grammatical structures, vocabulary enhancement, and various writing styles through analysis of German short stories. Emphasis as well on improvement of essay and letter writing. Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

### 333. Studies in German Grammar and Syntax

Through an examination of syntax and essay writing, this course provides an explanation and discussion of grammatical structures such as complex clauses, subjunctive mode, passive voice, and relative clauses. Prerequisite: German 203 or higher or placement. (Credit, full course.) Staff

### 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. Prerequisite: German 203 or higher or placement. (Credit, full course.) Zachau

### 350: Berlin — Impressions of a City (also History 350)

A survey of Berlin through its history and architecture, its literature and film with emphasis on the twentieth century. The course is divided into five parts: Berlin's early history before WWI, the Weimar Republic, the Nazi period, Cold War Berlin (East and West), and modern Berlin after 1989. In addition to the history and architecture, major novels and films of the city are examined throughout the semester. This course is taught in English and may not be used in fulfillment of the foreign language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

### 351. Masterpieces of German Literature in Translation

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. Does not satisfy the language requirement. (Credit, full course.) 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.) Staff

**353. German Film**

A survey of German film from the 1920s through the present times from a historical perspective. The course focuses on German cultural history through film making with representative examples from the Weimar Republic silent film period (*Nosferatu*), the Nazi period (*Jud Süss* and *Kolberg*), the rebirth of the German cinema in the 1960s (Fassbinder's films), and adaptations of literature from the 1970s and 1980s in East and West Germany (*The Tin Drum*, *Das Boot*). Does not satisfy the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

**354. Modern German Civilization**

An analysis of Germany's development in the twentieth century with emphasis on literary, social, industrial, and cultural movements. The course is taught in English but is also open to German students who do some reading and writing in German. Does not satisfy the language requirement. (Credit, full course.) Staff

**355. Once Upon a Time: The Literature and Culture of Fairy Tales**

An examination of major fairy tales by the Brothers Grimm and their international variants. The class includes some lecture but mostly discussion of such works as *Snow White*, *Sleeping Beauty*, *Little Red Riding Hood*, *Cinderella*, *The Frog King*, *Hansel and Gretel*. Comparison will be made with cinematic (Walt Disney, Ingmar Bergman) and musical (Mozart, Humperdinck, Tchaikovsky) versions of the tales. This course is taught in English with no knowledge of German required. Not open for credit to those who have completed NonD 101. Does not satisfy the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Staff

**356. The Nazi Period (also History 353)**

An examination of the connection between Nazi ideology and German culture of the thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course is taught in English and does not fulfill the language requirement. Nor does it count towards the German major/minor. (Credit, full course.) Zachau

**360. Sewanee in Berlin: Advanced German**

This summer course combines an advanced-level German class with a culture class. The language class is taught at the Berlin Deutsch in Deutschland language institute, and the culture class is taught as a combination of class work and student-led excursions. The course is offered in Berlin every other year. Prerequisite: Grmn 203 or 280. (Credit, full course.) Zachau

**403. German Literature from the Age of Enlightenment through the Storm and Stress**

An intensive study of rational and irrational tendencies in German literature from about 1750 to 1784, with major focus on Klopstock, Lessing, Lenz, Goethe, Schiller, and Klinger. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Staff

**405. German Romanticism**

Readings in the principal writers of the Romantic Movement, including Novalis, Tieck, Eichendorff, Brentano, and Hoffmann. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Staff

**407. 19th-Century Literature**

Readings from the age of Poetic Realism. Prerequisite: One course in German number 301-349 or placement. (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. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Zachau

**410. Goethe Seminar**

*Götz, Werther, Faust, Iphigenie*, and other selected works are read and analyzed, along with Goethe's poetry. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Staff

**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: One course in German number 301-349 or placement. (Credit, full course.) Staff

**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. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Staff

**421. Lyric Poetry**

Representative works of various German poets from the seventeenth century to the present. Prerequisite: One course in German number 301-349 or placement. (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: One course in German number 301-349 or placement. (Credit, full course.) Zachau

**427. East German Literature**

An investigation of the connection between literature and society in East Germany. The course shows the historical development of East Germany through its literature. Readings include works by Wolf, Plenzdorf, Strittmatter, Kant, Heym, and Kunze. Prerequisite: One course in German number 301-349 or placement. (Credit, full course.) Zachau

**444. Independent Study**

For selected students. Prerequisite: One course in German number 301-349 or placement. (Credit, half to full course.) Staff

# History

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

**Professor Register, Chair**  
**Professor Goldberg**  
**Professor Perry**  
**Professor Ridyard**  
**Professor Willis**  
**Professor McEvoy**  
**Professor Roberson**  
**Professor Berebitsky**  
**Professor McCardell**  
**Associate Professor Mansker**  
**Associate Professor Levine**  
**Assistant Professor Whitmer**  
**Assistant Professor Roberts**  
**Assistant Professor Mitchell**  
**Distinguished Visiting Professor Meacham**  
**Visiting Assistant Professor Meola**

**Major in History:** Students who choose history as a major must pass at least 10 courses in the department beyond the 100 level. A member of the history faculty assigned as the student's advisor will help the student plan a coherent program of study.

Required of all majors:

1. a GPA no lower than 2.00 in history courses;
2. one course in history with attribute G4 (Exploring Past and Present) or, in the alternative, AP or IB credit;
3. Successful completion of the department's two capstone courses, Junior Tutorial (Hist 352) and the Senior Research and Writing Seminar (Hist 452);
4. at least one course focused on the period before 1700;
5. at least one course focused on the period after 1700;
6. at least one course focused on an area outside Europe and the United States;
7. a grade of C or better on the Senior Research Paper;
8. a grade of C or better on the Comprehensive Examination which includes the Senior Research Paper and an oral presentation and defense of the Senior Research paper.

Required for Distinction on the Comprehensive Examination:

- 1) a grade of B+ or better on the Senior Research paper;
- 2) a grade of Distinction for the oral presentation and defense of the Senior Research paper.

Required for honors in history:

The Chair will invite students with an appropriate GPA in the major and a B+ or better on their Senior Research paper to apply for permission to write an Honors paper as an independent study in the Easter semester of their senior year. This application will include the agreement of an appropriate advisor and a statement of scope and intent for the Honors paper itself. Honors in history will be awarded to students who have:

- 1) a GPA no lower than 3.50 in history courses;
- 2) a grade of B+ or better on an Honors Research paper written under the direction of a history advisor.

## HISTORY DEPARTMENT CAPSTONE EXPERIENCE

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

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

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

**Minor in History:** To minor in history, students must pass any five courses above the 100 level, excluding Hist 352 (Junior Tutorial), the Senior Research Seminar (Hist 452), and Hist 440 (Honors Seminar). No comprehensive examination is required.

### Making History Courses for Freshmen and Sophomores (III through 127)

The various *Making History* courses introduce students early in their college careers to historical analysis and argumentation through the intensive investigation of an especially rich theme or topic. Each course within the *Making History* category is organized around the "investigation" of a particular set of historical questions. In all *Making History* courses, students examine a range of sources, methods, and approaches that historians use to understand and to make arguments about the past. In doing so, students are able to draw on the diverse resources and talents in the department of history's faculty, who themselves are students of the past in Europe, the U.S., Latin America, the Middle East, Africa, and Asia. Students also learn how to "make history" by acquiring and using the skills of historical investigation, analysis, and writing. The *Making History*



courses are primarily intended for freshmen and sophomores. Students may take no more than two for academic credit. History majors who take two *Making History* courses for credit must take an additional 10 courses outside this category.

## COURSES

### II1. Religion and Power in the Pre-Modern Modern West

Two principles central to modern American culture are “separation of church and state” and individual freedom of religious choice. For most of Western history, however, these principles would have been largely incomprehensible. This course examines the close relationship between religion and “the state” in ancient Greece, ancient Rome, and medieval Europe, analyzing the ways in which they reinforced each other as well as instances in which they came into conflict. More broadly, the course examines ways in which religion reinforced or challenged social norms relating to gender, hierarchy, and the identification of “insiders” and marginalized groups. (Credit, full or half course.) Ridyard

### II2. Women Changing the World: Gender and Social Movements

This course examines women’s participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women’s involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men’s involvement in social movements. (Credit, full course.) Berebitsky

### II3. Civil Disobedience from Ancient Greece to Modern Africa

This course examines how acts of civil disobedience have affected the course of world history from ancient through modern times. It explores how the emergence of democratic government and Christianity formed the foundation of civil disobedience. Sophocles, Perpetua, Thomas Paine, Henry David Thoreau, Gandhi, Rosa Parks, Martin Luther King Jr. and Nelson Mandela are women and men who affected the course of history by challenging laws, customs and conventions that they believed to be immoral. The course investigates both common and distinctive methods employed by these historical actors in challenging various systems of oppression that emerged as communities and societies organized into nation states. (Credit, full course.) Roberson

### II6. Revolution and Evolution: Europe since the Eighteenth Century

This course analyzes the origins and development of the political and industrial revolutions that began to affect Europe in the late eighteenth century and addresses how Europeans responded to their impact. The course, which examines the processes connected with these adjustments from the eighteenth century through the post-World War II era, emphasizes the interplay of social, cultural and political history. (Credit, full course.) Perry

### II7. Discovering America, 1400-2000

This course examines the history of North America through the lens of “discovering America,” a prevalent expression in discussions of the region’s landscape and people from 1400 to 2000. Using art, fiction, popular entertainments, travel writing as well as works by historians, the course focuses on early encounters between indigenous and European peoples, the importance of stories of discovery in politics and culture, and Americans’ efforts to describe and assign value to the natural environment as the United States emerged as a nation and world power in the nineteenth and twentieth centuries. (Credit, full course.) Register

**118. Roots of Hate: Introduction to Modernity and the Final Solution**

This course introduces students to the “Final Solution” — the Holocaust — and the murder of millions of Jews and others during the Second World War. More than an exploration of death and destruction associated with the Shoah, the course examines important antecedents and paradigms that helped to foment such hatred against such groups and focuses on the words of individuals who espoused and resisted such ideologies. (Credit, full course.) Meola

**119. Intertwined Paths: Jews, Africans, and the West’s Journey into Modern Times**

This course examines the lives of those affected by two of the world’s largest historical displacements — Jews and Africans. Students learn the historical and intellectual contexts within which these “Diasporas” occurred and read the accounts of those who enacted them and those who were displaced. The course considers the strategies that Africans and Jews used to counteract their oppressors, their fight for constitutional rights, and the ways their struggles affected the West’s vision of itself. (Credit, full course.) Meola

**120. Children and Childhood in History**

This course focuses on the lived experiences of children and traces the emergence of a new “ideology of childhood” in the early modern world (c. 1300 to 1800). The course examines the major social, political and economic changes that unfolded throughout this period, including related programs of religious, scientific, and educational reform, and studies how these changes affected children’s roles or status within families and communities—in-transition. It also asks whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial, and industrial world order. (Credit, full course.) Whitmer

**121. Consumer Culture and Its Discontents, 17th–20th Centuries**

This course examines the development of a consumer culture from the seventeenth to the late twentieth centuries in Europe and around the globe. “Consumerism” is used to encompass a constellation of historical changes, including the shift from a mercantilistic to free market system of capitalistic exchange, the advent of mass production, and innovations in retailing and marketing. The course analyzes how the increasing organization of life around seemingly infinite flows and accumulations of commodities affected political, social and cultural life as well as individual behavior and value systems. (Credit, full course.) Mansker

**124. World in the Twentieth Century**

This course focuses on major events in the twentieth and twenty-first centuries in Europe, the United States, Asia, Africa, the Middle East, and Latin America. Taking a global perspective, the course argues that events in one part of the world cannot be understood in isolation — that events in Europe, for example, affected and were influenced by incidents in Asia, Africa, or the U.S. Topics include the two world wars, the fall of empires, the Cold War, the roles of important personalities, and recent events in China, central and southern Asia, and the Middle East. (Credit, full course.) Goldberg

**125. The Age of Discovery: Encounter of Two Worlds**

The course delves into the intellectual, social and cultural aspects of the Native American/Euro-pean encounter in what came to be called Latin America in the first century after the arrival of Columbus. It examines such facets as the underlying religious and political legitimation of the Iberian conquests, indigenous responses, and the issue of “othering” and mutual perceptions. It also scrutinizes material and institutional factors such as Spanish imperial and Indian policy, forms of surplus extraction established by the Spanish, and political arrangements embracing native peoples and Europeans. (Credit, full course.) McEvoy

**126. Into the Heart of Darkness: Imperialism in the 19th and 20th Centuries**

This class investigates the controversial history of European empires since 1800 to understand how imperialism has shaped the modern world. It explores the motivations behind the creation of European empires, the technologies and tactics that made the acquisition of colonies possible, and the economic, cultural, and social effects of imperialism on the colonized and the colonizer. The course also considers how and why European hegemony collapsed during the age of decolonization and the impact of the rise of the United States on imperialism. (Credit, full course.) Roberts

**127. Atlantic Britons, 1500-1850**

This course examines the period after 1500 when the people of the British Isles began to explore the world beyond their shores, to encounter unfamiliar cultures and peoples, and to exploit resources and peoples in Africa and the Americas. It considers the understandings and agendas the British brought to these encounters and how interactions with distant lands and peoples altered the way the British saw themselves and their own culture before and after the political crisis of 1776 that ruptured the empire they created. (Credit, full course.) Mitchell

**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

**204. Wealth in America from the Colonial Period to the Present (also American Studies)**

A history of being poor in America focusing on the conjoined categories of “wealth” and “poverty” in the lives of impoverished people, and of private and public actions and policies affecting them from the colonial period through the early twenty-first century. Students consider how poor and non-poor Americans have understood what it means to be poor and wealthy, what causes poverty and affluence, and what remedies the former and enables the latter. For the period after 1870, the course incorporates the enlargement of Americans’ vision to encompass global conditions of wealth and poverty. (Credit, full course.) Register

**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. Russia: Autocracy, Orthodoxy, Serfdom, Revolution**

This course examines Russian history from the creation of the first state to the reign of the last tsar. Topics include the political and cultural importance of cities: Kiev and the Christianization of Russia, Moscow and the growing brutality of the autocratic system, and St. Petersburg and the process of westernization. Additional themes include the role of the Russian Orthodox Church, Mongol invasion, the development of autocracy, civil war and foreign invasion, the Romanov dynasty, the institution of serfdom, and the importance of strong personalities in Russian history. (Credit, full course.) Goldberg

**208. Russia: Revolution and Repression, War and Cold War, Collapse and Renewal**

This course examines the history of Russia in the twentieth century, from the reign of the last tsar through the reign of the current president. The class explores Russia’s movement from reaction to revolution, with emphasis on the roles played by Lenin, Trotsky, Stalin, and others. The course looks at the impact of World War II and examines the goals of Soviet leaders in the Cold War period. After discussing the post-Stalin era under Khrushchev and Brezhnev,

the class investigates the reasons for the collapse of the Soviet Union in the Gorbachev period and finishes with a discussion of the current situation in Russia under both Yeltsin and Putin. (Credit, full course.) Goldberg

### **209. Early Modern Europe**

A survey of European history from 1400 to 1750. Topics include rural and urban communities, the Renaissance, humanism, education and literacy, women and gender, the Protestant and Counter Reformations, confessional violence, absolutism, witch-hunts, poverty and deviance, colonialism, science and empire, nationalism, religious pluralism and Enlightenment. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Whitmer

### **210. Early Modern Cities**

A survey of urban life in the early modern world between 1400 and 1750. This course examines the dynamic contours of early modern cities in a variety of cultural contexts, considering how the period's emerging networks of exchange, as well as colonial ambitions, generated new links between decidedly urban spaces across the globe. How did residents experience and use the space of the city to regulate relationships among members of disparate social and cultural groups? Students also assess the status of early modern cities as key sites for the transfer and production of knowledge. The course ends with an introduction to cosmopolitanism in the eighteenth century. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Whitmer

### **211. China: Inside the Great Wall**

This course examines major trends in the development of Chinese civilization from prehistory to the middle of the seventeenth century. To a large extent, Chinese civilization is understood as comprising much of East Asia including Korea, Japan, and Vietnam. At the same time, attention is given to ways in which China modified the foundations of its own civilization over the centuries to create a distinctive and evolving cultural matrix. Along with political and military developments, this course examines the abiding elements of Chinese culture including art, technology, and the philosophical approaches to the world advanced by Confucianism, Daoism, Legalism, and Buddhism. Finally the class discusses the inevitable clash between Chinese and European civilizations, each viewing itself superior to the other. (Credit, full course.) Goldberg

### **212. China: Manchus to Massacre, Dynasty to Dictatorship**

This course examines major trends in Chinese history from the origins of the Manchu Dynasty in the mid-17th century to the present. After discussing the three great Manchu emperors, the course introduces the arrival of the Europeans and the ensuing challenge to Chinese dominance. The resulting clash would lead to the Opium Wars, the Taiping Rebellion, the Boxer Rebellion, and finally the collapse of the dynasty. In the 20th century, China's struggle to create a new political system resulted in chaos, civil war, and the victory of the communist forces. In addition, this course examines the rise of Japan as Asia's major power from the end of the 19th century onward. The class explores Japan's success in resisting the west through the adoption of western techniques, including militarization, leading to subsequent wars with China, Russia, and the United States. The semester concludes with in-depth discussions of the postwar period in Japan and the communist period in China. (Credit, full course.) Goldberg

### **213. Early Modern Courts (also Women's and Gender Studies)**

A survey of courtly life in Europe between 1450 and 1750. The course considers the role of the courtier, the ways in which art, drama, and ritual promoted the power of the monarch, the

mechanics and implications of patronage, changing notions of monarchical authority, and the relation between courtly culture and civility. Special attention is paid to Spanish and English courtly culture in the sixteenth century and French courtly culture in the seventeenth century. (Credit, full course.) Staff

**215. Southern African History**

This course encompasses both the established history of the southern African region c.1500–2004 and recent historiographical developments. As a result of this dual focus, the course highlights the production of southern African history, considering how, for whom, and why that history has been written. Topics include: the environment in history; the creation and interactions of racial groups; the mineral revolution and capitalist development; white domination, segregation, and apartheid; and political and popular resistance to these oppressive racial regimes. The course ends with the transition to majority rule, the role of the Truth and Reconciliation Commission, and the democratic future of South Africa. (Credit, full course.) Levine

**216. History of Japan (also Asian Studies)**

A survey of the history of Japan from earliest times to the present. Topics include early Chinese influence, Buddhism, the rise of feudalism, unification in the 15th century, the era of isolation, the intrusion of the west, the Meiji Restoration, the rise of Japan as a military power and World War II, and postwar recovery. (Credit, full course.) Goldberg

**217. Renaissance and Reformation**

The history of Europe during the fourteenth, fifteenth, and sixteenth centuries with an emphasis on the Renaissance in Italy and in northern Europe, Christian humanism, the Protestant and Catholic Reformations and the beginning of the era of the religious wars. Not open for credit to a student who has successfully completed either Hist 305 or Hist 306. (Credit, full course.) Whitmer

**218. The Age of Enlightenment**

An examination of the political, social and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. The course includes the extension of European power and influence in the other parts of the world. Attention is also given to the ideas and events of the period in relation to the Revolutionary Era that followed. Not open for credit to a student who has successfully completed Hist 345. (Credit, full course.) Whitmer

**219. History of Africa to 1880**

A historical introduction to the African continent from human origins until the imposition of European colonial control. Topics addressed include environmental constraints, relations between elites and peasants, the rise of states and empires, the emergence of diverse religious systems, artistic production, slavery and the slave trades, and the interchange between Africa and other parts of the world. (Credit, full course.) Levine

**220. History of Africa since 1880**

Analysis of the forces such as colonialism and economic development that have shaped the history of modern Africa. The focus of the course is on the diversity of African economic, political, cultural, and religious systems; the critical role of the African landscape in shaping social change; the high degree of interaction between Africa and the rest of the world; the creation of enduring stereotypes of Africans; the ambivalent legacy of independence movements; and recent developments including popular culture, epidemics, and mass migration. (Credit, full course.) Levine

**223. Latin American History to 1825**

A study of the mixture of Indian and Spanish civilizations. Concentration on sixteenth-century culture of Aztecs and Incas, the evolution of Spanish colonial empire, the historical background to strongman government, the art and architecture of the colonies, and the Independence Period 1810-25. (Credit, full course.) McEvoy

**224. Latin American History after 1826**

A study of nation building and strongman government in the nineteenth century, the Mexican Revolution 1910-20, Argentina under Peron, and twentieth-century Brazil. Special emphasis on the roles of women and blacks. (Credit, full course.) McEvoy

**225. Empire in the New World: Incas and Aztecs**

This course offers a comparative perspective on the processes that led to the emergence of the Incas and the Aztecs. The course focuses on primary sources and texts from a variety of experts and scholars concerned with issues of state-building, self-sustained economy, warfare, aesthetics, rituals, religion, and culture. (Credit, full course.) McEvoy

**226. Politics and Society in Contemporary America**

This course surveys the history of the United States since World War II. It focuses on the nation's emergence as an international superpower and the domestic political and social upheavals that accompanied this development. (Credit, full course.) Register

**227, 228. Intellectual and Cultural History of the United States**

Explores selected problems in the development of American ideas and social structures, 1789-1980. The first semester (1789 to 1877) examines the conflicts and tensions associated with the emergence of a democratic, capitalist society. The second semester (1877 to present) extends the questions posed during the first semester by focusing on development of industrial and consumer capitalism in the twentieth century. The course as a whole emphasizes the analysis and discussion of primary texts and pays close attention to issues of race, gender, and class. (Credit, full course.) Register, Roberson

**229. The Many Faces of Sewanee (also American Studies)**

This seminar is designed to introduce sophomores to the facts and conceptual processes of history by using Sewanee and its immediate surroundings as a case study. Students employ historical methods within a variety of interdisciplinary contexts drawing on insights from archaeology, geology, literary analysis, and sociology, as well as social, political, military, and intellectual history to comprehend both what has happened here and how it is variously understood. (Credit, full course.) Willis

**231. African American History to 1865**

A survey of the history of African Americans from their arrival in the English colonies to the end of the Civil War. African Americans' struggle with slavery and oppression provide the central theme, but the course addresses the various political, economic, social, and cultural conditions which contributed to the development of a unique African American community. Particular attention is given to the development of such institutions within this community as family, religion, and education. (Credit, full course.) Roberson

**232. African American History Since 1865**

A survey of the major topics and issues in African American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course also explores some of the historiographical themes that have catalyzed current scholarship and analyzes diverse theories about the black experience in America. (Credit, full course.) Roberson

**237. Women in U.S. History, 1600-1870**

A survey of the history of American women which considers how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience. (Credit, full course.) Berebitsky

**238. Women in U.S. History, 1870 to the Present**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration is given to the movements for women's rights. (Credit, full course.) Berebitsky

**241. Global Women's Movements Since 1840 (also Women's and Gender Studies)**

An exploration of nineteenth- and twentieth-century women's movements around the world. This global history provides the foundation of women's widespread involvement today in such transnational movements as environmentalism and the defense of human rights. (Credit, full course.) Staff

**270. European Women in War, Revolution, and Terrorism (also Women's and Gender Studies)**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

**272. France Since 1815**

Although modern France is a product of the same tumultuous nineteenth- and twentieth-century developments experienced by the rest of Europe, the French reacted to the processes of industrialization, urbanization, and the democratization of politics, and the two world wars in their own fashion. This course considers in detail how France became "modern" and what the effects of this process were on different groups of individuals in French society. Readings center on primary documents. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

**283. Environmental History (also Environmental Studies)**

An introduction to the field of environmental history, which asks how the natural world has shaped the course of human civilization, and how humans, in turn, have shaped the natural world, over time. (Credit, full course.) Levine, Willis

**296. History of the Middle East I (also International and Global Studies)**

This first offering in a two-course sequence introduces students to the history of the Middle East. Surveying the region's history prior to the eighteenth century, it considers the emergence of the world's earliest civilizations; the rise of Judaism, Christianity, and Islam, and the spread of Arab, Turkish, and Persian Empires. Emphasis is placed on the Middle East's place in global trade networks and imperial conflicts. This course has the attribute of International and Global Studies. (Credit, full course.) Roberts

**297. History of the Middle East II (also International and Global Studies)**

This second offering in a two-course sequence addresses the modern Middle East, and emphasizes the region's place in global politics and the world economy. Among the topics considered are European imperialism and local responses, nineteenth-century reform movements, the rise of the nation-state, the impact of Arab nationalism, the Arab-Israeli conflict, Islamic political movements, gender relations in the region, the importance of oil, the Iraq conflict, terrorism and the peace process. This course has the attribute of International and Global Studies. (Credit, full course.) Roberts

**298. History of Islam**

Should we speak of Islam as a single tradition? What is Islam's relation to other religious faiths? How has Islam shaped — and been shaped by — local traditions? What is the relation between Islam and politics? This class looks at Islam and Muslim societies from the emergence of the prophetic faith until the present day. Students are introduced to the diversity of interpretations of the Prophet Muhammad's message and to Islamic practice in a variety of geographical and historical contexts, to understand how Islam has influenced and continues to influence world history. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Roberts

**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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Ridyard

**302. Ancient Rome**

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. Prerequisite: One history course with attribute G4, including AP or IB credit. (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 politi-



cal 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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Ridyard

### 304. Medieval Europe

Selected topics in the history of western Europe during the Middle Ages for the period c. 1000 to c. 1450. Emphasis on reading, papers, discussion. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Ridyard

### 305. Medieval Women — In Their Own Words (also Women's and Gender Studies, Medieval Studies)

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material. (Credit, full course.) Ridyard

### 307. Revolutions and Revolutionaries in the Middle East

The “Arab Spring,” the Green Movement in Iran, and the Gezi revolt in Turkey have focused attention on revolution and “people power” in contemporary analyses of the Middle East. But revolution is not a new phenomenon in the region. Analyzing anti-colonial, constitutional, nationalist, socialist, and Islamic revolutions from the late nineteenth century until today, this class investigates how revolutionary uprisings have shaped the Middle East. Pushing beyond the notion that revolutions are primarily ideological conflicts, the class considers how people take to the streets for economic and social justice, greater political representation, and in defense of nationalist, sectarian, and local interests. Prerequisite: fulfillment of one G4 requirement. (Credit, full course.) Roberts

### 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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

### 309. Politics and Society in Europe 1815-1914

A study of the foreign and domestic policies of the principal states, problems arising from the Industrial Revolution, liberal democracy, nationalism, and socialism, and the origins of World War I. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Staff

### 310. Modern Iraq and the U.S.-Iraq Conflict (also International and Global Studies)

This seminar offers students an in-depth look at the modern history of Iraq and the current U.S.-Iraq conflict. Using a blend of primary and secondary sources, the class looks at the impact of Western influence and regional trends such as Arab nationalism, Ba'athism, and Islamism on the modern development of Iraq. Reasons for the current conflict are also explored from a number of political and nationalist perspectives to foster understanding of the U.S. invasion

of 2003 and of Western foreign policy in the post-9/11 world. This course has the attribute of International and Global Studies. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Roberts

### **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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Staff

### **312. 18th-Century England**

A seminar in eighteenth-century English studies with emphasis on social and cultural development. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Perry

### **313. Family, Gender, and Sexuality in Early Modern Europe (also Women's and Gender 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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Staff

### **315. Saints, Witches, and Heretics in Early Modern Europe (also Women's and Gender Studies)**

A seminar on how the concepts of sainthood, witchcraft, and heresy changed and developed in the period of the Protestant and Catholic Reformations. The course explores the Catholic definition of heresy, responses to individual heretics (including Martin Luther), and the spirituality of Counter Reformation saints. It considers the Protestant attack on the cult of the saints, the reasons why the witch hunt was particularly extreme in countries that embraced Protestantism, and how examples of "true" and "false" religion helped to shape Protestant and Catholic identities. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Staff

### **316. The African American Church in Slavery and Freedom**

This seminar course examines the presence of the African American church in the lives of African Americans and in the history of the United States. From its creation as an "invisible institution" during slavery to its dynamic existence during the era of black emancipation to its crucial presence during the Civil Rights Movement and beyond, the black church has been a vital force in framing the contours of African American culture and shaping religious life in America. This course explores how the church has functioned as a formative social and political institution within a racially fractured but continually changing civic landscape. This course has the attribute of American Studies. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Roberson

### 317. African American Intellectual History

This course examines the development of African American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles 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. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Roberson

### 318. African American Women and Religion (also Women's and Gender Studies)

This class examines African American Women's participation and critical role in religious life in America. It explores black women's place in the formation of revival culture, the creation of religious ritual, and the institutional establishment of the black churches. Further, it investigates black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course addresses the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it explores the myriad ways African American women contested and critiqued their place in the church and the community, while simultaneously supporting and furthering black churches and promoting the health of religious life. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Roberson

### 319. The Arab-Israeli Conflict (also International and Global Studies)

The Arab-Israeli conflict has long dominated the politics of the Middle East and been seen as central to U.S. foreign policy in the region. This seminar considers the history of this conflict and the politicized historiographical debates that accompany it. Topics addressed include Zionism, Palestinian and Arab nationalism, the birth of the Arab refugee crisis, the effects of the 1967 and 1973 wars on the region, the use of terrorism, the two *intifadas*, and the Oslo peace process. Primary texts, secondary sources, and scholarly articles from a variety of perspectives are used to investigate how people within and outside the region debate and fight over these issues. This course has the attribute of International and Global Studies. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Roberts

### 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. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Perry

### 321. English Identities

Addressing questions arising from contemporary debates over issues such as national character and historical memory, this seminar examines the lives of some English men and women; how individuals, identities have been shaped by wider social, cultural, religious, and political circumstance; and also how these same identities have been partly self-constructed. Course readings include biographies, autobiographies, and diaries from the medieval period to the late 20th century. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Willis

**324. Colonial and Imperial Warfare in North America and Southern Africa (also American Studies)**

This seminar compares the warfare that accompanied colonial encounters in North America and southern Africa, from the first European contact through the early twentieth century. It focuses on wars fought in response to resistance by native peoples, and on the use of native allies in warfare between imperial foes as windows into the processes of acculturation, resistance, dispossession, and representation that characterized the colonial encounter as a whole. Texts range from traditional military history to religious, cultural, environmental, and comparative approaches to the topic. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Levine

**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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Willis

**330. History of Southern Appalachia (also American Studies, Environmental Studies)**

An examination of the events, people, movements, and themes of the region's past, from earliest known human habitation to the present. The course explores contrasting ways of life expressed by native and European peoples; implications of incorporating the area into the United States; the agricultural, industrial, and transportation revolutions of the nineteenth century; popular culture within and about Appalachia; contemporary issues of regional development and preservation; and ways the unique environment of these mountains has shaped and frustrated notions of regional identity. Prerequisite: fulfillment of one G4 requirement. (Credit, full course.) Willis

**331. Modern Cities: Capital, Colonial, Global**

An exploration of the modern urban experience in Europe, Asia, Africa, and the Americas and a consideration of the social, cultural, and political transformations of world cities, including London and Paris, Cape Town and Algiers, Hong Kong and Shanghai, New York and Los Angeles, in the nineteenth and twentieth centuries. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) McEvoy

**332. Twentieth-Century American Culture (also American Studies)**

An examination of major issues and topics in the cultural history of the U.S. from the 1893 Columbian International Exposition to the implosion of the internet dot.com bonanza in 2000. To dissect and analyze the discourses of race, gender, class, and sexuality in American life, the class concentrates on texts and images from the periods under examination, with special attention to the production and consumption of popular culture. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Register

**333. Topics in American History**

A seminar dealing with important political, social, and intellectual movements in American history. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Staff

**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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Register

**336. Hours of Crisis in U.S. History (also American Studies)**

This course examines several key moments of crisis in American political, military, and cultural history from the Second Continental Congress's decision to declare independence in 1776 to the wars with Iraq in 1991 and 2003. The class explores the events that created the context for essential public actions, the historical factors that led to the decisions, and how succeeding generations came to view those decisions and, in some cases, to use them as precedents in thinking about contemporary problems. (Credit, full course.) Meacham

**335. Monsters, Marvels, and Museums**

This course introduces students to the history of a particular kind of early modern museum: the curiosity cabinet or Wunderkammer. These striking collections of curious objects, marvels, and "monsters" had become key research and educational venues in many European cities by 1500. They generated discussion about the relation between local and global knowledge, between the natural and artificial, the extent and causes of biodiversity, and much more. The course explores the history and politics of these collections while recognizing their role as nodes in global circuits of information transfer and exchange. Also considered is the Wunderkammer's impact on the development of museums of art, science and technology, natural history, and anthropology. Prerequisite: a 100- or 200-level course in Hist or Humn 204. (Credit, full course.) Whitmer

**337. Nature, Magic, and Machines**

Currently scholars from across the globe are rewriting the history of what is often called the "Scientific Revolution," with some questioning whether such a revolution ever occurred. Did

it? If so, why and how did it take place? This course explores watershed changes in the tools and strategies used to produce and circulate new knowledge in the early modern world. It thereby pursues a global, interdisciplinary approach to study of the scientific revolution. While focusing on the contributions of famous figures such as Galileo and Descartes, the course also takes account of lesser-known personalities and of diverse instruments, practices and social networks that contributed to the rise of modern science. Topics addressed include natural history, botany, taxonomy, medicine, alchemy, experimental philosophy, colonial science, indigenous knowledge, and the transfer of knowledge. Prerequisite: One G4 course or Humn 104. Not open for credit to students who have earned credit for Hist 392. (Credit, full course.) Whitmer

### **339. The Making of Modern America, 1877-1920 (also American Studies)**

A seminar on the cultural history of the United States from the end of Reconstruction to the end of World War I, with emphasis on the problems of analyzing changes in politics, religion, labor and industrial production, retailing, amusement, and consumption. Underlying the class is special attention to transformations of gender relations and identities at the turn of the century. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Register

### **342. Topics in British History**

Studies of important political, social, and intellectual movements in British History. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, half to full course.) Staff

### **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. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Staff

### 353. The Nazi Period (also German 356)

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course is taught in English and does not fulfill the language requirement. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Zachau

### 354. Renaissance Humanism

An examination of the intellectual movement that first emerged in Italy in the fourteenth century and that played a central role in the European Renaissance. Topics include the rediscovery of the antique, civic humanism, Christian humanism, neoplatonism, and the impact of humanism on art, politics, science, and gender relations. Readings consist of original source material and include writings of Petrarch, Valla, Ficino, Machiavelli, Erasmus, More, and Montaigne. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) McEvoy

### 359. United States and Latin America Since 1898

This seminar deals with the historical interaction of Latin America with the United States from 1898 to the present. Specific topics examined include U.S. views of Latin America, imperialism, economic nationalism, the Cuban Revolution, guerrilla warfare, the Chilean and Nicaraguan cases, and the drug problem. The course discusses the goals, perceptions, and actions of the United States and various Latin American governments during this period. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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 Bolivar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin-American culture. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Cepeda / Chico

**370. Ritual and Worship in the Long English Reformation**

This seminar examines the role of ritual and worship in the religious and cultural history of England, ca.1530 to ca.1700. It begins with a look at the religious culture of pre-reformation England, then addresses the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural context in which they occurred. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Turrell

**371. Tudor England: 1485-1603**

A study of the reigns of the Tudor monarchs with special attention to innovations in government; the humanist tradition; the English Reformation; and the influence of these factors on the political, religious, social, and cultural developments of the time. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Turrell

**372. Stuart England: 1603-1714**

A study of the reigns of the Stuart monarchs and the mid-seventeenth century interregnum with special attention to the origins of the English Civil War and its impact on English ideas and institutions through the reign of Queen Anne. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Turrell

**373. English Puritanism, 1558-1700**

This seminar examines English Puritanism as a religious, cultural, and sometimes political movement from the Elizabethan settlement until the end of the 17th century. Topics covered include puritan piety, puritan social life, conflict over church rituals, and puritans’ use of the media in their day, and the role of the puritans in the coming of the English civil wars. Students also look briefly at New England and Scotland as attempts to create a puritan paradise. Prerequisite: One history course with attribute G4, including AP or IB credit. (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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Turrell

### 378. Sexuality and the Self in Modern Europe

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Mansker

### 379. Honor, Shame, and Violence in Modern Europe (also Women's and Gender Studies)

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

### 380. Crimes and Scandals in the Historical Imagination, 18th-20th Centuries (also Women's and Gender 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. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

### 381. Travel Cultures, Global Encounters, 1800-1950

In recent centuries overseas explorations and investigations, journeys and migrations, and “exotic” advertising and tourism have defined the very nature of modernity. This course investigates the cultural frameworks of travel — the purposes, the interpretation of encounters, the interaction with peoples and landscapes — from 1800 to 1950. Through reading recent works of scholarship on imperial cultures and research in primary sources for European and American global exploration and travel, students learn how to analyze the discourses and practices that give meaning to experience. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) McEvoy

### 382. Science, Segregation, and Popular Culture in 20th-Century South Africa

This seminar explores the rise and significance of three crucial and interrelated phenomena in 20th-century South Africa. It examines the relationship between developments in science and the institutionalization of segregation, culminating in the ideology and practices of apartheid. The course further explores how popular culture both mirrored and shaped these changes in

scientific understandings and political realities. By bringing together the histories of science, segregation, and popular culture, the seminar analyses the formation of the uniquely South African cultural racism that sustained apartheid state and society. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Levine

**385. Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam**

This seminar examines the introduction and dramatic expansion of Christianity and Islam throughout Africa from the pre-colonial era to the current day. Looking at both sides of the cultural interchange, the course pays attention to themes of indigenous religion, translation, resistance, syncretism, and the colonial invention of religion. While the seminar focuses on secondary sources and historiography, primary sources are also considered. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Levine

**386. African Environmental History**

A survey of African environmental and agrarian history, focusing on the historical interrelationship between Africans and their environment. Topics include colonial misconceptions of Africans and their environment; key environmental factors in the development of African societies and the slave trade; agrarian history with its focus on agricultural production; colonial-era developments leading to food insecurity; the failure of large-scale “development” and modernization projects and ideologies; the creation of nature reserves; the denial of African hunting traditions, and the promotion of the “great white hunter” and safari culture. This seminar class emphasizes historiography, primary sources, and discussion. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Levine

**387. Slavery and the Slave Trade in Africa**

This seminar investigates intertwined phenomena of great importance to African history, from the pre-colonial era to the early twentieth century. The course examines the various forms of unfree labor in Africa through the lens of comparative slavery studies and then explores Africa’s key slave trades: the Saharan, East Indian, and Trans-Atlantic. The course focuses on the internal African dynamics that shaped labor recruitment and participation in the slave trade, stressing African agency in the face of dynamic historical circumstances. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Levine

**388. The United States and Vietnam since 1945**

The focus of this course is the history of Vietnam since World War II, French colonialism, the development of the independence movement, the origins of U.S. involvement, and the escalation of the conflict in the 1960s. Vietnamese goals, American foreign policy, the anti-war movement, and the presidencies of Kennedy, Johnson, and Nixon are topics of special interest. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Goldberg

**389. European Cultural and Intellectual History, 1750-1890**

From 1750 to 1890, European men and women experienced a startling new world of political, socioeconomic, and technological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopian visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of

modernization. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

### 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. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Willis

### 394. Reconstructing the South

This seminar investigates a variety of post-bellum transitions in the United States South, as the defeated slaveholding society reluctantly conceded to less restrictive forms of labor and limited civil equality. Unlike traditional treatments of the era—which focus on politics and end with conservative overthrow of Republican rule—this course also considers changing modes of economic and social life, and concludes with the establishment of the Solid South in 1902. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Willis

### 397. The Origins and Conduct of World War II

A study of the causes, events, and results of World War II. Topics discussed include: the legacy of World War I, rise of totalitarianism, diplomacy of the 1930s, battles and strategies of the war, the Holocaust, and origins of the Cold War. Prerequisite: One history course with attribute G4, including AP or IB credit or permission of instructor. (Credit, full course.) Goldberg

### 400. Vietnam, Cambodia, and Thailand

This course focuses on Southeast Asia. Students investigate each country's unique history and traditions. For Vietnam and Cambodia, they examine the legacy of foreign intervention, including the impact of Chinese control, French colonialism, and American involvement. For Thailand they look at the traditions of monarchy and the attempts to maintain independence while surrounded by colonialism. In all cases the course connects history and culture in order to provide a context for understanding the development of traditional theatre. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Goldberg

### 401. Contemporary Chile, 1970–2011

This course examines the trajectory of Chilean history, politics, and culture over the past half-century. Starting with the presidency of Salvador Allende (1970–1973) and its historical foundations, students analyze the legacies of the Pinochet dictatorship (1973–1990) and the problems of Chile's transition to democracy (1990–present). Includes in-depth consideration of the political, social, economic, and cultural issues involved in Chile's present debates, among them the access to free education. Cultural activities and guest lectures by prominent Chilean scholars and activists are combined with field trips to historical sites in and around Santiago. Conducted as a three-week summer course. No prerequisites and no Spanish language experience required. (Credit, half course.) McEvoy

#### 402. History of Imperial China

This course focuses on ancient and traditional China. Students discuss the rise of the dynastic system, unification under the First Emperor (including building of the Great Wall and the tomb of the Emperor), the development of the philosophies and religions of China (Confucianism, Taoism, Buddhism), and historical events under the Han, T'ang, Sung, Mongol, Ming and Manchu dynasties. This historical survey provides the basis for our understanding of the development of Chinese culture. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Goldberg

#### 405. Directed Films and Readings for World War II Sites in England, France, Germany

This half course is designed to prepare students for the summer course program called "From D-Day to Berlin: World War II Sites in England, France and Germany." Films may include *The Battle of Britain*, *The Longest Day*, *Conspiracy*, and *Downfall*, among others. Assignments also include short readings on the war. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, half course.) Goldberg

#### 406. From D-Day to Berlin: World War II Sites in England, France, Germany

This course focuses on World War II in England, France, and Germany. Lectures and discussions on specific topics are enhanced by visiting sites related to the progression of the war and its impact on soldiers and civilians. Starting in London with the Imperial War Museum and War Cabinet Rooms, the program moves to Portsmouth and then crosses the Channel into Normandy. In northern France the emphasis is on D-Day, followed by a visit to Paris and discussions of the occupation and liberation. The program travels east and finishes in Germany with visits to Nazi party locations in Munich, Dachau Concentration Camp, Nuremberg, and the capital city of Berlin. Conducted as a three-week summer course. Prerequisite: Permission of instructor. (Credit, full course.) Goldberg

#### 420. The History of International Development

This seminar examines the history of economic development and efforts to address poverty and disease in the "underdeveloped" world, or global south, with a particular focus on Africa, from the early nineteenth century to the present day. Topics include humanitarianism, the civilizing mission, modernization, dependency theory, foreign aid, globalization, and social investing. Prerequisite: one history course at the 200-level or above. (Credit, full course.) Levine

#### 430. Political Islam

Offering a broad view of Islam in contemporary politics, this course investigates the politicization of Islam and the "Islamization" of politics by Islamist groups (such as al-Qaeda and Hamas), governments (such as Saudi Arabia and Pakistan), and non-state actors in the Muslim world. The class aims to demystify the so-called "Islamic turn" by considering how Islamic politics are shaped by wider debates about modern Islam, by Western actions in the regions, and by the emergence of powerful new technologies of propaganda and recruitment. (Credit, full course.) Roberts

#### 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

#### **452. Senior Research and Writing Seminar**

History majors engage in primary and secondary research on a topic of interest, culminating in a significant analytical paper. The semester concludes with an oral presentation of each student's research required of all senior majors. Prerequisite: Hist 352. (Credit, full course.) Staff

#### **470. Ways of Seeing and Knowing in the Early Modern World**

This course explores new ways of studying knowledge production and circulation in Europe and the Atlantic world, circa 1400 to 1800. A key strategy involves attending to the period's material culture and "reading" objects — models, microscopes, maps — as primary sources. Other topics include the uses of paper tools such as note-taking, bio-prospecting, cultures of collecting, and the curiosity cabinet. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Whitmer

#### **472. Marriage and Imagined Families in the Modern World (also Women's and Gender Studies)**

Applying Benedict Anderson's concept of "imagined communities" to historical understandings of family life and marriage, this seminar investigates the multiple ways in which modern Europeans have imagined family relationships, spaces, and rituals of marriage. The course examines the cultural creation and reworking of the nuclear family by a diverse range of historical actors within an increasingly global context. How did individuals invent shared pasts that legitimized non-traditional concepts of marriage and the family? Topics include Victorian, socialist and fascist families, the modification of marriage, and challenges to family structures posed by person of alternate sexual, immigrant, and gendered identities. Prerequisite: One history course with attribute G4, including AP or IB credit. (Credit, full course.) Mansker

#### **480. Reformation to Revolution: Religion and Politics in Early Modern England**

This seminar examines political and religious change in England in the tumultuous sixteenth and seventeenth centuries, a period marked by religious schism, two revolutions, and a failed experiment in republican government. Topics include reformations of church and government, patterns of rebellion and political instability, puritan culture, and the shaping of domestic life. (Credit, full course.) Turrell

#### **493. The Civil War and American Historical Memory (also American Studies)**

This seminar examines, through a variety of texts, the impact of the Civil War on American historical memory. The goal is to awaken in students' minds the enduring importance of historical events and to suggest ways in which time, distance, and context affect how those events are understood. The seminar, then, is an historiographical excursion which treats a wide range of materials as meaningful historical documents. (Credit, full course.) McCardell

# Humanities

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

Associate Professor Skomp, Russian, Chair

Professor Raulston, Spanish

Professor Engel, English

Professor McDonough, Classical Languages

Professor Malone, English

Professor Papillon, Classical Languages

Associate Professor Rung, French

Associate Professor Thurman, Religion

Assistant Professor Thompson, Art History and Film Studies

Assistant Professor McCarter, Classical Languages

Assistant Professor Macdonald, English

Visiting Assistant Professor Huber, Classical Languages

Visiting Assistant Professor Moser, Philosophy

Visiting Assistant Professor MacLaren, Art History and University Art Gallery Director

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

**To Fulfill Core Requirements** (for all students in the Class of 2017 and subsequent years): Those who complete Humanities 103 receive credit for one Learning Objective 1 course and one Learning Objective 3 course. Those who complete Humanities 104 receive credit for one Learning Objective 2 course and one Learning Objective 3 course as well as a Foundational Writing Intensive course. It is expected that students who complete Humanities 203 (a new course to be offered first in fall 2014) will receive credit for one Learning Objective 1 course and one Learning Objective 4 course.

**The Interdisciplinary Humanities Program** (older model) is a sequence of four chronologically arranged 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.

**To Fulfill Core Requirements** (applies only to the Class of 2016 and earlier): Those who complete the entire humanities sequence receive credit for four core college course requirements: philosophy/religion, History 100, art/music, and English 101, and satisfy one of the two courses requirement for writing-intensive courses. Students who complete only two humanities courses receive one writing-intensive course credit.

**For all students:** Those who complete the entire humanities sequence 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. 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.

## COURSES

### **103. Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Ancient World**

This interdisciplinary course explores significant issues in Greco-Roman culture as well as the religious traditions of the Near East. It provides a critical introduction to cultural contexts and ideological tensions that have contributed to the construction of Western identities and civilizations. Through examination of selected textual and intellectual echoes over time, the course considers the changing reception and impact of controversies and debates that have not only shaped ideas of “the West” but continue to challenge and perplex human beings. (Credit, full course.) Staff

### **104. Experience, Expression, and Exchange in Western Culture: Texts and Contexts of the Medieval to Early Modern Worlds**

This interdisciplinary study emphasizes critical engagement with the idea of “the West” through an examination of the cultural practices, institutions, influences, and legacies of the medieval and early modern worlds. Pilgrimage, the Crusades, encounters with the “New World,” the Reformation, the Renaissance, the development of vernacular literatures, and changes in visual culture, artifacts, and the built environment are among the significant focal points of the course. No prerequisite, though prior study in Humn 103 strongly recommended. Foundational Writing-Intensive. (Credit, full course.) Staff

### **203. Experience, Expression, and Exchange: Manifestos, Movements, and Terrorism**

What prompts the composition of manifestos — and what consequences have ensued? What are the underlying purposes of terrorism, and how have acts of terror been defined and even justified? This interdisciplinary course explores intellectual and social movements in cultural context from the early modern period to the present day with attention to the writings (especially manifestos) and outcomes (including terror) they have produced. Using the French Revolution, humanism and technologism, imperialism, and the artistic movements of the early twentieth century as some central focal points, the course examines competing visions of progress and resistance to it. (Credit, full course.) Staff

### **204. Experience, Expression, and Exchange: Utopias and Dystopias**

This course explores how utopian, dystopian, and post-apocalyptic discourse imaginatively engages — and has engaged — cultural and historical challenges. Using approaches related to history, philosophy, literature, political theory, and the visual arts — especially film — this class seeks to ground utopian and dystopian speculation in the historical and cultural circumstances engendering it. Possible texts include works by Rousseau, More, Plato, Schopenhauer, Nietzsche, Marx, Leibniz, Voltaire, Huxley, Orwell, Zamyatin, McCarthy, Burgess, Atwood, Ishiguro, Lovecraft, Fritz Lang, and Ridley Scott. (Credit, full course.) Staff



# International and Global Studies

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

Associate Professor Murdock, Anthropology, Program Chair

**Program Committee:**

- Professor Mohiuddin, Economics
- Professor Sánchez Imizcoz, Spanish
- Professor Wilson, Politics
- Professor Zachau, German
- Associate Professor Levine, History
- Associate Professor Rung, French
- Associate Professor Sandlin, Spanish
- Assistant Professor Dragojevic, Politics
- Assistant Professor Roberts, History
- Visiting Associate Professor and Director of Mellon Globalization Forum Beinek
- Visiting Instructor King
- Post-doctoral Fellow Nimis
- Post-doctoral Fellow Wairungu

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

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

## CORE REQUIREMENTS

The minimal degree requirements for students majoring in IGS consist of 10 full courses and a comprehensive examination to be taken in the senior year. Of the 10 courses taken for the major, two courses are required: an introductory course (InGS 200) to be taken in the sophomore year, and a senior capstone seminar (InGS 400) to be taken in the fall of the senior year. The remaining courses are eight distributed electives, one of which will likely be taken in a foreign language. If one of the eight distributed electives is not taken in a foreign language, then one

additional language course (for a total of 11 courses) must be taken to complete the major (see below for more on the language requirement). Lastly, no more than four of the eight elective courses may be taken from any one department.

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

- **Geographic Sub-categories:**
  - Africa
  - Asia
  - Europe
  - Latin America and the Caribbean
  - The Middle East
  - Russia and Eurasia
- **Thematic Sub-categories:**
  - Global Capitalism
  - Global Culture and Society
  - Global Politics

Students take eight elective courses, four of which must be thematic, and four of which must be geographic. Four courses must be in a single sub-category, and the remaining four can be taken in a single sub-category, or split evenly (2/2) between two other sub-categories. Students may not take fewer than two courses in any sub-category, and may not take more than four courses in any sub-category. The chart below illustrates the range of three options available to students:

Options	Thematic Sub-category	Geographic Sub-category
Option 1	4	4
Option 2	2/2	4
Option 3	4	2/2

- **Option 1:** Four courses in a single thematic sub-category and four courses in a single geographic sub-category (such as Global Capitalism and Asia).
- **Option 2:** Four courses in a single thematic sub-category (such as Global Culture and Society), and four more courses split between two geographic sub-categories (such as Latin America and the Caribbean, and Europe).
- **Option 3:** Four courses split between two thematic sub-categories (such as Global Culture and Society and Global Politics), and four courses in a single geographic sub-category (such as Russia and Eurasia).

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

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

### **Comprehensive Examination**

Each student completes a comprehensive examination in the first semester of their senior year. The comprehensive is broadly integrative, consisting of two parts. The first part is a seminar paper written in InGS 400 that integrates materials from the eight elective courses taken in the student's chosen thematic and geographic sub-categories of focus. The second part is an essay answering a question about themes and concepts in globalization learned in InGS 200 and 400.

## **ABROAD EXPERIENCE AND LANGUAGE REQUIREMENTS**

### **General Guidelines for Study Abroad**

Work or study abroad is among the most valuable experiences preparing students for a successful future in a globalizing world. Through an abroad experience, students are challenged to work through real-world issues with persons whose understanding and approach may differ considerably from their own. IGS deems the ideal abroad experience as one, which allows students to experience a semester-long immersion in a cultural, social, and linguistic milieu different from their own. However, some summer abroad programs are also appropriate for IGS majors. Many IGS majors choose to spend more than a single semester or single summer abroad, combining study abroad with intensive language training, research, internships, or other types of practical engagement or field-based experience. The IGS website contains a resource page on appropriate abroad programs and experiences for students with particular thematic and geographic interests. As all abroad experiences must be approved by the student's advisor and the chair, we strongly advise students considering the major to consult the website and speak with a program committee member before deciding upon a study abroad option. Up to three courses may be approved for transfer to the IGS major from a study abroad program.

### **Petitions for exceptions to the standard abroad experience**

The abroad experience should contribute to the overall coherence of a student's chosen program of study such that the courses taken in a geographic sub-category, the additional language study, and the country where the abroad experience occurs ideally match up. However, we do allow students to study in English-dominant settings, and to use itinerant experiences (i.e., abroad experiences which involve extensive travel to more than one country), but students must petition for permission to use these types of programs in fulfillment of the abroad requirement. Exceptions to the requirement for experience abroad under conditions of hardship may be granted through the mechanism of a written petition considered by the chair in consultation with the program committee and the student's advisor.

### **Language Requirement**

Language-learning skills facilitate students' participation in a globalized world, and for this reason, all IGS majors must take *one* foreign language *course* in addition to the usual 300-level course required for General Education in the college. This course may be at the 300- or

400-level in the same foreign language, or may be at *any* level in another language. In many cases, one of the eight elective courses taken in either a thematic or geographic sub-category will be taught in a foreign language, and this course thus satisfies the language requirement as well. If a second foreign language is proposed, the student must gain approval of the advisor and the chair. Whether students do their additional language study at Sewanee, or pursue language study abroad depends on the availability of pertinent language study here, and a student's own interests. The IGS website contains a resources page with further information about language study and intensive language programs.

### Honors

In October of their senior year, students may apply for honors if they have a 3.5 grade point average in the major. To apply, students submit a project proposal to the department chair for a 35-page paper to be written in consultation with and evaluated for Honors by two members of the IGS faculty. If the proposal is approved, students will register for a full course (InGS 405: Honors Thesis) taken in the second semester of the senior year. Honors theses must be completed and presented in a public forum in April of the senior year.

### Minor

Students may minor in International and Global Studies by taking InGS 200, two courses from a single thematic sub-category, and two courses from a single geographic sub-category.

### Required Courses

- InGS 200: Introduction to International and Global Studies
- InGS 400: International and Global Studies Senior Seminar

## THEMATIC AND GEOGRAPHIC SUB-CATEGORIES FROM WHICH STUDENTS MUST CHOOSE EIGHT ELECTIVES

- I. **Thematic:** Courses in this category deal with transnational forms of political, economic, and cultural organization and practice in both the past and the present.
  - A. **Global Capitalism:** Courses in this sub-category deal with issues related to the rise and spread of capitalism as well as the growing economic integration of the world's economies. Themes covered include the history of capitalism, socialism, and other forms of economic activity, social and economic development, trade networks and practices, the experiences of work and social life as these are transformed through economic integration, and strategies for addressing economic inequality and poverty.
    - Anth 317: The Anthropology of Development
    - Econ 309: Women in the Economy
    - Econ 310: Economic Development
    - Econ 311: Health and Development
    - Econ 326: Growth Theory
    - Econ 335: Environmental Economics
    - Econ 343: International Trade
    - Econ 344: International Finance
    - Econ 345: Economic Development in China
    - Econ 346: Introduction to Asian Development
    - Econ 347: Microfinance Institutions in South Asia
    - Econ 348: Social Entrepreneurship

Econ 381: The Political Economy of Sustainable Development [also PolS 381]  
 Fren 417: Topics of the French-Speaking World (Rung)  
 Hist 346: History of Socialism  
 Hist 420: The History of International Development  
 InGS 301: Global Financial Crisis: Causes and Effects  
 Pols 210: Politics of Poverty and Inequality  
 Pols 366: International Political Economy  
 Pols 367: Political Economy of Asia and Latin America  
 Pols 382: International Environmental Policy  
 Pols 402: Globalization  
 Pols 431: Ethnicity and Political Violence

**B. Global Culture and Society:** Courses in this sub-category are focused on the transnational circulation of people, ideas, and culture, especially shared symbolic media and knowledge transfers, but also the histories of interaction such as missionization, colonialism, and migration that help to produce them. Issues addressed include global cultural aspirations, the creation of hybrid cultural forms, and the specter of a homogenized global culture.

Anth 290: Women in Cross-Cultural Perspective  
 Anth 319: Medical Anthropology  
 Arth 108: History of Film: Invention to Mid-Century  
 Arth 315: Islamic Spain and Spanish Art  
 Asia 203: Chinese Martial Arts Cinema  
 Asia 204: Themes in New Chinese Cinema  
 Asia 233: The Fantastical World of *Anime*  
 Econ 311: Health and Development  
 Engl 399: World Literature in English  
 Film 105: Introduction to World Cinema  
 Film 109: History of Film: Mid-Century to the Present  
 Fren 314: Introduction to Literature of the French-Speaking World  
 Fren 321: Studies in Culture and Literature Abroad  
 Fren 405: The Eighteenth Century  
 Fren 411: Culture through History  
 Fren 413: Modern France through Films and Other Texts  
 Fren 417: Topics of the French-Speaking World  
 Fren 419: Introduction to French Linguistics  
 Grmn 356: The Nazi Period (also Hist 353)  
 Hist 210: Early Modern Cities  
 Hist 218: The Age of the Enlightenment  
 Hist 270: European Women in War, Revolution, and Terrorism  
 Hist 298: History of Islam  
 Hist 308: The Revolutionary Era  
 Hist 324: Colonial and Imperial Warfare in North America and Southern Africa  
 Hist 331: Modern Cities: Capital, Colonial, Global  
 Hist 335: Monsters, Marvels, and Museums  
 Hist 346: History of Socialism  
 Hist 385: Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam  
 Hist 387: Slavery and the Slave Trade in Africa

Hist 392: The Scientific Revolution  
 Hist 430: Political Islam  
 Hist 470: Ways of Seeing and Knowing in the Early Modern World  
 InGS 201: African Youth Cultures in Post-Colonial Urban Africa  
 InGS: 302: Global Cities  
 InGS 304: Politics and Society in Modern India  
 InGS 305: Narrating Place/Space in Contemporary World Film (also Film Studies)  
 InGS 308: Body/Film: Representing the Body in Contemporary World Cinema  
 Musc 105: Introduction to World Music  
 Pols 333: Human Rights  
 Pols 382: International Environmental Policy  
 Pols 404: Race, Politics and Empire  
 Relg 220: The Holocaust, Religion, and Morality  
 Relg 232: God and Empire: Biblical Texts and Colonial Contexts  
 Relg 262: Buddhism  
 Relg 264: Hinduism  
 Relg 362: Justice in Buddhism and Christianity  
 Rusn 355: Russian and Soviet Film  
 Span 308: U.S. Latino and Latina Literature and Culture  
 Span 351: Migration in Latin American and Latino Literature and Film  
 Span 423: Women Authors of the Hispanic Caribbean and its Diaspora

- C. **Global Politics:** Courses in this sub-category are focused on explaining transnational political processes in both the past and present. Training provides key conceptual frameworks related to the study of global power relations as they are manifested in political, economic, and cultural realms, and the operation of the global political system through the medium of inter-governmental and non-governmental organizations. These conceptual frameworks provide the essential context for students' understanding of global problems such as international conflict and cooperation, development, security, social inequality, and human rights.

Econ 381: The Political Economy of Sustainable Development (also Pols 381)  
 Fren 417: Topics of the French-Speaking World (Glacet)  
 Hist 215: Southern African History  
 Hist 219: History of Africa to 1880  
 Hist 220: History of Africa since 1880  
 Hist 324: Colonial and Imperial Warfare in North America and Southern Africa  
 Hist 333: Topics in American History (The Cold War)  
 Hist 359: United States and Latin America Since 1898  
 Hist 386: African Environmental History  
 Hist 430: Political Islam  
 Hist 472: Marriage and Imagined Families in the Modern World  
 InGS 303: Transition to Democracy, The Case of East Germany, 1989  
 Pols 209: Immigration, Politics, and Identity  
 Pols 220: International conflict  
 Pols 227: Africa in World Politics  
 Pols 270: Introduction to International Security  
 Pols 311: Politics of Central America and the Caribbean  
 Pols 314: Civil Wars

- Pols 318: Comparative Politics: South America and Mexico
- Pols 319: Global Gender Issues
- Pols 321: Global Health Governance
- Pols 333: Human Rights
- Pols 346: Contemporary Social Movements
- Pols 351: Modern European Politics
- Pols 355: The Art of Diplomacy
- Pols 357: Religion, Activism, and Socioeconomic Development in Africa
- Pols 363: Comparative Democratization
- Pols 364: European Union
- Pols 370: International Law in International Relations
- Pols 382: International Environmental Policy
- Pols 390: The United Nations
- Pols 402: Globalization
- Pols 412: Terrorism and Global Security
- Pols 430: Research Seminar: Topics of International Security
- Pols 431: Ethnicity and Political Violence
- Relg 344: Religion and Violence

**II. Geographic:** Courses in this category deal with the culture, history, and society of specific geographic contexts, as well as the ways these contexts are integrated into broader global interactions.

**A. Africa:** Courses in this sub-category enable students both to comprehend and to move beyond established geographic, political, and popular understandings of Africa and Africans. Emphasis placed on unsettling Africa, focusing on its location within academic, literary, and popular discourses and within regional systems (e.g.: East Africa and the Indian Ocean World, West Africa and the Atlantic World, and North Africa and the Mediterranean and European World). These courses also examine how Africans have throughout history and to this day challenged the diplomatic, political, economic, cultural, and environmental constraints to living their lives, and their efforts to construct and re-imagine their local and regional relationships.

- Fren 417: Topics of the French-speaking World (Glacet)
- Hist 215: Southern African History
- Hist 219: History of Africa to 1880
- Hist 220: History of Africa since 1880
- Hist 385: Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam
- Hist 386: African Environmental History
- Hist 387: Slavery and the Slave Trade in Africa
- Hist 420: The History of International Development
- InGS 201: African Youth Cultures in Post-Colonial Urban Africa
- Pols 227: Africa in World Politics
- Pols 230: Politics in Nigeria and South Africa
- Pols 329: Comparative African Politics
- Pols 357: Religion, Activism, and Socioeconomic Development in Africa

**B. Asia:** Courses in this sub-category contribute to students' understanding of Asia as a region that was shaped by a number of cultural traditions such as Buddhism, Islam,

and Confucianism that traveled across countries, as well as a set of countries that developed distinct responses to capitalist integration and interactions with western powers. With new economic and political ideas transforming countries in this part of the world, Asia is today a vibrant example of globalization. At the same time, the cultures of Asia have global reach and influence through their arts and manufacturing, and as models for poverty alleviation and industrialization. Asia is an area of remarkable diversity, growth, and dynamism that both influences and is influenced by the cultures outside of Asia.

- Anth 34I: The Culture and History of Southeast Asia
- Asia 203: Chinese Martial Arts Cinema
- Asia 204: Themes in New Chinese Cinema
- Asia 209: Introduction to Japanese Civilization: From Samurai to Sony
- Asia 232: Father Emperor, Mother Land: Family and Nationalism in Modern Japan
- Hist 21I: China: Inside the Great Wall
- Hist 212: China: Manchus to Massacre, Dynasty in Dictatorship
- Hist 216: History of Japan
- Hist 388: The United States and Vietnam Since 1945
- InGS 304: Politics and Society in Modern India
- Phil 215: Chinese Philosophy
- Pols 249: China and the World
- Pols 250: States and Markets in East Asia
- Pols 326: Comparative Asian Politics
- Pols 360: Chinese Politics
- Pols 367: Political Economy of Asia and Latin America
- Relg 162: Introduction to Asian Religions
- Relg 262: Buddhism
- Relg 264: Hinduism
- Relg 364: Buddhist Ethics

C. **Europe:** European identities and culture have been shaped by global movements in religion and philosophy, politics, science and the arts over the course of the last two thousand years. The successful integration of most of its countries into a stable economic and political union established Europe as one of the biggest players in the global economy. But Europe is also facing difficult challenges. Colonialism and capitalism have shaped contemporary European realities, giving rise to growing immigration, cultural and political struggles related to religion and gender, as well as growing concerns about social inequity. Courses in this sub-category enable students to comprehend Europe's unique heritage as well as its role and place in today's world.

- Anth 222: Celtic Culture and Archaeology
- Anth 303: The Anthropology of Europe
- Anth 387: Anthropology of Ireland
- ArtH 214: Spanish Art, Western Art, and the Road to Santiago
- ArtH 315: Islamic Spain and Spanish Art
- Fren 30I: Discovering Paris
- Fren 314: Introduction to Literature of the French-Speaking World
- Fren 32I: Studies in Culture and Literature Abroad
- Fren 4II: Culture through History
- Fren 413: Modern France through Films and Other Texts



Fren 415: History of French Cinema  
 Fren 417: Topics of the French-Speaking World  
 Grmn 300: Introduction to German Literature  
 Grmn 311: German Culture and Composition  
 Grmn 312: German Culture and Composition  
 Grmn 313: Contemporary Language and Usage  
 Grmn 350: Berlin — Impressions of a City (also Hist 350)  
 Grmn 352: Kafka/Grass in Translation  
 Grmn 353: German Film  
 Grmn 354: Modern German Civilization  
 Grmn 356: The Nazi Period (also Hist 353)  
 Hist 209: Early Modern Europe, 1450-1800  
 Hist 270: European Women in War, Revolution, and Terrorism  
 Hist 272: France since 1815  
 Hist 308: The Revolutionary Era  
 Hist 335: Monsters, Marvels, and Museums  
 Hist 369: Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain  
 Hist 378: Sexuality and the Self in Modern Europe  
 Hist 379: Honor, Shame, and Violence in Modern Europe  
 Hist 389: European Cultural and Intellectual History, 1750-1890  
 Hist 397: The Origins and Conduct of World War II  
 Hist 406: From D-Day to Berlin: World War II Sites in England, France, Germany  
 InGS 306: Spain in the European Union  
 InGS 307: Polish Film  
 Pols 350: Eastern Europe and the Former Soviet Union  
 Pols 351: Modern European Politics  
 Pols 364: European Union  
 Pols 431: Ethnicity and Violence  
 Span 301: Introduction to Spanish Literature I  
 Span 302: Introduction to Spanish Literature II  
 Span 310: Contemporary Spanish Culture and Civilization  
 Span 311: Spanish Culture and Civilization  
 Span 314: Introduction to Medieval Spain and the Road to Santiago  
 Span 401: Spanish Detective Novel from 1975 to the Present  
 Span 407: Spanish Women Writers from the Eighteenth Century to the Present  
 Span 412: Modern Spanish Literature II  
 Span 414: Modern Spanish Literary Movements  
 Span 420: Modern Spanish Drama  
 Span 421: The Spanish Civil War and Franco's Era  
 Span 422: Major Hispanic Women Writers

**D. Latin America and the Caribbean:** Courses in this sub-category contribute to students' overall understanding that this geographic region has been shaped in complex ways by globalizing processes such as colonization, capitalist production and exchange, imperialism, the migration of people and the exchange of ideas. This is not a static or isolated geographic area, as both Latin America and the Caribbean are also characterized by a great deal of cultural diversity and resulting concerns about national and ethnic identity, social inequality and unrest, political struggle and democratization.

Dynamism is a profound source of creativity as these countries are also home to some of the most vibrant social movements, artistic productions, and scholarship of our time.

- Anth 305: Cultures of Latin America
- Anth 311: Gender and Class in Latin America
- Hist 223: Latin American History to 1825
- Hist 224: Latin American History after 1826
- Hist 358: Women in Latin America
- Hist 359: U.S. and Latin America Since 1898
- Hist 360: Latin American Topics
- Hist 367: Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America: 1810-present
- InGS 310: Brazilian Tropicalia: The Myth and Reality of an Emerging Power
- Musc 224: Music of Latin America
- PolS 311: Politics of Central America and the Caribbean
- PolS 318: Comparative Politics: South America and Mexico
- PolS 367: Political Economy of Asia and Latin America
- Span 303: Introduction to Latin American Literature I
- Span 304: Introduction to Latin-American Literature II
- Span 305: 20th- and 21st-Century Spanish-American Poetry
- Span 308: U.S. Latino and Latina Literature and Culture
- Span 312: Latin American Culture and Civilization I
- Span 313: Latin American Culture and Civilization II
- Span 350: Cultural Icons in Latin America
- Span 351: Migration in Latin American and Latino Literature and Film
- Span 360: History of Latin American Cinema
- Span 368: Latin American Literature in Neoliberal Times
- Span 405: Spanish-American Novel
- Span 406: Contemporary Hispanic Caribbean Literature and Culture
- Span 410: Spanish-American Short Fiction and Film
- Span 422: Latin American Women Authors
- Span 423: Women Authors of the Hispanic Caribbean and its Diaspora
- Span 425: Contemporary Central American Literature and Film

- E. **The Middle East:** Courses in this sub-category analyze the region's place in world history, international politics, and the global economic system. Challenging stereotypes of the region as monolithic, timeless, and isolated from world events, classes on the Middle East and North Africa emphasize the diversity and dynamism of a region that has frequently influenced the course of world events. Particular emphasis is placed on understanding the region's encounters with outside powers and global forces including Western imperialism, capitalism, and transnational religious forces, in order to understand how the Middle East shapes and is in turn shaped by our modern globalized world.

- ArtH 210: Islamic Art and Architecture
- Fren 417: Topics of the French-Speaking World (Glacet)
- Hist 296: History of the Middle East I
- Hist 297: History of the Middle East II
- Hist 298: History of Islam
- Hist 307: Revolutions and Revolutionaries in the Middle East

Hist 310: Modern Iraq and the U.S.-Iraq Conflict

Hist 319: The Arab-Israeli Conflict

Hist 430: Political Islam

- F. **Russia and Eurasia:** Courses in this sub-category consider the region from the perspectives of history, politics, literature, and culture. They examine the Russian Revolution, world wars and other conflicts; authoritarian regimes; experiments in socialism and communism; and more recent democratization efforts. Other important themes include nationalism, migration and shifting borders, and attempts at defining identity in relation to East and West via a narrative of exceptionalism. The cultural richness of the region, including ethnic and religious diversity as well as innovations in literature, film, art, and music, is a central area of focus. These courses study the complex history of the region with emphasis on how past events continue to shape its current geopolitical, economic and environmental realities.

Hist 207: Russia: Autocracy, Orthodoxy, Serfdom, Revolution

Hist 208: Russia: Revolution and Repression, War and Cold War, Collapse and Renewal

Hist 346: History of Socialism

Hist 364: Topics in Russian History

Hist 397: The Origins and Conduct of World War II

Pols 340: Ethnicity and Political Violence

Pols 350: Eastern Europe and the Former Soviet Union

Pols 351: Modern European Politics

Pols 364: European Union

Rusn 304: Contemporary Russian in Cultural Context

Rusn 309: Russian Culture: Study Abroad

Rusn 352: 20th-Century Russian Literature in English translation

Rusn 354: Real Men, Real Women? Gender in 20th-Century Russian Literature and Culture

Rusn 355: Russian and Soviet Film

Rusn 356: Nabokov

Rusn 363: Environmentalism and Ecocide in Russian Literature and Culture

## INGS COURSE OFFERINGS

### 100. Media and Globalization

This course introduces students to some of the most significant sources contributing to shared cultural patterns in our globalizing world. It uses a variety of contemporary media, including documentary and narrative film, digital media, hip hop music, and other cultural expressions to examine and explore local/global dynamics, cross-border flows, and changing identities and values. Students learn to analyze the relationship between media forms and cultural contexts in many different parts of the world. The preparation of multi-media projects enables students to understand the construction of such cultural expressions. (Credit, full course.) Staff

### 200. Introduction to International and Global Studies

A course concerned with analyzing how international and global integration shape local development. After reflecting on this integration during the nineteenth and early twentieth centuries and its impact on nation-state formation and economic development, students analyze the construction of the post-World War II international system around the Bretton-Woods institutions.

Attention is also given to how international norms pertaining to human rights and democracy apply to diverse countries during the current period of globalization, and to how transnational linkages shape economic and cultural transformations. The course concludes with discussion of living abroad — including topics such as language acquisition and personal transformation. Required core course for IGS majors. (Credit, full course.) Wilson

### **201. African Youth Cultures in Post-Colonial Urban Africa**

This course focuses on how African urban youth confront the challenges of postcolonial life and the forces of globalization, through examination of local and global cultural and linguistic patterns in major African cities. It interrogates the social practices that characterize African urban youth culture, questioning how these practices and youth identities contrast with those socially-ascribed within local cultural frameworks. The course draws reading material from contemporary literature on youth culture, globalization, and social change in Africa. It also uses African films to showcase the opportunities and challenges brought about by the globalization of youth culture in Africa. (Credit, full course.) Wairungu

### **202. Islam and the West**

Some have considered violent confrontation between Western civilization and Islamic civilization to be inevitable because of a fundamental incompatibility between defining values of the two cultures. The course calls this thesis into question through historical analysis and weighs consequences of this pervasive belief in today's world. To begin with, the course draws on texts from defining historical moments of conflict and collaboration between Muslim majority societies and Christian Europe to trace how the categories of the “West” and the “Islamic World” came to be imagined in relation to each other. The second part of the course considers how the discursive legacies of these defining historical moments affect contemporary understandings of what it means to be Western or Muslim. What does it mean to be “rational” or “fundamentalist” in a world where Western and Islamic values are believed to be diametrically opposed? What identities and practices are made possible or impossible by this framework? The course concludes with reflection on a collection of texts that actively problematize the binary of Islamic versus Western. (Credit, full course.) Nimis

### **301. Global Financial Crisis: Causes and Effects**

This course introduces students to some prominent ways of theorizing the contemporary global financial architecture. It foregrounds global financial crisis in order to chart the historical role of finance, or investment capital, in shaping the economic forces of globalization. Exploring the theoretical and practical role that financial investment plays in capitalism and economic growth, the course investigates whether this role has changed with the greater economic integration and capital mobility associated with “neoliberal globalization.” This course has a strong theoretical and political economy orientation, while remaining in conversation with approaches represented in cultural studies, human geography, gender and postcolonial studies. Students can thus understand “capital investment” not merely as a financial bet on the future, but as an emotional and psychological one as well. (Credit, full course.) Staff

### **302. Global Cities**

This course reviews recent literature regarding the emergence of “global cities” as central nodes in the global network economy. Whether conceptualized as hubs for information technology circuits or as points of financial and cultural exchange and mediation, cities are being increasingly understood and analyzed in their own right, in a framework that foregrounds “the urban” as the primary unit of analysis (as opposed to the “national” or “international.”). The city, as a central

site of socio-spatial transformation, is thus envisioned to be a central feature of globalization. This course considers the literature on “global cities” as well as writings that use “the urban” as a lens for analyzing global processes. (Credit, full course.) Staff

**304. Politics and Society in Modern India**

This course introduces and contextualizes some major issues pertinent to understanding how politics and society function in contemporary India. Beginning with the historical encounter between the British and various groups on the Indian subcontinent, the course explores the development of anti-colonial nationalism and subsequent independence. Most attention, however, is focused on the postcolonial period, and particularly on problems of economic development, caste and religious identities, democratic politics in a pluralist society, secularism, rural and urban society, the advent of economic liberalization over the past quarter century, and the impact on India of globalization. (Credit, full course.) Staff

**305. Narrating Place/Space in Contemporary World Film (also Film Studies)**

This course examines some of the most acclaimed international feature films of the past decade, with focus on how geographical places and spaces are constructed, narrated, and visualized in cinema. Class films represent many cultures and languages from around the world, thus inviting students to ponder broader issues of multiculturalism, globalization, and otherness. Among topics discussed are the possibilities and limits of cinematic representation of places/spaces, cultures, nations, historical events, memory, gender, ethnicity, race, and private/public realms. Students also learn about basic film theory terms, chief critical approaches to film criticism, and ways of writing about film. (Credit, full course.) Beinek

**306. Spain in the European Union**

A study of contemporary Spain and its participation in the European Community. Topics include sovereignty, national identity, and supranational governance; international organization theory; EU political organization, the role of the Parliament, Council, and commission; parties and elections; political economy, regional economic blocs, and the EU currency union with special attention given to the ongoing debt crisis; and immigration, and immigration policy. Attention is also given to Spain’s role as bridge between the European Union and Latin America. (Credit, full course.) Staff

**308. Body/Film: Representing the Body in Contemporary World Cinema (also Film Studies), (also Women’s and Gender Studies)**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course’s theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway. (Credit, full course.) Beinek

**310. Brazilian Tropicalia: The Myth and Reality of an Emerging Power**

A comprehensive study of perhaps the most democratic and developed of the so-called BRIC nations. Readings and topics include Brazilian history; political institutions and parties; the

economy; social movements; ethnic diversity (including indigenous, Portuguese and African influences on Brazilian culture and society); sustainability and the environment; the planned city of Brasilia; literature; music; art; salient political and cultural figures. Conducted as an on-site, study abroad summer offering. (Credit, full course.) Spaccarelli

#### **400. International and Global Studies Senior Seminar**

An interdisciplinary seminar required of all seniors in International and Global Studies. Shared readings on key topics and concepts in globalization are discussed in relation to students' geographic concentration and abroad experiences. Additionally, each student produces and presents a major research paper related to the student's course work as well as abroad experience and language study. This seminar is normally offered in the fall, in part to reintegrate majors who were abroad in the spring or summer as well as to draw best on the abroad experience while still fresh. This course also serves as the Writing Intensive credit within the major. Prerequisite: The course is restricted to senior majors in International and Global Studies. (Credit, full course.) Staff

#### **405. Honors Thesis**

An independently-configured course that students undertake for the purpose of writing an Honors Thesis with direction from an Honors Advisor and further advice from a second reader. Requires also a public presentation of the thesis. (Credit, full course.) Staff

#### **444. Independent Study**

These course offerings by faculty involved in the IGS program must be approved by the chair of that program. An independent study offered in the IGS program may or may not be counted toward the major, depending on the nature of the course, and the approval of the student's advisor and the program chair. May be repeated for credit. (Credit, half or full course.) Staff

# Italian

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

Assistant Professor Fritz-Morkin

Italian language and culture are taught in a full-immersion, communicative classroom, where students can work toward gaining proficiency in reading, writing, speaking, and listening over as much as four semesters of study. The fourth semester, Italian 301, combines an advanced grammar review with a focused introduction to Italian literature. It is not yet possible to major or minor in Italian, but Italian studies are excellent preparation for students wishing to study in Italy, as well as for students pursuing studies in literature, music, or art history. It is possible to satisfy the college's general education requirement in a second language, or in the Learning Objective tagged as "comprehending cross-culturally" with Italian 301.

## COURSES

### 103. Elementary Italian: Intensive Course

A full-immersion introductory course in Italian language and culture with emphasis on effective communication. Students acquire basic skills in speaking, listening, reading, writing, and grammar. Four class hours per week. (Credit, full course.) Fritz-Morkin

### 104. Elementary Italian: Intensive Course

A full-immersion introductory course in Italian language and culture with emphasis on effective communication. Students acquire basic skills in speaking, listening, reading, writing, and grammar. Four class hours per week. (Credit, full course.) Fritz-Morkin

### 203. Intermediate Italian: Intensive Course

An intensive review of grammatical structures studied in Elementary Italian. Emphasis is on correct expression, vocabulary, and reading facility. Prerequisite: Italian 104. Students completing this class may register for Italian 301. (Credit, full course.) Fritz-Morkin

### 301. Introduction to Poetry

This course serves as a bridge from language and culture courses to literary studies. Students read Italian poetry from the thirteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. Prerequisite: Ital 203 or placement exam. (Credit, full course.) Fritz-Morkin

### 302. Introduction to Drama

This course serves as a bridge from language and culture courses to literary studies. Students read Italian plays from the sixteenth century to the present, with discussions focusing on the comprehension of complex grammatical structures, tools for literary analysis, and historical-cultural analysis of Italian poetic works. Taught in Italian. Prerequisite: Ital 203 or placement exam. (Credit, full course.) Fritz-Morkin

### 303. Introduction to Prose

This course serves as a bridge from language and culture courses to literary studies. Students read texts in a variety of major genres (letters, short stories, travelogues, treatises, novels) from the fourteenth century to the present. Students also continue to develop language skills by

observing complex grammatical structures while acquiring the tools needed to conduct literary analysis and criticism. Taught in Italian. Prerequisite: Ital 203 or placement exam. (Credit, full course.) Fritz-Morkin

**310. Being Good in Medieval and Renaissance Italy**

This course involves the examination of medieval and Early Modern Italian texts that aim to define morals, ethics, or manners. What does it mean to be a good person? What makes for a good community? How should one order one's responsibilities to the self, community, and God? What is justice, and where might it be found? If people desire good things, why do they often find vice more interesting than virtue? Such questions are addressed through analysis of selected writings by Dante, Boccaccio, Petrarch, Machiavelli, Baldassare Castiglione, and Giovanni Della Casa. Taught in English, but students with the equivalent of four semesters of Italian language may elect to do some reading and coursework in Italian. (Credit, full course.) Fritz-Morkin

**325. Women Writers in Early Modern Italy (also Women's and Gender Studies)**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth-seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation. (Credit, full course.) Fritz-Morkin

**440. Directed Reading**

A study of special topics in Italian literature, based on selected texts written sometime between the twelfth century and the present. Conducted in Italian. May be taken more than once for credit. Prerequisite: Italian 301. (Credit, full course.) Fritz-Morkin



# Japanese

Assistant Professor Manabe

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

## COURSES

### 103. Elementary Japanese

This course is designed for students with no Japanese language background. By course's end, students should be able to read and write Hiragana and Katakana (Japanese scripts), to talk about themselves, and to conduct basic conversations about daily life. This course enables students to begin to acquire competence in communication and to develop accurate and culturally appropriate use of the language. (Credit, full course.) 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

### 303. Readings in Japanese: Modern Short Stories and Poetry

Designed primarily for students who have completed intensive language training in Japan through a study abroad program, this course aims to help students gain independence from "textbook Japanese" and develop a more natural and nuanced sensibility for the language. Drawing reading materials from literary pieces that frequently appear in language arts textbooks in Japan, the course also introduces in the original the canon of literature that comprises Japanese general education in the language arts. In addition to reading skills, this course aims to develop listening, writing, and speaking skills through oral presentations, recitations, creative writing, and discussions. Prerequisite: Japn 301 or approval of instructor. (Credit, full course.) Manabe

# Library Science

Librarian Sells, Chair  
 Instructor Syler

## COURSES

### 101A. Library Resources in the Humanities

This course introduces students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the humanities. The Internet, CD-ROMs, and various electronic databases are included. A student can only get credit for one LS101 course. (Pass/fail only, half course.) Staff

### 101B. Library Resources in the Social Sciences

This course introduces students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the social sciences. The Internet, CD-ROMs, and various electronic databases are included. A student can only get credit for one LS101 course. (Pass/fail only, half course.) Staff

# ■ ACADEMIC DEPARTMENTS AND PROGRAMS **Mathematics and Computer Science**

Mathematics Website: [math.sewanee.edu/](http://math.sewanee.edu/)  
Computer Science Website: [cs.sewanee.edu/](http://cs.sewanee.edu/)

Associate Professor Drinen, Chair

Professor F. Croom

Professor Parrish

Professor J. Cunningham

Professor Lankewicz

Professor Cavagnaro

Professor Puckette

Professor Swallow

Professor Dale

Associate Professor Carl, Program Director of Computer Science

Associate Professor Rudd

Brown Foundation Fellow and Visiting Professor Banchoff

Visiting Assistant Professor Craft

Visiting Assistant Professor Bateman

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. Math 444 may only be used in fulfillment of the mathematics major requirements with the advance approval of the instructor. These courses must include:
  - a) One course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology.
  - b) One two-course sequence selected from the following: abstract algebra, analysis, topology, probability and statistics.
- 2) The comprehensive exam in mathematics has three parts: a written exam covering Calculus I, Calculus II, Mathematics 207, 210, and 215 which students are expected to take at the beginning of their junior year; the senior talk; and an oral exam taken during the senior year.

Majors are strongly encouraged to take Computer Science 157.

A 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 (B+ or higher) on the comprehensive examination 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, 284, 428; and three elective courses chosen from among the computer science courses numbered above 270 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, 215, and one additional mathematics or statistics course numbered 102 or higher. 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.

**3/2 Engineering Program Majors:** Both Mathematics and Computer Science are options in the pre-professional 3/2 Engineering Program. The major in each case is slightly abbreviated to accommodate a student's shortened time at Sewanee. In each case the major is completed during the subsequent two years of study at the relevant engineering institution. Scheduling of courses during the three years at Sewanee is often complex. Students should consult departmental advisers within their major of interest in their first year to avoid scheduling conflicts.

Common Requirements of both computer science and mathematics 3/2 engineering majors: A student must complete all core curriculum requirements of the college. A comprehensive examination is not required for a 3/2 engineering major. For both mathematics and computer science tracks the following are required.

- Chemistry 101 and 102: General Chemistry I and II
- Physics 101 and 102: General Physics I and II
- Computer Science 157: Introduction to Modeling and Programming
- Mathematics 101, 102, and 207 (the Calculus sequence I, II, Multidimensional)
- Mathematics 212: Differential Equations
- Mathematics 215: Discrete Mathematical Structures

In addition, a 3/2 engineering major in computer science must also take the following eight courses.

- Computer Science 257: Data Structures
- Computer Science 270: Computer Organization
- Computer Science 320: Analysis of Algorithms
- Computer Science 428: Operating Systems
- one elective course chosen from computer science courses numbered 300 or above
- three advanced courses in computer science or computer engineering at the designated engineering school

In addition, a 3/2 engineering major in mathematics must also take the following six courses.

- Mathematics 210: Linear Algebra
- five advanced courses satisfying the following conditions
  - a. at least two courses must be taken at Sewanee
  - b. at least two courses must form a two-course sequence in one of the following topics
    - 1) abstract algebra
    - 2) analysis (real analysis I, real analysis II, complex analysis)
    - 3) topology (point-set topology, algebraic topology)
    - 4) probability & statistics

**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 mathematics 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**

Intended for prospective majors outside of mathematics, computer science, and the physical sciences, this course focuses on one or more important areas of mathematics with emphasis on the creativity and power of abstract representation, mathematical inquiry, and logical reasoning. Specific past topics have included calculus, probability, number theory, group theory, and encryption. Current topics vary by instructor. (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. Prerequisite: Math 101 or placement. (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: Math 102 or placement. (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: Math 102 or placement. (Credit, full course.) Staff

### **212. Differential Equations**

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. Prerequisite: Mathematics 102 or placement. (Credit, full course.) Parrish

### **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, proof techniques, mathematical induction, combinatorics, recursion, and algebraic structures. The subject matter is of current interest to both mathematics and computer science students. Prerequisite: Math 101 or higher or placement. (Credit, full course.) Staff

### **301. Numerical Analysis**

Includes interpolation and curve-fitting, quadrature, iterative methods in linear and non-linear algebra, difference equations, and applications of the above to the approximate solution of ordinary and partial differential equations. Prerequisites: Math 207 and 215. (Credit, full course.) Cavagnaro

### **303. Analysis I (writing-intensive)**

A rigorous treatment of continuity, differentiation, and integration for functions of a real variable. The course also includes convergence of series and sequences of functions as well as topology of the real line. Prerequisites: Math 207 and 215. (Credit, full course.) Rudd

### **305. Abstract Algebra I (writing-intensive)**

An introduction to the theory of groups, rings, and fields, including such tools and topics as homomorphisms, quotient structures, and field extensions. Prerequisite: Math 215. (Credit, full course.) Cavagnaro

### **306. Abstract Algebra II**

Further development of structures and methods introduced in Abstract Algebra I, with emphasis on field extensions and Galois theory. Prerequisite: Math 305. (Credit, full course.) Cavagnaro

### **311. Functions of a Complex Variable**

An introduction to analytic functions. Rational, exponential, logarithmic, and trigonometric functions in the complex plane, Cauchy's integral formula, Taylor series, Laurent series, residues, poles, and conformal mapping are considered along with applications to physical problems and other areas of mathematics. Prerequisites: Math 207 and 215. (Credit, full course.) Cunningham

### **313. Algebraic Number Theory**

Largely an algebraic study of the standard number-theoretic functions, congruences, primes, quadratic residues, and other topics selected according to the interests of the students and instructor. Prerequisite: Math 215. (Credit, full course.) Staff

### **314. Topology (writing-intensive)**

An introduction to point-set topology with emphasis on Euclidean spaces and applications to analysis. Topics include connectedness, compactness, countability conditions, separation properties, metric spaces, continuity, homeomorphisms, and product spaces. Prerequisite: Math 215. (Credit, full course.) Croom

### **321. Probability**

An introduction to probability covering continuous and discrete random variables, distribution functions, and the Central Limit Theorem. Prerequisite: Math 207 and 215. (Credit, full course.) Staff

### **322. Mathematical Statistics**

An introduction to the theoretical development of statistics covering topics such as sampling, statistical inference, distributions, and data analysis. Prerequisite: Math 321. (Credit, full course.) Staff

### 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. Prerequisites: Math 102. (Credit, full course.) Cunningham

### 332. Mathematical Modeling

An introduction to the creation of mathematical models, both deterministic and probabilistic, for the description of problems drawn from physical, biological, social, and environmental sources. Prerequisites: Math 215 and either CSci 157 or permission of instructor. (Credit, full course.) Drinen

### 334. Partial Differential Equations and Modeling

This course addresses the techniques and theory of partial differential equations. Many physical and biological applications and models are explored, including the heat equation, the wave equation, and Laplace's equation. Significant attention is given to both theory and applications. Prerequisite: Math 207 and Math 212. (Credit, full course.) Rudd

### 401. Analysis II

A concentrated study of the theory of functions. Topics may include metric spaces, normed spaces, Banach spaces, inner product spaces, and Hilbert spaces. Prerequisite: Math 303. (Credit, full course.) Puckette

### 403. Honors Seminar

Study of a selected topic. Participants in the seminar include the mathematics faculty and invited students. (Credit, full course.) Staff

### 410. Mathematical Methods in Physics (also Physics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisites: Math 212. (Credit, full course.) Staff

### 416. Algebraic Topology

An introduction to algebraic and combinatorial topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. Prerequisite: Math 314. (Credit, full course.) Croom

### 430. Calculus on Manifolds

Multivariable calculus including the inverse and implicit function theorems, manifolds (spaces that locally resemble Euclidean space), differential forms, and Stokes' Theorem for compact, oriented  $k$ -manifolds. Prerequisite: Math 210 and 215, or consent of instructor. (Credit, full course.) 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

### 120. Introduction to Environmental Computing

The course includes an introduction to common software programs used in geographic information systems (GIS) and provides an overview of GIS-related technologies. It also introduces students to a deeper understanding of the Internet as a computing technology and how it can be used best to share environmentally-oriented research and information with the public. The class covers hypertext markup language, basic design, layout, construction, setup and maintenance of a web site as the support structure for online publication of environmental content. Existing environmental web sites provide valuable case studies for analysis and improvement. (Credit, full course.) Dale

### 157. Introduction to Modeling and Programming

An introduction to creative modeling of both natural and virtual worlds, in which students gain understanding of human interaction with computing devices as well as the expertise needed for further course work in computer science. Lab experiences using the explicit notation of a programming language reinforce the application of abstractions while affording practice in algorithmic problem solving and relevant theory. (Credit, full course.) Staff

### 180. Business Data Communications and Computer Networks

This course offers a balanced approach between technical and practical aspects of data communications, providing an exploration of how things work as well as how they can be applied to create business solutions. Data communications and computer networks are essential for the functioning of banking systems, financial markets, trade, and local and global businesses, which must manage those systems, plan for technological growth, and reduce the security vulnerabilities that are introduced by those systems. Topics covered include distributed data processing, Internet architecture and protocols, client-server computing, local and wide area networks, wireless communications, and network security. (Credit, full course.) Lankewicz

### 257. Data Structures

Focuses on data abstraction, algorithm design and analysis, recursion, and the implementation of larger programs. Prerequisite: CSci 157. (Credit, full course.) Staff

### 270. Computer Organization

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

### 276. Multimedia Programming and Design

An introduction to object-oriented programming techniques that underlie the creation, manipulation, and transmission of digital media, including digital photography, audio, and video. Topics include scaling and transforming pictures, sound waveform visualization and manipulation, MIDI, chromakey, frame-based animation, and compression, encoding, and transmission of digital media over the Internet. Prerequisite: CSci 157 or permission of instructor. (Credit, full course.) Carl



### 284. Database Design with Web Applications

This course provides students with a working knowledge of the power and potential of modern networked databases as well as of common uses and abuses. Students receive hands-on experience with open source development tools, which are widely used for building and placing databases on the web. Database development is explored, from conceptual elaboration through design and implementation, and interview techniques for effective database design are considered. Programming techniques are introduced for building, maintaining, accessing, interacting, and protecting the information in large data depositories. Discussions include consideration of concerns driving policy decisions for amassing and managing sensitive, and sometimes dangerous, information collections. Prerequisite: CSci 101 or CSci 157. (Credit, full course.) Dale

### 290. Data Mining

Data mining is the automated analysis of large quantities of data to extract previously unknown patterns such as clusters, anomalies, relationships, and dependencies. As large columns of data accumulate, techniques are needed to make sense of the stored information and predict future trends. Data mining applications have become important in fields such as finance, healthcare, manufacturing, and marketing. This course introduces students to the principal ideas in statistical learning, including areas such as classification, clustering, and data extraction. Along the way, students develop problem-solving skills and an understanding of programming techniques and data structures. Prerequisite: CSci 257 or 284. (Credit, full course.) Lankewicz

### 310. Theory of Computation

An introduction to the theoretical foundations of computing including abstract models of computing machines, the grammars the machines recognize, and classes of languages. Prerequisite: Math 215 and CSci 257. (Credit, full course.) Staff

### 320. Analysis of Algorithms

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. Prerequisites: Math 215 and CSci 257. (Credit, full course.) Staff

### 326. Functional Programming

Data abstraction and data-driven recursion, procedures as values, managing state, syntax expansion, streams, continuations. Prerequisite: CSci 257. (Credit, full course.) Staff

### 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: CSci 257 and Math 215. (Credit, full course.) Dale

### 348. Databases

An introduction to the design of databases for the systematic collection, organization, and retrieval of large quantities of related information. The relational data model is used with a design process that begins with conceptual modeling and ends with the physical data organization. The course includes topics such as normalization, SQL, data quality management, implementation issues, database administration, and data warehousing. Prerequisites: CSci 257 and Math 215. (Credit, full course.) Dale

### 356. Artificial Intelligence

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. Prerequisite: CSci 257 and Math 215. (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: CSci 257 and Math 215. (Credit, full course.) Dale

### 376. Programming Languages

Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Math 215 and CSci 257. (Credit, full course.) Staff

## 4II. Computer Networks and Architecture

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. Prerequisite: CSci 270. (Credit, full course.) Lankewicz

### 428. Operating Systems

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Math 215 and CSci 270. (Credit, full course.) Staff

### 430. Machine Learning

Study of intelligent problem-solving, searching algorithms, inference systems, and machine intelligence. Topics covered include Bayesian decision theory and pattern recognition techniques such as neural networks, genetic algorithms, and traditional artificial intelligence methodologies. Prerequisite: Math 210 and CSci 257. (Credit, full course.) Staff

### 444. Independent Study

(Credit, half to full course.) Staff

## STATISTICS COURSES

### 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. Does not satisfy college mathematics requirement. (Credit, full course.) Staff

# Medieval Studies

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

Associate Professor Irvin, English, Chair  
 Professor Clark, Art History  
 Professor Peters, Philosophy  
 Professor Ridyard, History  
 Professor Spaccarelli, Spanish  
 Professor Raulston, Spanish  
 Professor Conn, Philosophy  
 Professor Engel, English  
 Professor McDonough, Classical Languages  
 Associate Professor Glacet, French  
 Assistant Professor Fritz-Morkin, Italian  
 Adjunct Associate Professor Bruce, English

**Medieval Colloquium:** The Sewanee Medieval Colloquium is an annual, interdisciplinary conference attended by medievalists from throughout the United States.

**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 (eight full courses total)

Art (one full course)

ArtH 320: Medieval Art and Architecture

Classics (one full course from the following)

Latn 405: Medieval Latin

another medieval language class in addition to completion of Latn 104: Beginning Latin

Engl 301: Anglo-Saxon Language and Literature

Fren 401: Early French Literature

an independent study in another medieval language (with permission from the Chair of Medieval Studies)

English (two full courses from the following)

Engl 350: Medieval Drama and its Legacy

Engl 351: Medieval English Literature

Engl 352: Chaucer

History (two full courses from the following)

Hist 303: Constructing Christendom: the West from Constantine to the First Crusade

Hist 304: Medieval Europe

Hist 305: Medieval Women — In Their Own Words

Hist 365: Medieval England I

Hist 366: Medieval England II

Hist 368: Saints and Society in Late Antiquity and the Middle Ages

Philosophy (both of the following full courses)

Phil 203: Ancient Philosophy from Homer to Augustine

Phil 302: Medieval Philosophy

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, the semester at the Centre for Medieval and Renaissance Studies at Oxford, or other established programs.

## **COURSES**

### **444. Independent Study**

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

## Music

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

Associate Professor Miller, Chair  
 Professor Delcamp, Professor and University Organist  
 Assistant Professor Leal  
 Instructor Rupert  
 Instructor Lehman  
 Instructor Duncan  
 Visiting Assistant Professor Carlson  
 Visiting Assistant Professor Lo  
 Visiting Assistant Professor Wright

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:** A music major selects one of three tracks — performance, theory/composition, or music history & culture. Each track requires the completion of 42 credit hours and includes 101 (or 151), 260 (with the prerequisite of 103 or 104), and 301. All majors must pass a comprehensive examination on the history and theory of music. There are also performance, ensemble, and elective requirements tailored to each track.

*The music performance track* requires 18 hours of performance, split between 12 hours of applied lessons (including 470, the senior recital) and 6 hours in ensemble and/or chamber music. Besides 301 (mentioned above), another course in music history is also required (212 or 213), along with one elective in either theory/composition or music history & culture.

*The theory/composition track* requires, beyond 260 (mentioned above), another course in theory (360) plus two electives in theory/composition. This track also requires two courses in music history (212 and 213) and 6 hours of performance, split between 2 hours of applied lessons, and 4 hours in ensemble and/or chamber music.

*The music history & culture track* requires, beyond 301 (mentioned above), two more courses in music history (212 and 213), along with two electives in music history & culture. This track also requires another course in theory (360) beyond 260 (mentioned above), and six hours of performance, split between two hours of applied lessons, and 4 hours in ensemble and/or chamber music.

Music majors demonstrate proficiency at the keyboard with satisfactory completion of 104, 271, 273, 371, or 373.

Students seeking departmental honors must achieve at least a 3.25 average in music courses, contribute to the musical life of Sewanee, and complete a project or thesis deemed worthy of honors by the music faculty.

**Minor in music:** Music minors must have earned the equivalent of six course credits in music, including: 1) Music 101 or 151; 2) Music 260; and 3) the equivalent of one course in ensemble participation and/or applied study of an instrument or voice.

Membership in the University's choir, orchestra, and other performance ensembles is open to all qualified students. Ensemble participation earns one half-course credit for two consecutive semesters of participation. Credit for ensemble participation is awarded on a pass/fail basis only.

Applied instruction is presently offered in piano, organ, voice, violin, viola, cello, guitar, and the orchestral woodwinds.

## **COURSES**

The following courses are open to students; no previous musical experience is required.

### **101. Music of Western Civilization**

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Musical masterworks from all style periods are studied. May not be taken for credit by students who have taken Music 151. (Credit, full course.) Lehman

### **102. Music Fundamentals I: Chords and Keys**

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. (Credit, half course.) Staff

### **103. Music Fundamentals II: Composing for the Keyboard**

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

### **104. Music Fundamentals: Keyboard Skills**

A general introduction to the language of music, using the keyboard as tool kit. Students with little or no experience in keyboard practice and acquire the ability to play basic piano compositions. They also learn the essentials of accompanying melodies with harmonies. Along with keyboard skills, the student learns fundamental theoretical concepts (melodic and rhythmic notation, intervals, major and minor key signatures, major and natural minor scales, and simple and compound meters) while gaining fluency in reading conventional musical notation. Includes an additional studio practicum session. Not open for credit to students who have previously taken Music 102 or Music 103. (Credit, full 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 repertoire familiar to the student. (Credit, full course.) Miller

### III. Knowing the Score: Music and Electronic Media

This course allows students to develop musical literacy and, concurrently, to explore the ways electronic keyboards and computers communicate. Participants use a new technique for learning musical notation that combines the aural experience of music with its visual representation on the computer monitor. Hands-on experience with computers and piano keyboards is important, as students learn the rudiments of music making and notation, composing their own melodies and rhythms. Basics of MIDI—Musical Instrument Digital Interface, the communication protocol between musical instruments and computers—are covered. The course follows a historical progression, examining a few representative masterpieces of Western classical music. Initially, early music and its relatively simple melodic organization provide students with an entrée to notation, but as literacy skills increase, more recent compositions come under analysis, culminating in nineteenth- and twentieth-century works. The music theory skills acquired here allow the student to advance into Music 260. (Credit, full course.) Miller

#### 141. “Ramblin’ Blues”: The Back Roads of Southern Music

The “roots” music of the Southeast has been one of the region’s – and the country’s – chief exports. Musicians wander back roads, crowd front porches and church pews, and sometimes make their way to music centers like Nashville, New Orleans, and Memphis. This course focuses on musicians in the Southern tradition and addresses diverse idioms including folk, blues, country, bluegrass, rockabilly, zydeco, and shape-note singing. Intended mainly for freshmen in the Living Learning Communities, the course assumes experience with a range of music and introduces terminology required for knowledgeable analysis of roots music including mode, meter, and form (e.g., 12-bar blues.) This course may not be taken for credit by students who have taken Musc 213 or 223. (Credit, full course.) Miller

#### 151. Song, Symphony, Stage: Music in Western Civilization

An accelerated version of Music 101 intended for performing musicians or other students with fair experience as listeners. After a quick review of the history of Western music, the course proceeds to consider topics such as the many manifestations of songs through the centuries, music and dance, music and politics, and musical exoticism/globalization. In addition to songs, other genres under consideration include symphonies, concertos, sonatas, operas, and musicals. Students take an active role in selecting music for discussion. May not be taken for credit by students who have taken Musc 101. (Credit, full course.) Miller

#### 201. Bach, Beethoven, and the Beatles: History of Music in the Modern Era

A detailed survey of music in the 18th, 19th, and 20th centuries. The course first looks at early modern traits in music of the 18th century, like Bach’s polyphony and castrato singers, and then considers the influence of the Enlightenment on music and Beethoven’s championing of individual expression. The enhanced status of popular music—including jazz, rock, and rap—in the 20th century is linked with the broader cultural development of the “mechanically reproducible artwork,” specifically music recording. Prerequisite: Musc 101. (Credit, full course.) Miller

#### 205. Music of the Baroque Era

A survey of the history and literature of music from 1600 to 1750 culminating in the study of selected works by Bach and Handel. (Credit, full course.) Delcamp

#### 206. Music of the Classic Period

A study of the formulation of the classical style and its evolution in the hands of the Viennese classicists: Haydn, Mozart, and Beethoven. (Credit, full course.) Staff

**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.) Staff

**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

**212. Mozart to Stravinsky: the Classical Canon**

The world of western art music continues to be dominated by the works of the common practice period (that is, the corpus of works composed from 1700 to 1920 by Bach, Beethoven, Wagner, Brahms, and others). Music 212 examines specific masterworks from this vast repertory of works that continues to engage the attention of performers and listeners at all levels. Selected musical compositions are studied in depth from an analytical, historical, and critical perspective. Prerequisite: Musc 101, 105, or 151. (Credit, full course.) Staff

**213. From Ragtime to Radiohead: Music in the Era of Recordings**

Recording technologies, which date back to the late nineteenth century, have affected music more profoundly than any other musical change since the adoption of music notation. This course traces the development of those technologies, with particular attention to the performers, composers, and repertoires that have exploited them. Many important figures and movements in twentieth- and twenty-first century music are addressed: ragtime, blues, jazz, and rock; Copland, Varèse, Reich; the Beatles, Pink Floyd, Radiohead. Different recording formats — from piano rolls to mp3s — receive particular attention. Prerequisite: Musc 101, 105, 141, or 151. (Credit, full course.) Miller

**214. Electronic Music: Synthesis & Digital Recording**

This course covers the fundamentals of electronic music and studio recording. Using Reason software, students learn about MIDI, sound synthesis, sampling, drum machines, loop players and sound processing. The second half of the semester focuses on Pro Tools, a digital recording program. Students learn recording techniques, sound editing, use of plug-in MIDI instruments, and how to produce recordings of their own music. Prerequisite: Musc 102 or instructor permission. (Credit, full course.) Carlson

**219. The Symphony**

A study of the principal genre of orchestral composition from its birth in the eighteenth century to the present day. Selected works by Haydn, Beethoven, Brahms, Mahler, and others are closely examined. The evolution of the symphony orchestra is considered. (Credit, full course.) Staff

**223. American Music**

A chronological survey of music in the United States from the colonial period to the present day with emphasis on the music of the twentieth century. The course examines both European-derived and vernacular styles (e.g., ragtime, jazz, and rock). Prerequisites: Musc 101, 105, 141, or 151. (Credit, full course.) Miller

**224. Musics of Latin America**

This class explores different musical traditions of Latin America such as *salsa*, *merengue*, *cumbia*, *porro*, *bolero*, *danzon*, and *samba* as manifestations of cross-cultural interaction and/or religious syncretism. Through a theoretical and practical approach, students also consider elements related to con-



struction of Latino cultural identities (e.g., music, language, social dancing) vis-à-vis migration and diaspora. The course also interrogates stereotypes and other misrepresentations of Latino culture in the U.S. Prerequisite: Musc 101. (Credit, full course.) Leal

### 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.) Staff

### 227. Survey of Keyboard Literature

A study of music composed for keyboard instruments from the time a distinct keyboard idiom appeared in the late Renaissance to the present day. Selected works by composers such as Bach, Chopin, Liszt, Debussy, and Messiaen are closely examined. (Credit, full course.) Delcamp

### 229. The Mass in Music

An historical survey of musical settings of the mass from Gregorian chant to the twentieth century. Settings by Palestrina, Machaut, Bach, Haydn, Beethoven, Verdi, and twentieth-century composers are analyzed in detail. (Credit, full course.) Delcamp

### 231. Music in the Anglican Church

A survey of music in the English church from the Reformation to the present day. The evolving role of music in the Anglican liturgy are considered against the backdrop of the history of the English church and the evolution of European musical style. Works by Byrd, Gibbons, Purcell, Handel, Vaughan Williams, and others are closely examined. (Credit, full course.) Delcamp

### 233. Toward the Great War: Impressionism and Modernism

The turn of the twentieth century was a turbulent time for music, literature, and the visual arts, with challenges to the artistic status quo emanating especially from Paris and Vienna. Impressionism and Modernism both reflect attempts to come to terms with a changing world, and the Great War forever altered the cultural and artistic landscape. Works by Debussy, Mahler, Strauss, Schoenberg, and Stravinsky are examined from analytical, cultural, and historical perspectives, with parallel developments in the literary and visual arts also taken into consideration. (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 is studied, as well as the personal quality of his style and the changes his individuality brought to music. Finally, the class attempts to account for the continuing power and attraction of Beethoven's works throughout two centuries and into the present day. (Credit, full course.) Staff

**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. Jazz Language I: Beginning Improvisation**

In this course students learn to identify common elements of the jazz vocabulary, demonstrate how this vocabulary is used characteristically in jazz solos, and develop an approach to mastering the vocabulary through practice, transcription, and performance on any instrument. Students apply this approach each week on the designated tune, culminating with a final playing evaluation on any two of the tunes learned that semester. The list of selected tunes for the semester is provided at the first class meeting along with suggested recordings. Selected tunes include works from jazz masters such as Miles Davis, Herbie Hancock, and Joe Henderson. Prerequisite: Musc 260 or concurrent registration in Musc 257. (Credit, half course.) Wright

**243. If It Ain't Got That Swing: The History of Jazz**

Jazz has been called "America's Classical Music" and the United States' greatest musical export. Jazz is at once an improvisatory yet timeless art. This course presents a chronological survey of its major styles and artists, from African acculturation in the New World to the present. Topics include the roots of jazz, the New Orleans masters, jazz in the 20's, Big Band, Bebop, Post-Bop styles, Avant-garde, Fusion, recent developments, and jazz vocalists. Through listening assignments and attendance at live performances, students learn to identify jazz styles and instrumentation. Prerequisite: Musc 101, 141, 143, or 257. (Credit, full course.) Wright

**245. Arranging Music for Ensembles**

This course introduces the principles of music arranging for students who have mastered the fundamentals of music theory. In an interactive environment, students learn to prepare music for choirs, children's ensembles, bands, and other instrumental groups. The course addresses instrumentation, scoring, and part-making, and culminates in projects undertaken in collaboration with ensembles and musicians on campus and within the greater Sewanee community. Prerequisite: Musc 102. (Credit, half course.) Carlson

**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. Introduction to Part Writing**

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. An introduction to the harmonic theory of the common practice period, the course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear-training and keyboard harmony are simultaneously cultivated. Prerequisite: Musc 103. (Credit, full course.) Staff

### 261. Seventh Chords and Chromatic Harmony

A continuation of the study of the harmony of the common practice period, including an introduction to chromatic harmony (secondary function chords and diatonic modulation). The vocabulary of harmonic analysis is extended; aural skills on an increasingly sophisticated level are cultivated. Composition in traditional music idioms is undertaken. (Credit, full course.) Staff

### 269. Music of the Birds and Bees: Music and Nature

A survey of three related topics within the general area of music and nature: a) various theories on the origin of music, many of which recognize the sounds of nature as important mimetic sources for music, b) the connections with love and sex that nature imagery in music often suggests, and c) the study of specific pieces inspired by nature. Composers and pieces to be considered include the Western classical tradition (e.g., Vivaldi's *Four Seasons*, Beethoven's *Pastoral Symphony*) and other traditions, such as Anglo-American folk and popular songs and non-Western music (e.g., Native American songs, Chinese koto music). Discussion of these works helps to develop a vocabulary of music style terms and focuses attention on how the music-nature conjunction has changed through history. (Credit, full course.) Miller

### 301. Topics in Early Music

An introduction to musicology that considers music of the medieval, Renaissance, and baroque periods. While the course surveys the music of these periods and its historical contexts, the primary focus is on the theoretical and critical approaches of recent scholarship. The course assumes substantial previous contact with music history on the part of the student. Prerequisites: Musc 101 or 151, and Musc 260. (Credit, full course.) Staff

### 345. Arranging Music for Ensembles (Advanced)

This course in music arranging is geared for students with more advanced understanding of music theory. In an interactive environment, students learn how to arrange music for a wide variety of musical groups, including orchestras, bands, choirs, and children's ensembles. The course includes units on instrumentation, scoring, part-making, and developmental and formal musical techniques. It culminates in projects undertaken in collaboration with ensembles and musicians on campus and within the greater Sewanee community. Prerequisite: Music 260. (Credit, full course.) Carlson

### 360. Advanced Chromatic Harmony

Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of twentieth-century and pre-Baroque music theory and analytic vocabulary are introduced. Exercises in free composition are undertaken. Prerequisite: Musc 260. (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.) Staff

### 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.) Staff

#### **405. Counterpoint and Fugue**

Analysis and writing in all eighteenth-century contrapuntal and fugal forms. Prerequisite: Musc 304. (Credit, full course.) Delcamp

#### **444. Independent Study**

To meet the needs and particular interests of selected students. May be repeated. (Credit, half to full course.) Staff

### **ENSEMBLE**

Participation in the University orchestra, the University choir, or other ensemble under the supervision of the music faculty. (Credit, one quarter course for each semester of participation.)

#### **251. University Choir**

Delcamp

#### **253. University Orchestra**

Lee

#### **257. University Jazz Ensemble**

Jazz Ensemble provides experiences in performance of all types of jazz literature from early swing (Duke Ellington, Count Basie) and Latin forms (Antonio Carlos Jobim) to contemporary fusion (Pat Metheny, Brecker Brothers, Yellowjackets). The group focuses on the developing jazz student, providing an opportunity for a challenging ensemble experience while encouraging the performer to explore improvisation. In addition, members have the opportunity to compose and arrange music for the ensemble. Membership is open to all students regardless of major. The group consists of saxophones, trumpets, trombones, guitar, bass, drum set and keyboard. In addition, the group involves male and female vocalists as well as string players with an interest in learning to sing or play jazz. The Jazz Ensemble offers one or more performances each semester. (Credit, one-quarter course.) Staff

#### **258. University Gospel Choir**

The University Gospel Choir, which performs under the name “Sewanee Praise,” offers a campus performance medium for Gospel music. The group’s repertory includes spirituals, traditional and contemporary gospel, Praise and Worship, and contemporary Christian. May be repeated for credit. (Credit, one-quarter course each semester during trial period of Advent 2014 and Easter 2015 only.) Wright

### **PERFORMANCE**

These courses are designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Prerequisite: consent of the instructor.

#### **271. Piano**

(Credit, quarter course.) Staff

#### **273. Organ**

(Credit, quarter course.) Staff

- 275. Voice**  
(Credit, quarter course.) Staff
- 276. Broadway Singing**  
(Credit, quarter course.) Staff
- 277. Strings**  
(Credit, quarter course.) Staff
- 278. Fiddle**  
(Credit, quarter course.) Staff
- 279. Winds**  
(Credit, quarter course.) Staff
- 371. Piano**  
Prerequisite: Musc 260. (Credit, half course.) Staff
- 373. Organ**  
Prerequisite: Musc 260. (Credit, half course.) Delcamp
- 375. Voice**  
Prerequisite: Musc 260. (Credit, half course.) Rupert
- 377. Strings**  
Prerequisite: Musc 260. (Credit, half course.) Lehman
- 378. Fiddle**  
Prerequisite: Musc 260. (Credit, half course.) Staff
- 379. Winds**  
Prerequisite: Musc 260. (Credit, half course.) Staff
- 383. Conducting**  
(Credit, half course.) Delcamp
- 470. Recital**  
(Credit, half course.) Staff

# Neuroscience Minor

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

## Steering Committee

Assistant Professor Siegel, Psychology, Chair  
 Professor Palisano, Biology  
 Associate Professor Bateman, Psychology  
 Assistant Professor A. Summers, Biology  
 Assistant Professor Seballos, Chemistry

**Mission Statement for the Neuroscience Minor:** A minor in Neuroscience allows students to consider how brain-function relates to behavior, and to explore one of the most compelling scientific frontiers in understanding ourselves and our actions. The minor examines the nervous system and its contribution to our experiences through a truly interdisciplinary approach. Students are required to take courses in both Psychology and Biology, and are highly encouraged to explore related courses within Chemistry, Computer Science, and Philosophy.

The goal of the Neuroscience minor is to encourage students to critically evaluate how the brain functions from the molecular and cellular level, and how these processes affect behavior. The Neuroscience minor is ideal for students with an interest in any neuroscience-related field. The minor prepares students for graduate study in neuroscience or related fields, and is also a good preparation for those planning to pursue a career in medicine and related disciplines.

**Requirements for the minor:** Students in the Neuroscience minor must complete a total of six courses. Four courses are required. At least two more elective courses must be completed from the list of electives. Note that two Psychology courses are required as prerequisites to the required courses in Neuroscience.

## Required courses (four)

Biol 133: Introductory Cell and Molecular Biology  
 Psyc 254: Introduction to Behavioral Neuroscience (Psyc 100 or 101 prerequisite)  
 Psyc 349: Drugs and Behavior (Psyc 254 prerequisite)  
 Psyc 359: Advanced Behavioral Neuroscience (includes a lab; Psyc 251 and Psyc 254 prerequisite)

## Elective courses (a minimum of two courses)

Biol 233: Intermediate Cell and Molecular Biology  
 Biol 300 or Biol 325: Biology of Aging  
 Biol/Chem 307: Mechanistic Biochemistry  
 Biol/Chem 316: Advanced Ecology and Biodiversity  
 Biol 318 or 328: Molecular Revolutions in Medicine (with or without a lab)  
 Biol 330 or 331: Immunology (with or without a lab)  
 Biol 333: Developmental Biology  
 Biol 388 or 389: Epigenetics (with or without a lab)  
 Chem 120: General Chemistry (Chem 102 or Chem III may be substituted)  
 Chem 202: Organic Chemistry II  
 Chem 417: Advanced Biochemistry  
 CprS 290: Data Mining  
 CprS 356: Artificial Intelligence  
 Phil 235: Medical Ethics

Psyc 208 or 358: Cognitive Psychology (with or without a lab)

Psyc 357: Child Development

Psyc 483: Cognitive Neuroscience (Sewanee-At-Yale Directed Research Program)

Psyc 490: Principles of Neuroscience (Sewanee-At-Yale Directed Research Program)

Psyc 49I: Neurobiology of Emotion (Sewanee-At-Yale Directed Research Program)

Psyc 492: History of Modern Neuroscience (Sewanee-At-Yale Directed Research Program)

## Non-departmental

### 101. The Struggle between Good and Evil: Fairy Tales in Literature and Music

This interdisciplinary study of the struggle between good and evil in the fairy tales of the Brothers Grimm and others examines such works as *Snow White and the Seven Dwarves*, *Cinderella*, *Hansel and Gretel*, and *The Magic Flute* and their reincarnations in the music of Disney, Rossini, Humperdinck and Mozart. Along with the discussion of the prevalence of such motifs as dark woods, evil stepmothers, jealous queens and supernatural figures in the fairy tales, students have the opportunity to view Walt Disney's film versions and to travel to a musical performance. (Credit, full course.) Staff

### 110. Introduction to Sociology and Human Health

A survey of major theoretical and empirical approaches to the impact of social structures, culture, and group identities on individual and group attitudes and behavior. Emphasis is placed on physical and mental health issues, medical science and health care provisions, and patient/care provider dynamics. Topics include the social construction and behavioral implications of sex and gender, race and ethnicity, and social class, as well as behavioral, social, and ethical implications of differential access to legal, educational, and health care systems. Prerequisite: Confirmation by chair of the Health Professions Advisory Committee of the student's involvement in pre-medical preparation. (Credit, full course.) Craft

### 150. Intercultural Explorations: Living Abroad

An introduction to topics that can enrich students' understanding of foreign cultures and capacity to benefit from the experience of living abroad. Such topics may include exposure to relevant political, economic, cultural, religious, behavioral, and educational issues as well as to the growing literature on intercultural competency. Instructor approval required. (Credit, half course.) Jones

### 340. Linguistics

An intensive broad introduction to general linguistics covering the nature and philosophy of language, the evolution of language, historical linguistics, semiotics, syntax, semantics, morphology, phonology, phonetics, pragmatics, and sociolinguistics. Writing intensive. (Credit, full course.) Preslar

### 380. Portuguese for Spanish Speakers

An intense exposition of Portuguese grammar with particular attention given to those aspects of the Portuguese language that distinguish it from Castilian. Special emphasis is placed on grammar, vocabulary, and pronunciation. While Brazilian pronunciation is favored, some time is given to peninsular pronunciation. In addition to intense grammatical study, consideration is given to the history and culture of Portugal, Brazil, and the Portuguese Empire, as well as to select topics of romance linguistics, especially those that help explain the divergence between the two principal languages of the Iberian Peninsula. Prerequisite: Permission of the instructor. This course does not fulfill the general distribution language requirement. (Credit, full course.) Spaccarelli



# Philosophy

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

Professor Conn, Chair

Professor Peterman

Professor Peters

Assistant Professor Hopwood

Visiting Assistant Professor Moser

**Core Requirement** (applies only to the Class of 2016 and earlier): Philosophy 101, and all 200-level courses, except 201, fulfill the philosophy-religion degree requirement.

Any course not taken to satisfy a degree requirement may be taken on a pass-fail basis. Courses below the 300 level have no prerequisite. Philosophy 101 and other 200-level courses (except Philosophy 201) are offered every semester and are the normal prerequisite for 300- and 400-level courses.

**Major in philosophy:** A student majoring in philosophy is expected to take a minimum of ten courses in philosophy. Philosophy 101, 203, and 204 are required of majors. Students must also take at least one course in logic, 190 or 312, as well as at least three of the following seminars — 306, 307, 308, and 309 — during their junior and senior years, with any two of these seminars satisfying the writing-intensive requirement in the major. During their senior year, all students must complete and publicly defend an independent research paper. A comprehensive examination with written and oral components is also required of all majors.

The normal minimum requirements for honors in philosophy are: either an A- average in all work in the department or a pass with distinction on the comprehensive examination; an A- on the senior research paper.

**Minor in philosophy:** A minor in philosophy requires five courses in philosophy, one of which must be at the 300 or 400 level. Students minoring in philosophy are not required to take a comprehensive exam.

## COURSES

### 101. Topics in Philosophy

Topics and themes in philosophy related to central questions of philosophy: Is there a meaning to human life?, What can we know?, What is the nature of reality?, and How should we live? These questions are addressed through a rigorous examination of philosophical texts, works of literature, films, and contemporary issues. (Credit, full course.) Staff

### 190. Informal Logic and Critical Thinking

An introductory study of classical logic, symbolic logic, and informal reasoning. Not open for credit to students who have received credit for Phil 201. (Credit, full course.) Staff

### 203. Ancient Philosophy from Homer to Augustine

An examination of ancient thought from Homer to Augustine, involving the study of major works of ancient philosophy in the context of their historical, cultural and religious setting. Special attention is given to how ancient thinkers understood human happiness, the place of human life in the order of the universe, the nature of reality, and the limits of human knowledge and reason. Primary emphasis is on the evaluation of these thinkers' views. (Credit, full course.) Peters

**204. Modern Philosophy from Descartes to Kant**

An examination of the philosophical revolution that accompanied the rise of modern science and its distinctive set of philosophical problems. The following problems are emphasized: the nature of knowledge and perception, the existence and nature of God, the existence of the material world, the nature of linguistic meaning, the mind-body relationship, and the nature of personal identity. (Credit, full course.) Conn

**210. Philosophical Issues in Christianity**

An examination of recent philosophical work on a number of doctrines that are central to traditional Christian theology. Topics include, among others, the Trinity, the Incarnation, the Atonement, and the Resurrection, as well as the nature of God's goodness and its compatibility with the traditional doctrine of Hell, and the ethics of love. Not open for credit to students who have completed Phil 213 or Phil 313. (Credit, full course.) Conn

**215. Chinese Philosophy (also Asian Studies 215)**

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

**220. The Self**

An analysis of the major turning points in the development of the concept of the self in Western philosophical thought. The point of the analysis is to elucidate our contemporary conception and the problems with it in order to point to a solution to these problems. In so doing, possible answers to the questions of the nature of rationality, knowledge, faith, and the meaning of life will be proposed. (Credit, full course.) Staff

**222. Contemporary Moral Issues**

A philosophical examination of moral issues in contemporary life, such as abortion, euthanasia, sexual morality, capital punishment, environmental pollution, world hunger, and nuclear disarmament. Class lectures and discussions help clarify the nature of each issue and examine the various arguments that have been advanced. (Credit, full course.) Staff

**223. Philosophy of Art**

An investigation of artistic judgment, creation and the work of art itself. Based on readings of works by such authors as Kant, Nietzsche, Heidegger, and Derrida, students consider art in its various manifestation, including painting, sculpture, architecture, music, dance, literature, and film. (Credit, full course.) Staff

**226. Philosophical Issues in Daoism (also Asian Studies 226)**

An introduction to the classical texts of philosophical Daoism, *Zhuangzi* and *Daodejing*, and to the classical and contemporary philosophical debates and controversies these texts have generated. (Credit, full course.) Peterman

**230. Environmental Ethics (also Environmental Studies 230)**

Examines a wide range of controversial issues concerning the moral responsibilities of human beings toward the natural environment with special attention to competing philosophical theories on the moral status of non-human species and natural ecosystems. (Credit, full course.) Peters

### 232. Business Ethics

An examination of the moral dimensions of business activity, especially within the context of a democratic society. Topics may include social and economic justice, the nature of corporations, corporate accountability, social responsibility, the morality of hiring and firing, employee rights and duties, advertising, product safety, obligations to the environment, and international business. (Credit, full course.) Staff

### 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 and Gender 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

### 255. Existentialism in Film

This course examines the distinctive ways in which films by figures such as Ingmar Bergman, Akira Kurasawa, Terence Malick, and Woody Allen illustrate, examine, and attempt to resolve a variety of philosophical problems. Special attention is given to themes and problems arising in the thought of existentialist philosophers such as Friedrich Nietzsche, Sren Kierkegaard, and Jean Paul Sartre. Emphasis is on interpreting films in their relation to philosophical texts, on understanding the particular strengths and limits with which films represent such problems, and on the critical insights that films can offer about how to resolve philosophical issues. This course has the attribute of Film Studies. (Credit, full course.) Peterman

### 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. Prerequisite: One 200-level philosophy course. (Credit, full course.) Conn, Peterman

### 307. Political Philosophy

A consideration of the nature and justification of political institutions through an examination of historically classic as well as contemporary sources. Special attention is given to debates concerning the proper expression of distributive justice, and to the nature and scope of political rights and liberties. Prerequisite: One 200-level philosophy course. (Credit, full course.) Staff

### 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. Prerequisite: One 200-level philosophy course. (Credit, full course.) Peters

### 309. Ethics

This course focuses on such approaches as Virtue Theory, Deontology, and Consequentialism, their source in classical texts, their treatment of such issues as the nature of value, the justification of action, and the psychology of moral choice, as well as on critiques of these approaches. Not open for credit to students who have previously taken Phil 202. Prerequisite: One 200-level philosophy course. (Credit, full course.) Peterman

### 310. Faith in Philosophy and Literature

A critical reading of selected philosophical and literary works which explore the nature and significance of religious faith. This course considers how literary narrative and philosophical analysis function distinctively in the dialogue of faith and reason. Major figures include Pascal, Hume, Kierkegaard, Walker Percy, Flannery O'Connor, and C.S. Lewis. This class is conducted as a seminar with in-class presentations and a semester-long project. (Credit, full course.) Peters

### 311. American Philosophy (also American Studies)

A study of the transcendentalism of Emerson and Thoreau and the pragmatism of Pierce, James, and Dewey with focus on the relationship between theories of reality and theories of value. (Credit, full course.) Staff

### 312. Modern Logic

The aim of this course is to provide students with a working knowledge of modern logic through an examination of three increasingly powerful methods of representing the logical structure of ordinary language arguments. Emphasis on developing strategies for proving validity and invalidity. (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.) Staff

### 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

### 321. Philosophy of Law

An examination of philosophical issues surrounding the nature of law and legal reasoning. Topics to include the following: the conditions of legal validity and the viability of natural law theory; the nature of legal normativity and its relation to other public manifestations of normativity (such as morality, religion, and etiquette); the limits and conditions of human liberty; the Constitutional status of rights to privacy; and the moral and legal justification of punishment. Not open for credit to students who have completed Phil 221. (Credit, full course.) Conn

### 322. Twentieth-Century Continental Philosophy

A survey of some of the main figures and texts in twentieth-century European thought. The class is based on questions concerning the relationship between self and other, and includes readings by such figures as Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Primo Levi, Emmanuel Levinas, Simone Weil, and Jacques Derrida. Novels and plays are read alongside philosophical texts, with attention given to the way in which similar themes are articulated in these different styles of writing. Prerequisite: one prior course in philosophy. (Credit, full course.) Hopwood

### 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.) Staff

### 337. Philosophy of Science

A philosophical examination of the goals and methods of the natural sciences. Special attention is given to contemporary debates surrounding the following questions: How do we distinguish between science and non-science? What is the nature of scientific inference? How are scientific theories related to observational data? Are all natural sciences reducible to physics? What is the ontological status of unobservable, theoretical entities? How should we understand the relation between science and religion? (Credit, full course.) Conn

### 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.) Staff

**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

**444. Independent Study**

(Credit, half to full course.) Staff

## Physical Education and Athletics

Website: [sewaneetigers.com/](http://sewaneetigers.com/)

Director Webb  
 Director of Athletic Facilities McCarthy  
 Assistant Director Ladd, Chair  
 Coach Baker  
 Coach Campbell  
 Coach M. Dombrowski  
 Coach George  
 Coach Johnston  
 Coach Harcus  
 Coach Heitzenrater  
 Coach S. Laurendine  
 Coach T. Laurendine  
 Coach Obermiller  
 Coach Pacella  
 Coach Parrish  
 Coach C. Shackelford  
 Coach J. Shackelford  
 Coach Smith  
 Coach Watters  
 Assistant Backlund  
 Assisant Boudreaux  
 Assistant Butters  
 Assistant Evangelista  
 Assistant Hawkins  
 Assistant Pierson  
 Assistant Shank  
 Trainer Green  
 Trainer Knight

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education. Student completion or non-completion of required physical education courses is recorded on the transcript on a pass/fail basis.

Students must have earned one PE credit before the end of the freshman year, and a second PE credit before the end of the sophomore year. Exceptions may be made by petition to the College Standards Committee. Each class generally consists of two scheduled periods each week of one hour in length. (These courses do not count toward the thirty-two academic courses required for graduation).

Participation in a year-long program of varsity (or club) athletics in one sport yields two PhEd credits.

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, volleyball, basketball, racquetball, golf, ping pong, pool, floor hockey, team handball, equestrian, and ultimate frisbee.

Women's intramural athletics include volleyball, basketball, softball, football, soccer, cross country, racquetball, and tennis.

Schedules are maintained in the following men's varsity sports: football, soccer, basketball, swimming and diving, baseball, tennis, golf, lacrosse, and track & field.

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

## **COURSES**

### **102. Racquetball**

(No course credit) Staff

### **103. Weight Exercise**

(No course credit) Staff

### **104. Beginning Ballet**

(No course credit) Staff

### **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) Lorenz, Wilson

### **111. Zumba**

(No course credit.) Staff

### **113. Beginning Jazz**

(No course credit) Staff

### **115. Beginning Riding**

(No course credit) Glover

### **119. Weight Training**

(No course credit) Staff

### **123. Beginning Tap Dance**

(No course credit) Staff

### **124. Basketball**

(No course credit) Staff

### **125. Lifetime of Fitness: Running**

(No course credit) Staff



**126. Lifetime of Fitness: Swimming**

(No course credit) Staff

**127. Lifetime of Fitness: Biking**

(No course credit) Staff

**128. Lifetime of Fitness: Mountain Biking**

(No course credit) Staff

**129. Lifetime of Fitness: Beginning Golf**

(No course credit) Staff

**130. Lifetime of Fitness: Beginning Soccer**

(No course credit) Staff

**131. Lifetime of Fitness: Squash**

(No course credit) Staff

**132. Badminton**

(No course credit) Staff

**133. European Handball**

(No course credit) Staff

**134. Bocce**

(No course credit) Staff

**135. Frisbee Golf**

(No course credit) Staff

**136. Speed and Agility**

(No course credit) Staff

**137. Lifetime of Fitness: Ultimate Frisbee**

(No course credit) Staff

**138. Change-Bell Ringing**

Open to beginners who learn essential bell strokes as well as to more advanced students for training appropriate to their level. One field trip is required. (No course credit.) Golko

**154. Beginning Modern Dance**

(No course credit) Staff

**155. Advanced Beginning Riding**

(No course credit) Glover

**165. Beginning Jumping**

(No course credit) J. Harcus

**166. Introduction to Hunter Seat Equitation**

(No course credit) Glover

**167. Schooling the Hunter**

(No course credit) Glover

**170. Stretch and Relax**

(No course credit) Staff

**171. Introduction to Hatha Yoga**

(No course credit) Staff

**172. Pilates**

The Pilates exercise program creates length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement while encouraging the control of muscles. (No course credit) Staff

**173. Intermediate Pilates**

The intermediate Pilates exercise program encourages length, strength, and flexibility in the muscles. It promotes body balance and helps to provide spinal support. The program also uses mental focus to improve efficiency of movement and muscle control. Prerequisite: PhEd 172. (No course credit) Butters

**175. Novice Riding**

(No course credit) Glover

**180. Sport Aviation**

This course teaches the ground school requirements for the private pilot's license and provides instruction of basic flying skills. (No course credit) Staff

**190. Beginning Bouldering**

Explanatory note: Bouldering is a type of low-to-the-ground rock climbing that does not utilize ropes or most other technical climbing equipment. Sewanee, with its sandstone crags, is ideally suited to this popular sport. The course covers the basics of the sport, with special emphasis on safety. (No course credit) Knoll

**200. Martial Arts**

(No course credit) Staff

**204. Intermediate Ballet**

(No course credit) Staff

**205. Intermediate Tennis**

(No course credit) Staff

**213. Intermediate Jazz**

(No course credit) Staff

**214. Pilgrimage to Santiago**

(No course credit) Spaccarelli

**215. Intermediate Riding**

(No course credit) Glover

**223. Intermediate Tap Dance**

(No course credit) Staff

**225. Lifetime of Wellness: Golf**

(No course credit) Staff

**226. Lifetime of Wellness: Tennis**

(No course credit) Staff

**227. Lifetime of Wellness: Weight Training**

(No course credit) Staff

**228. Beginner to Intermediate Road Biking**

(No course credit) Staff

**229. Lifetime of Wellness: Recreational Sports**

(No course credit) Staff

**230. Lifetime of Wellness: Table Tennis**

(No course credit) Staff

**231. Lifetime of Wellness: Reducing Stress through Meditation and Movement**

Through methods of systematic cultivation of awareness of body and mind such as stretching, yoga, body-scan, attention to breathing, sitting and walking meditation, and loving-kindness meditation, this course encourages greater health and well-being. The promotion of greater awareness reduces anxiety, anger, and depression while enhancing psychological hardiness, the ability to act effectively under increased short- and long-term stress, and energy and enthusiasm for life. (No course credit.) Brown

**251. Scuba**

(No course credit) Backlund

**252. Advanced Scuba**

Prerequisite: PhEd 251 or Open Water Certification. (No course credit) Backlund

**253. Rescue Scuba**

Prerequisite: PhEd 252 or Advanced Certification. (No course credit) Staff

**261. Road Cycling**

A two-day, 150-mile event in middle Tennessee conducted in fall with the Sewanee Outdoor Program. Twenty-five mile training rides, taken three times per week, are led by the SOP and are required to condition for this event. (No course credit) J. Benson

**262. Alpine Mountaineering Traverse in Colorado**

A 10-day Sewanee Outdoor Program winter alpine expedition in Colorado, for which three days are devoted to acclimating hikes in the San Juan mountains; seven days are spent snowshoeing, backpacking, and camping on a 35-mile traverse on the continental divide. Requires pre-trip preparation, special instruction, weekly training runs and hikes, and additional fee. (No course credit) J. Benson

**263. Marathon and Half-Marathon Runs**

In preparation for the Music City Marathon (26.2 miles) or half marathon in Nashville, led by the Sewanee Outdoor Program, 12 weeks of weekly training runs are required. (No course credit) J. Benson

**264. Canoeing the Rio Grande**

This seven-day Sewanee Outdoor Program expedition, in preparation for which weekly training and paddling sessions are required, involves canoeing and camping through 83 miles of Lower Canyons in a true wilderness setting along the Mexico-Texas border. (No course credit) J. Benson

**270. Tai Chi**

(No course credit) Jiang

**304. Advanced Ballet Technique**

(No course credit) Staff

**306. Advanced Fencing**

(No course credit) Staff

**308. Advanced Handball**

(No course credit) Reishman/Spaccarelli

**315. Advanced Riding**

(No course credit) Glover

**325. Canoe Team**

(No course credit) Staff

**326. Lacrosse**

(No course credit) Watters, M. Dombrowski

**328. Rugby**

(No course credit) Staff

**330. Crew Team**

(No course credit) Staff

**331. Squash Team (Club)**

(No course credit) Rung

**332. Club Tennis**

Involves twice-weekly practice sessions and some participation in outside events with other club tennis teams. (No course credit.) Staff

**350. Skill Training for Emergency Medical Technicians**

Emphasis of this course, geared toward the training of Sewanee EMT students, is on practical skills such as bandaging and splinting, proper lifting and moving of patients, and extricating people from car accidents. The course trains students to perform rescue techniques including chest compressions, rescue breathing, and the manual stabilization of fractured limbs. By the end, students are expected to demonstrate competency on all skills required for EMT qualification. (No course credit.) Staff

**351. American Red Cross Lifeguard**

(No course credit) Obermiller

**352. American Red Cross Lifeguard Instructor**

(No course credit) Staff

**366. Hunter Seat Equitation**

This course is for riders at the advanced level who are interested in furthering their equitation knowledge and skills. Prerequisites: PhEd 215 or PhEd 315 or a minimum of 5-6 years of instruction at this level. (No course credit) Glover

**368. Schooling the Jumper**

This course is for riders at the Intermediate or Advanced level who are interested in furthering their knowledge about jumpers. Prerequisites: PhEd 215 or PhEd 315 or a minimum of 4-6 years of instruction at this level. (No course credit) Glover

**401. Water Safety Instruction**

(No course credit) Staff

**403. Advanced Weight Training**

(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) Ladd

**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) Campbell, Smith

**454. Varsity Golf**  
(No course credit) Ladd, Parrish

**455. Varsity Soccer**  
(No course credit) Pacella, Johnston

**456. Varsity Track and Field**  
(No course credit) Heitzenrater

**457. Varsity Lacrosse**  
(No course credit) Watters/M. Dombrowski

**458. Varsity Football**  
(No course credit) Laurendine

**459. Varsity Field Hockey**  
(No course credit) M. Dombrowski

**460. Varsity Cross Country**  
(No course credit) Heitzenrater

**461. Varsity Volleyball**  
(No course credit) S. Laurendine

**462. Varsity Softball**  
(No course credit) George

**463. Varsity Equestrian**  
(No course credit) Glover

## Physics and Astronomy

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

Professor Durig, Chair

Professor Peterson

Professor Szapiro

Assistant Professor Donev

**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, Physics 305 and 306; two half-course seminars; plus Chemistry 101, 102; 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, including Physics 203, 303, and 307; Physics 305 and 306; 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 103, 104

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 Geology 121 ; Option B: Physics 303 and Physics 304; Option C: Physics 307 and Physics 308. Physics 350 Cosmology may be substituted for one of the advanced Physics courses in options A, B, and C. 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. Please note that the knowledge and skills acquired in Physics 101, 102 or Physics 103, 104 are presumed for any upper level Physics class except for Physics 250 and 251.

**COURSES**

The knowledge and skills acquired in Physics 101, 102 or Physics 103, 104 are presumed for any upper level Physics class except for Physics 250 and 251.

**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. Prerequisite for 102: Phys 101 or permission of the instructor. (Credit, full course.) Szapiro

**103. Modern Mechanics**

This course begins with the conservation of momentum and energy. It deals with energy and gravitational interactions, and emphasizes the atomic structure of matter, and the modeling of materials as particles connected by springs. The course is designed for engineering and science students. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science — the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for Phys 101. Prerequisite: Freshman status or permission of the instructor. (Credit, full course.) Szapiro, Peterson

**104. Electric and Magnetic Interactions**

This course deals with electric and magnetic fields. The main goal of this course, which is formatted with an integrated lab-lecture (studio) approach, is to have the students engage in a process central to science — the attempt to model a broad range of physical phenomena using a small set of powerful fundamental principles. The course is designed for engineering and science students. The course counts in fulfillment of the general distribution requirement for a laboratory science course. The course is not open for credit to students who have earned credit for Phys 102. Prerequisite: Phys 103 or permission of the instructor. (Credit, full course.) Szapiro, Peterson

**105. Energy and the Environment**

This course examines energy sources currently being used in our society and those proposed for future use. The fundamental physical principles underlying production, transmission, and use of these sources are studied. Particular application is made to the analysis of local energy production and usage. This course satisfies the non-laboratory science distribution requirement. (Credit, full course.) Staff

**106. Foundations of Global Warming**

A study of the physical principles and mechanisms underlying global warming. Influences of the sun, earth surface, atmosphere, and oceans are considered. Observational records that describe surface temperatures and changes in the gaseous atmosphere are examined. Also discussed are effects of global warming and possible future scenarios. (Credit, full course.) Staff

**110. Our Place in the Universe: An Introduction to the Science of Astronomy**

A consideration of how planet Earth fits into its solar system, its galaxy, and the larger cosmos. Evening sessions allow observations of asteroids, comets, galaxies, novae, supernovae and gamma ray bursts. The course includes image analysis for scientific data. A student may not receive credit for Physics 149 or 250 after completing this course or for this course if either of those has been taken. Four meetings per week. (Credit, full course.) Durig



### III. How Things Work

The course offers a non-conventional view of science that starts with objects of everyday experience and looks inside them to explore what makes them work. It is designed to help liberal arts students establish a connection between science and their world, bringing science to students rather than the reverse. Students work in cooperative learning groups and present a final project focused on a device or process of their interest. The course is a non-laboratory course that can serve in partial fulfillment of the general distribution requirement in natural science. (Credit, full course.) Szapiro, Peterson

#### 120. The Science of Music

An introductory course on musical acoustics which includes the principles of sound production, propagation, and perception through inquiry-based methods. The ways in which different sounds are produced are explored through experimentation with both existing and student-constructed instruments (e.g., string, woodwind, brass, percussion). Modern digital music technologies and concepts are also introduced as well as issues related to room and concert hall acoustics. This non-laboratory course serves in partial fulfillment of the general distribution requirement in natural science. (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. (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 Cordell-Lorenz Observatory for a two-hour observing session three times during the semester during clear nights more than five days away from the full moon. (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. (Credit, full course.) Peterson

#### 202. Thermodynamics

Classical thermodynamics theory with applications and an introduction to statistical mechanics. Lecture: three hours. (Credit, full course.) Peterson

#### 203, 204. Intermediate Electricity and Magnetism

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating- and direct-current circuits with passive and active components are tested. Prerequisite for 204: Phys 203 or permission of the instructor. (Credit, full course.) Peterson

#### 251. Stellar and Galactic Astronomy

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. Lecture: three hours; laboratory: three hours. Offered Advent 2014 semester. (Credit, full course.) Durig

**303. Mechanics**

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Lecture: three hours. (Credit, full course.) Szapiro

**304. Theoretical Mechanics**

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. Prerequisite: Phys 303 or permission of the instructor. (Credit, full course.) Szapiro

**305. Advanced Laboratory I**

This course offers an introduction to the theory and practice of experimental physics, with an emphasis on modern experiments and techniques. Experimental topics can include spectroscopy from gamma energies into the infrared, NMR, visible and infrared optics, holography and diffractive optics, observational astronomy, microscopy with SPM and SEM instruments, and advanced electronics with computer interfacing. Some experiments are performed offsite to use instruments not available on campus. Programming languages such as LabVIEW, MatLab, and Mathematica are used. Attendance at departmental seminars is required. Laboratory with lecture, three hours twice weekly. Prerequisite or co-requisite: Phys 203. (Credit, half course.) Peterson

**306. Advanced Laboratory II**

This course is a continuation of Physics 305. The results of one extended laboratory/research project are to be presented by the student in a public forum. Attendance at departmental seminars is required. Laboratory with lecture, three hours twice weekly. Prerequisite: Phys 305. (Credit, half course.) Peterson

**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 for 308: Phys 307 or permission of the instructor. Lecture: 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. (Credit, half course.) Peterson

**349. Readings in Cosmology**

A course for those with some background in physics or astronomy who are interested in the origin and structure of our universe. Readings include Stephen Hawking's *A Brief History of Time* and other modern texts, in addition to historical cosmology texts such as Aristotle's *On the Heavens* or Galileo's *Dialogue Concerning the Two Chief World Systems*. Writing assignments include two papers – one of these on non-western cosmology – and a class project involving observation of a supernova or gamma ray burst. Prerequisite: one course in physics selected from Phys 102, 104, 149, 250, or 251. (Credit, full course.) Durig

**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.) Staff

**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. (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. (Credit, half course.) Peterson

**421. Advanced Electromagnetic Theory**

Boundary-value problems in rectangular, spherical, and cylindrical coordinates are discussed. The solutions of the wave equation for conducting and non-conducting media are applied to selected topics in optics and plasma physics. (Credit, full course.) Staff

**444. Independent Study**

For selected students. (Credit, variable.) Staff

# Politics

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

Associate Professor Hatcher, Chair  
 Professor Wilson  
 Professor Patterson  
 Assistant Professor Manacsa  
 Assistant Professor Dragojevic  
 Assistant Professor Crowder-Meyer  
 Visiting Assistant Professor Schneider

(*applies only to the Class of 2016 and earlier.*) Students fulfilling the social science requirement are advised that any 100-level or 200-level course in this department may be used to fulfill that requirement.

**Major in politics:** Students critically engage with competing values and interests that guide and orient politics. They analyze concepts, theories, and principles that deal with the nature, purpose, and characteristics of government and political change. The major encompasses the theoretical and empirical study of government institutions, leadership, conflict resolution between and within states, political ideas and ideologies, political culture and discourse, political economy, and the politics of gender, race, and class.

Introductory courses help to ground students in fundamental theories and concepts used in the study of politics. Seminars and many 300-level courses provide students opportunities to develop their research and analytical skills while also introducing students to how to write within the discipline.

Students majoring in politics are required to complete at least eleven courses, including two introductory (100-level) courses; three concentrations (three courses in each chosen concentration); a seminar at the 400-level; and a comprehensive examination.

Students select courses that fall into the following eight concentrations: (1) development/political economy, (2) law and justice, (3) national institutions and policies, (4) global institutions and policies, (5) conflict and peace, (6) identity and diversity, (7) citizenship, and (8) political action. A course may fall into more than one concentration, but students may apply it toward satisfying only one of their chosen concentrations.

For the comprehensive examination, students must respond to one from a panel of questions for each of their three selected concentrations. Independent studies and honors projects will be placed in appropriate categories by the chair of the department. The public affairs internship course (Pols 445) is excluded from coverage on the comprehensive examination and counts as a course outside the major.

**Minor in politics:** A minor in politics 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 politics.** Students who have taken a minimum of six politics courses with a departmental grade point average of at least 3.4 may request enrollment in the Honors Tutorial (Pols 450) during the fall of their senior year. As a condition for enrollment, a preliminary research proposal must first be approved by the department's faculty. Departmental honors are awarded to a student who maintains a grade point average of 3.4 or higher in departmental courses, submits an honors paper of at least B+ quality, and receives distinction on the comprehensive exam. Candidates for honors also make an oral presentation of their honors paper to an audience of departmental faculty and students.

### Other expectations

Students contemplating *professional careers in international affairs* are encouraged to take several upper-level courses in economics (for example, microeconomics, macroeconomics, and international economics).

Students considering *graduate work in politics* are encouraged to take Pols 407: Political Behavior, several economics courses, statistics, and at least one semester of upper-level coursework in political theory.

Those students interested in *prelaw* are strongly urged to take courses in Anglo-American history and constitutional development, political theory, economics, and logic. The Law School Admissions Test is required for all schools and should be taken early in the senior year.

## COURSES BY CONCENTRATION

### Development/political economy:

- 227: Africa in World Politics
- 230: Politics in Nigeria and South Africa
- 249: China and the World
- 250: States and Markets in East Asia
- 301: History of Political Theory
- 311: Politics of Central America and the Caribbean
- 318: Comparative Politics: South America and Mexico
- 326: Comparative Asian Politics
- 329: Comparative African Politics
- 344: Myth America
- 363: Comparative Democratization
- 366: International Political Economy
- 367: Political Economy of Asia and Latin America
- 381: The Political Economy of Sustainable Development
- 382: International Environmental Policy
- 402: Topics in Political Economy

### Law and Justice:

- 205: The Judicial Process
- 260: Political Theory of the Environment
- 303: Women and Politics
- 306: Ancient Political Philosophy
- 307: Women in American Politics
- 319: Gender and Politics from a Global Perspective
- 330: Race and Ethnicity in American Politics
- 331: Constitutional Law: Balancing Powers
- 333: Human Rights
- 337: Constitutional Law: Civil Liberties
- 338: Constitutional Law: Civil Rights
- 343: Visions of Constitutional Order
- 370: International Law in International Relations
- 373: African American Political Thought

### National Institutions and Policies:

- 203: The Presidency
- 204: Legislative Process

- 205: The Judicial Process
- 216: Media and Politics
- 304: American Political Thoughts
- 310: The Politics of Poverty
- 311: Politics of Central America and the Caribbean
- 318: Comparative Politics: South America and Mexico
- 326: Comparative Asian Politics
- 328: Parties and Interest Groups in the United States
- 329: Comparative African Politics
- 331: Constitutional Law: Balancing Powers
- 343: Visions of Constitutional Order
- 351: Modern European Politics

**Global Institutions and Policies:**

- 220: International Conflict
- 270: Introduction to International Security
- 310: The Politics of Poverty
- 321: Global Health Governance
- 366: International Political Economy
- 370: International Law in International Relations
- 381: The Political Economy of Sustainable Development
- 382: International Environmental Policy
- 390: The United Nations
- 412: Terrorism and Global Security
- 430: Research Seminar: Topics in International Security

**Conflict and Peace:**

- 220: International Conflict
- 249: China and the World
- 270: Introduction to International Security
- 314: Civil Wars
- 355: The Art of Diplomacy
- 390: The United Nations
- 412: Terrorism and Global Security
- 430: Research Seminar: Topics in International Security
- 431: Ethnicity and Political Violence

**Identity and Diversity:**

- 209: Immigration, Politics, and Identity
- 260: Political Theory of the Environment
- 302: Recent Political Theory
- 303: Women and Politics
- 305: Politics of Everyday Life
- 307: Women in American Politics
- 319: Gender and Politics from a Global Perspective
- 330: Race and Ethnicity in American Politics
- 338: Constitutional Law: Civil Rights
- 341: Gender and Violence
- 346: Contemporary Social Movements

- 351: Modern European Politics
- 373: African American Political Thoughts
- 404: Race, Politics, and Empire
- 409: Religion and American Politics
- 431: Ethnicity and Political Violence

**Citizenship:**

- 209: Immigration, Politics, and Identity
- 216: Media and Politics
- 260: Political Theory of the Environment
- 345: Creating Citizens: Political Theorists on Education
- 346: Contemporary Social Movements
- 370: International Law in International Relations
- 381: The Political Economy of Sustainable Development
- 407: Research Seminar in Political Behavior

**Political Action:**

- 212: Campaigns and Elections
- 314: Civil Wars
- 318: Comparative Politics: South America and Mexico
- 328: Parties and Interest Groups in the United States
- 346: Contemporary Social Movements
- 357: Religion, Activism, and Socioeconomic Development in Africa
- 363: Comparative Democratization
- 407: Research Seminar in Political Behavior

**COURSES**

**101. American Government and Politics**

A study of the United States federal government. Students may not receive credit for both Pols 101 and Pols 107. (Credit, full course.) Hatcher, Crowder-Meyer

**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.) Wilson, Dragojevic

**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.) Staff

**107. Critical Issues in American Politics (also American Studies)**

A course devoted to examining a variety of politically-related contemporary issues, such as those related to education, health, or the environment. Presupposes students have at least some prior knowledge of governmental institutions and processes. Students join written and oral discourse to consider the background of problems, their political development, and possible resolution.

Students may not receive credit for both Pols 101 and Pols 107. (Credit, full course.) Hatcher

### **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.) Manaca

### **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.) Hatcher

### **204. Legislative Process**

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad. (Credit, full course.) Hatcher

### **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.) Hatcher

### **209. Immigration, Politics, and Identity**

This course examines circumstances that facilitate or hinder the political, social, and economic incorporation of immigrants. In addition to reviewing early twentieth-century sociological theories of immigration, the course analyzes contemporary research on immigration from the standpoint of political science and related disciplines. While focused primarily on explaining patterns by which immigrants are incorporated in the United States and Europe, it also compares cases from Latin America, Eurasia, the Middle East, and other regions in relation to shared or dissimilar immigration policies, levels of economic development, and demographic compositions. (Credit, full course.) Dragojevic

### **210. Politics of Poverty and Inequality (also Women's and Gender Studies)**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime. Not open for credit to students who have earned credit for Pols 310. (Credit, full course.) Staff

### **212. Campaigns and Elections**

A study of campaigns and the electoral process in the United States, focused particularly on campaigns for federal offices. Course topics include the structure of the American electoral system; strategies used by candidates, parties, and the media; and the influence of campaigns on voters. Because the course is offered during election years, students can apply class theories and concepts to current campaigns. Prerequisite: Pols 101 or instructor permission. (Credit, full course.) Crowder-Meyer



**216. Media and Politics**

This course examines how the media affect politics and government, focusing primarily on this relationship in the United States. Topics discussed include the role of media in a democracy; mass media coverage of campaigns, politics, and government; media effects on the behavior of citizens; and entertainment news coverage. (Credit, full course.) Crowder-Meyer

**220. International Conflict**

This course examines the processes, causes, and consequences of interstate war and internationalized intrastate conflicts — from a theoretical as well as an empirical perspective. It identifies the key variables, causal paths, and conditions under which conflicts begin, intensify, and terminate. The study is organized and conducted at various levels of analysis, ranging from individual and domestic to interstate and global. The course also considers how theoretical explanations and empirical findings can inform the selection of foreign policy instruments to resolve contemporary armed international conflicts. (Credit, full course.) Manaca

**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.) Staff

**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.) Staff

**249. China and the World**

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out “barbarian invaders.” Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization. (Credit, full course.) Wilson

**250. States and Markets in East Asia**

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students read and discuss dependency, statist, and cultural theoretical approaches to the political economy of the cases. What explains the dynamic growth of this region of the world during the postwar period? (Credit, full course.) Wilson

**260. Political Theory of the Environment**

An applied course in the theoretical literature that underlies understandings of the natural environment, human interaction with the environment, and the rights both of humans and of elements of the natural order. Readings and discussion emphasize the theoretical underpinning of environmental justice, both domestic and international, as well as the intersection of environmental theory with international political economy. (Credit, full course.) Staff

**270. Introduction to International Security**

A study of the major concepts, theories, methods, and issues involved in international security. The course considers competing contentions about how security should be understood and the impact of such debate on the evolving subfield of security studies. It covers traditional security topics like conventional weapons proliferation, militarized interstate disputes, nuclear deterrence, and international terrorism as well as emerging issues involving criminal, energy, environmental, and cyberspace security. Prerequisite: Pols 150 or InGS 200. (Credit, full course.) Manaca

**301. History of Political Theory**

The development of political thought in the West from the Greeks to the mid-seventeenth century. (Credit, full course.) Staff

**302. Recent Political Theory**

A continuation of Political Science 301 from Locke to the twentieth century. Prerequisite: PolS 105 or instructor permission. (Credit, full course.) Staff

**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.) Staff

**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.) Staff

**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.) Wilson

**306. Ancient Political Philosophy**

Ancient political philosophers conceptualized political life, freedom, and citizenship in ways that continue to have meaning in today's world. This course examines some of the major themes in ancient political thought, including justice and the question of the best regime in Plato's *Republic*, the nature of conflict and partisan politics in Thucydides' *History of the Peloponnesian War*, and the connection between human nature and the aspirations of political life in Aristotle's *Politics*. (Credit, full course.) Staff

**307. Women in American Politics (also Women's and Gender Studies)**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign

strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding. (Credit, full course.) Crowder-Meyer

### **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.) Dragojevic

### **314. Civil Wars (also Women's and Gender Studies)**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence — measured by the number of casualties, refugees, and other victims of war — is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences. (Credit, full course.) Dragojevic

### **318. Comparative Politics: South America and Mexico (also Women's and Gender Studies)**

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.) Dragojevic

### **319. Gender and Politics from a Global Perspective (also Women's and Gender Studies)**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war. (Credit, full course.) Schneider

### **321. Global Health Governance**

Trade, migration, and widespread travel have transformed population health from a domestic to an international issue, one in which state cooperation is increasingly necessary. Investigating the role of international organizations, the media, advocacy groups, and individuals, this course questions how international cooperation can facilitate the promotion and protection of health. To do so, it considers a variety of theoretical approaches including the securitization of health and health as a human right. It also examines such issues as smallpox eradication, tobacco control, AIDS treatment, and bioterrorism agreements. (Credit, full course.) Patterson

### **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.) Staff

### **326. Comparative Asian Politics**

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

### **328. Parties and Interest Groups in the United States**

An examination of the activities and influence of political parties and interest groups in the U.S. Course topics include the history and development of parties and interest groups, the activities of party organizations, party identification in the electorate, how parties shape elections and the behavior of elected officials, and how much influence interest groups have on campaigns and in government. (Credit, full course.) Crowder-Meyer

### **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.) Staff

### **330. Race and Ethnicity in American Politics**

This course examines the many ways in which race and ethnicity play a role in American politics, including how race and ethnicity affect personal identity, political preferences, political participation, candidates and campaigns, public officeholders, and policymaking. Topics considered include racial identity, descriptive and substantive representation, intersectionality (the interaction of race, gender, class and other social categories), and the effect of race and ethnicity on current public policy debates. (Credit, full course.) Crowder-Meyer

### **331. Constitutional Law: Balancing Powers**

This course examines Supreme Court cases related to separation of powers and checks and balances by situating cases within varying theories of constitutional interpretation and by assessing the socio-political implications of those decisions. Cases studied include controversies about executive privilege, the Commerce Clause, the Tenth Amendment, and federalism. The course emphasizes, above all, the political role of the judiciary. (Credit, full course.) Hatcher

### **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. Prerequisite: Pols 150 or 270. (Credit, full course.) Manacsa

### **337. Constitutional Law: Civil Liberties**

This course examines Supreme Court cases related to the Bill of Rights — by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil liberties are protections of individual liberties against governmental intrusion and include First Amendment freedoms of speech, press, religion, and association; Second Amendment liberty of arms; Fourth and Ninth Amendment protections of privacy; and Eighth Amendment protections against “cruel and unusual punishment.” The course emphasizes, above all, the political role of the judiciary. (Credit, full course.) Hatcher

### **338. Constitutional Law: Civil Rights**

This course examines Supreme Court cases related to equality — by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary. Note: This course has the attribute of American Studies and Women's and Gender Studies. (Credit, full course.) Hatcher

### **341. Gender and Violence**

In this course students explore the roots of gender-based violence and the socio-political circumstances that affect such occurrences. Rape and intimate partner violence are only two forms of this phenomenon, which affects at least twenty-five percent of American women and a billion women worldwide. By studying the systematic ways in which gender discrimination disadvantages women, students can better understand the multiple causes of gender-based violence and reflect on possible modes of intervention. (Credit, full course.) Staff

### **343. Visions of Constitutional Order (also American Studies)**

This course in American political thought examines the problems of establishing and maintaining free popular government by considering the seventeenth- and eighteenth-century sources and debates that informed the Founders' Constitution. Focus is on the multiplicity of the Founders' views rather than a single vision. Reference is also made to Lincoln's understanding of the Constitution in the Secession Crisis of 1861. Prerequisite: Pols 101 or 105. (Credit, full course.) Staff

### **344. Myth America**

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric — such as the myth of the frontier, the myth of success, and the notion of the American dream. The course examines 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. (Credit, full course.) Staff

### **345. Creating Citizens: Political Theorists on Education**

Examination of the works of political theorists on the role of education in the formation of citizens. The course has a focus on the relation between liberal democracy and liberal education. Prerequisite: Pols 105. (Credit, full course.) Staff

### **346. Contemporary Social Movements (also Women's and Gender Studies 346)**

This course studies the ways in which ordinary citizens come together, create more or less formal organizations, and mobilize politically to demand social and political change in society. The study begins close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. Then students proceed to study a wide range of political movements including labor and economic justice movements, the gay rights movement, the Christian conservative social movement, and the global justice/anti-globalization movements. (Credit, full course.) Schneider

### **351. Modern European Politics (also International and Global Studies)**

A survey of the politics, institutions, and contemporary topics of concern in the European region. After a brief historical overview of the interwar period and of the aftermath of World War II,

students examine a range of topics central to European politics. Such topics include the formation of party systems and party cleavages, welfare states, and political culture. The development of the European Union, its institutions, and debates concerning its enlargement are addressed in the latter part of the course. It concludes with an overview of the literature concerning the incorporation of immigrants in Europe. (Credit, full course.) Dragojevic

### **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.) Staff

### **360. Chinese Politics**

A survey of Chinese political movements and institutions during three periods: the Republican period (1911-49), the Maoist collective era (1949-78), and the reform period (1978-present). The course focuses on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) Wilson

### **363. Comparative Democratization**

Students analyze the major theoretical issues and substantive developments surrounding the global spread of democracy. The central foci include the following topics: theories and case studies concerning “paths” of democratic transition including roles of specific class and state actors, historical patterns and cycles of democracy, theories and issues of “Democratic Peace,” and issues and dilemmas concerning the “quality” of contemporary democracies. Not open for credit to students who have earned credit for Pols 420. (Credit, full course.) Patterson

### **364. 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 world affairs. (Credit, full course.) Manacsa

### **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.) Wilson

### **367. Political Economy of Asia and Latin America**

This course compares economic development models and experiences of some of the major economies in Asia and Latin America including South Korea and China, Mexico and Brazil. Students use case studies to explore the following topics: economic strategies (import substitution industrialization and export-led growth), class formation, international engagement, poverty alleviation, and resource management. Regional integration and organizations such as Mercosur and APEC are also discussed. (Credit, full course.) Wilson

### **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.) Prerequisite: Pols 150 or InGS 200. Manacsa

### **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.) Staff

### **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. Prerequisite: Econ 101. (Credit, full course.) Staff

### **382. International Environmental Policy**

Growing human impact on the natural environment, together with the broadening linkages among states, international organizations, multinational corporations, and border migration, provide the context for this course. Among the central concepts and debates it addresses are the history of international environmental thought, relevant actors, the intersection of environmental policy and international trade, finance and investment, and the creation of international environmental law. Students also discuss issues of sustainable development, global governance, and global environmental justice. (Credit, full course.) Ehresman

### **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.) 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.) 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.) Staff

### **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.) Crowder-Meyer

**409. Religion and American Politics**

An exploration of systematic contemporary research that draws on work in several subfields of political scholarship which interface with religion: First Amendment constitutional law, political parties and interest groups, voting behavior, and congressional and presidential elections. Main themes seek to integrate both behavioral and institutional approaches to the study of politics. (Credit, full course.) Hatcher

**411. The Politics of AIDS (writing-intensive)**

This course analyzes the global AIDS pandemic, questioning how power inequalities, resource allocations, and representation affect vulnerability to HIV infection and responses to the disease. The course explores how AIDS shapes local governance structures, political development, global norms, and global institutions. It questions how global institutions and national governance use human rights norms, economic calculations, and security interests to frame and develop HIB/AIDS policies. Particular attention is paid to the intersection of disease and political marginalization. The course also explores the roles – in applying mobilization strategies and influencing AIDS identities – of activists, scientists, and nongovernmental organizations. (Credit, full course.) Patterson

**412. Terrorism and Global Security**

This course involves systematic consideration of the key concepts, theories, and methods that can be applied to the study of terrorism. It analyzes contesting theories—and the empirical grounds of such theories—for why actors employ terrorist instruments. Among the theories of terrorism considered are those linked to psychological, ideological, cultural, and structural explanations. Finally, the course discusses and evaluates the effectiveness of various counter-terror methods and operations. Prerequisite: Pols 150 or 270. (Credit, full course.) Manacsa

**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. Prerequisite: Pols 150 or 270. (Credit, full course.) Manacsa

**431. Ethnicity and Political Violence**

This course examines the role of ethnicity in political conflict. Students explore theories and definitions of ethnic and collective identities and consider the role that these identities play in the emergence and resolution of political conflict. Case studies include India, Lebanon, Northern Ireland, South Africa, and the former Yugoslavia. Not open for credit to a student who has completed Pols 240 or 340. (Credit, full course.) Dragojevic

**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 Politics 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



**446. Political Simulations**

Students learn not only about theories and institutions, but also about how actors behave within them. In the simulation modules, students assume the roles of political participants appropriate to the particular exercise learn to respond pragmatically to changing conditions of political situations. The simulations for a particular module derive from the institutions and events related to American or international politics, and might include the United Nations, U.S. National Security Council, or the U.S. Supreme Court. (Credit, half course.) Staff

**450. Honors Tutorial (writing-intensive)**

Seniors only. Permission of the department chairman required. (Credit, full course.) Staff

# Psychology

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

Associate Professor Bateman, Chair  
 Professor Barenbaum  
 Research Professor Hamby  
 Professor Yu  
 Associate Professor Bardi  
 Assistant Professor Siegel  
 Assistant Professor Troisi  
 Distinguished Visiting Professor Mayes  
 Visiting Assistant Professor Craft

Psychology is a diverse discipline that borders on the biological and social sciences. It is at once a science and a means of promoting human welfare. Reflecting its historical roots in philosophy, physiology, and clinical practice, it embraces a variety of theoretical perspectives, methodologies, and areas of study. The Department of Psychology at Sewanee provides majors and non-majors with the basic principles of psychology within the context of a liberal arts education. Our curriculum emphasizes scientific thinking and equips majors with multiple perspectives and research methods with which to understand behavior and mental processes. Graduates of our program pursue advanced study and careers in a variety of areas, including psychology (e.g., industrial, developmental, clinical, school), other helping professions (e.g., social work, physical therapy), and other fields (e.g., law, medicine, education, business).

The psychology major combines a broad grounding in psychology with opportunities for depth in selected areas. Majors in psychology begin with one introductory course: an introduction to empirical psychology, organized topically. This course has a full laboratory component focused on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. A course in research methodology prepares students to design and carry out research. Students also choose survey, seminar, and upper-level laboratory courses in areas such as abnormal, behavior modification, cognitive, developmental, gender, industrial, personality, physiological, and social psychology. Within the major, students choose upper-level courses according to individual interests.

Advanced students may study independently or conduct research under faculty supervision, work as laboratory assistants, or aid faculty members with research. Students have presented their research at Scientific Sewanee and at professional psychology conferences. Summer internships are available through the Tonya program for those who are interested in gaining experience in business or public service. For those students planning to do graduate work in psychology, Stat 204 is highly recommended.

**Natural Science Core Requirement** (applies only to the Class of 2016 and earlier): Students fulfilling the natural science core requirement in psychology are advised that 100, 251, 357, 358, and 359 are full laboratory science courses. Psyc 101 and all 200-level courses except 202, 206, 213, 251, and 280 are non-laboratory science courses. No 400-level course may be used to fulfill core requirements.

## Requirements for a major in psychology (both B.A. and B.S.)

Both:

- 101: Principles of Psychology or 100: Introduction to Psychology
- 251: Research Methods and Data Analysis

**Two from (one must be from the courses marked with an †):**

- †201: Psychology of Personality
- †202: Abnormal Behavior
- †203: Social Psychology
- 206: Industrial Psychology
- 215: Behavior Modification for Sustainability
- 219: Infancy and Childhood\*
- 221: Adolescence
- 222: Adult Development and Aging
- 280: Psychology of Human Diversity
- 357: Child Development\*
- 402: Community Psychology
- 403: Psychology and Popular Culture in the U.S.
- 406: Psychobiography
- 408: Seminar in Abnormal Behavior
- 412: Psychology of Gender
- 430. Child, Family, and Community Development in Rural Appalachia\*\*
- 480: Language, Literacy, and Play@
- 482: Emotional Intelligence@
- 484: Autism and Related Disorders@

*\*Students may count Psyc 357 in only one group; students may not receive credit for both 219 and 357*

*\*\*Students may count Psyc 430 in only one group*

*@Courses available at Yale to students accepted to the Sewanee-At-Yale Directed Research Program*

**Two from (one must be from the courses marked with an †):**

- †208: Cognitive Psychology\*
- †254: Introduction to Behavioral Neuroscience
- †358: Cognitive Psychology with laboratory\*
- 213: Comparative Sexual Behavior
- 276: Pseudopsychology
- 349: Drugs and Behavior
- 357: Child Development\*\*
- 359: Advanced Behavioral Neuroscience
- 410: Cognitive Illusions
- 411: Judgment and Decision-Making
- 420: Consciousness and Unconsciousness
- 430. Child, Family, and Community Development in Rural Appalachia\*\*
- 481: Introduction to Cognitive Science@\*
- 483: Cognitive Neuroscience@
- 490: Principles of Neuroscience@
- 491: Neurobiology of Emotion@
- 492: History of Modern Neuroscience@
- 493: Research Topics in Emotion and Cognitive Control@

*\*Students may receive credit for only one of 208, 358, and 481*

*\*\*Students may count Psyc 357 in only one group; students may not receive credit for both 219 and 357*

*@Courses available at Yale to students accepted to the Sewanee-At-Yale Directed Research Program*

Among the above

- one must be an advanced lab (357, 358, 359) and

- one must be a seminar (402, 403, 406, 408, 410, 411, 412, 420, 430)
- effective with the class of 2015: majors who take the minimum 10 Psychology courses may count only one Psyc 444 (4 credit hours) toward their major; Psychology majors who take more than 10 Psychology courses may count two Psyc 444 courses (8 credit hours) toward their major.

A major consists of 10 full courses in psychology at minimum.

### The Comprehensive Examination

The comprehensive examination consists of a paper that integrates material from three areas in psychology. Ordinarily several possible questions are distributed in January with a mandatory outline submitted in February. The paper is due during the second comprehensive examination period for Easter semester.

For the B.S., also see the Degree Requirements of the College, Additional Requirements for a Bachelor of Science

### Honors

Departmental honors are awarded based on distinguished work in psychology during the undergraduate career. Individuals with a cumulative psychology GPA below 3.6 are considered only under extraordinary circumstances. Unlike the college-wide honors (cum laude, magna cum laude, summa cum laude), the decision involves consideration of other factors besides GPA, particularly the quality of any additional intellectual accomplishments in psychology such as independent research, conference presentations, and internships.

**Requirements for a minor in psychology:** A minor in psychology requires six courses in the department. A student must take either Psyc 100 or 101. In addition a student must take one course numbered 300 or above. Psyc 444 may count as one of the six courses, but it does not satisfy the requirement of one course numbered 300 or above. All courses for the psychology minor must be taken for grades (not P/F). No comprehensive examination.

## COURSES

### 100. Introduction to Psychology

An introduction to empirical psychology, organized topically. Key areas, approaches, and theories in psychology are illustrated. Depending on their interests, instructors choose several topics such as the psychology of sex and gender, conformity and obedience, and aggression and violence. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. Not open for credit to students who have received credit for Psyc 101 or for a 100-level psychology course taken at another university. (Credit, full course.) Staff

### 101. Principles of Psychology

An intensive examination of key areas, approaches, theories, and research methodology in empirical psychology. Designed, in conjunction with Psyc 251, to provide a strong introduction to the field for students intending to major in psychology. Not open to students who have received credit for Psyc 100 or for a 100-level psychology course taken at another university. Non-lab science course. (Credit, full course.) Staff

**201. Psychology of Personality**

A survey of classical and contemporary psychological approaches to the study of personality, including trait, psychodynamic, neuropsychological, behavior genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students apply theoretical concepts and examine research associated with these approaches, considering multiple sources of data (e.g., self-report, behavioral observation) and a variety of empirical methods (e.g., psychometric assessment, content analysis). Prerequisite: Psyc 100 or 101. (Credit, full course.) Barenbaum

**202. Abnormal Behavior**

A study of abnormal and clinical psychology from a scientist-practitioner perspective, including DSM-IV-TR diagnostic criteria, assessment measures and strategies, treatment modalities, case studies, and ethical issues. Major theoretical paradigms and research on etiology, diagnosis, and treatment of psychopathology are presented and discussed. May not be used as part of the natural science core requirement. Prerequisite: Psyc 100 or 101. (Credit, full course.) Bardi

**203. Social Psychology**

An examination of the impact that social influences have on individual behavior. The course examines major theories and empirical evidence in a variety of areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Students examine empirical methods used in social psychology and gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100 or 101. (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. May not be used as part of the natural science core requirement. Prerequisite: Psyc 100 or 101, or junior standing. (Credit, full course.) Staff

**208. Cognitive Psychology**

An introduction to the study of cognitive processes such as attention, memory, language, and reasoning. Students consider empirical findings from a variety of methodologies as well as the methodologies themselves. Broader issues such as unconscious processes and cultural differences in cognition are also examined in this context. Students are encouraged to discover applications of findings in cognitive psychology to other areas of psychology, other disciplines, and their everyday lives. Not open for credit to students who have completed Psyc 358. Prerequisite: Psyc 100 or 101. (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. May not be used as part of the natural science core requirement. Prerequisite: Psyc 100 or 101, or junior standing. (Credit, full course.) Staff

**214. The Psychology of Eating Disorders and Obesity (also Women's and Gender Studies)**

An examination of the etiology of eating disorders and obesity, derived from the empirical literature and with consideration of psychological, neurobiological, and sociocultural explanations for such disorders. The course critically evaluates primary research literature concerning risk factors for developing documented eating disorder (anorexia nervosa, bulimia nervosa, binge eating disorder), as well as newly proposed diagnostic categories (e.g., orthorexia). A multicultural perspective is emphasized, and the relation of disordered eating to issues such as socio-economic status, race and ethnicity, and gender is addressed. Multiple theoretical explanations for disordered eating — including psychodynamic, family systems, cognitive, relational-cultural, and behavioral theories — are critically examined. Empirically validated treatments and standardized prevention programs are also introduced and critiqued. Students conduct research using archival data to investigate specific risk and protective factors in the development of disordered eating, as well as to assess the effectiveness of targeted prevention programs. Prerequisite: Psyc 100 or 101. (Credit, full course.) Staff

**215. Behavior Modification for Sustainability (also Environmental Studies)**

Research and theory to encourage sustainable practices. Attention is given to empirical studies on modifying behavior (recycling, wearing seat-belts), affect (food preferences, stress), and cognitions (self-regulation, external locus of control). Includes consideration of well-established theories in areas such as attitude change and leadership. Examines the impact of environmental context — e.g., availability of cars and roads — and the disconnect between pro-environmental attitudes and environmentally-destructive behaviors. Prerequisite: Psyc 100 or 101, or junior standing. (Credit, full course.) Staff

**218. Psychology of Violence (also Women's and Gender Studies 218)**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs. Prerequisite: Psyc 100 or 101. (Credit, full course.) Hamby

**219. Infancy and Childhood**

An introduction to the scientific study of human development from the prenatal period to middle childhood with an emphasis on physical, cognitive, and socio-emotional development. The central questions concerning the nature and sources of development, as well as the significance of the cultural contexts in which development occurs, are examined. Students learn to evaluate existing research critically and are given opportunities to engage in research activities. Not open for credit to students who have received credit for Psyc 357. Prerequisite: Psyc 100 or 101. Offered 2015-16 and alternate years. (Credit, full course.) Bateman

**221. Adolescence**

An examination of physiological, social, and emotional factors affecting all stages of individual development during adolescence. Major theories and research on the subject are introduced. Among the topics addressed are biological changes, identity, autonomy, peer influences, substance abuse, and intimate relationships. Students are expected to present results from research

studies they conduct on issues of adolescence. Prerequisite: Psyc 100 or 101. Offered 2014-15 and alternate years. (Credit, full course.) Bateman

**222. Adult Development and Aging**

An examination of physiological cognitive, social, and emotional factors affecting all stages of individual development during adulthood. Major theories of development and research on the subject are introduced. Among the topics addressed are physiological aging, cognitive functioning, work, intimate relationships, parenthood, retirement, loss, death, and bereavement. Students are expected to participate in field research projects and service-learning opportunities. Prerequisite: Psyc 100 or 101. Offered 2015-16 and alternate years. (Credit, full course.) Bateman

**230. Child, Family, and Community Development in Rural Appalachia**

This interdisciplinary course addresses issues relevant to child, family, and community development in rural southern Appalachia, including (1) social and political history of the region; (2) social psychology and developmental neuroscience of stress and adaptation to stress (e.g., resilience); (3) structure and health of rural Appalachian communities; (4) community infrastructure (e.g., churches, businesses, and other local organizations); (5) design and implementation of intervention and prevention programs to foster neural, cognitive, and social development and mental health in children and families in rural communities. Sewanee faculty and visiting faculty from Yale University teach the course collaboratively. Prerequisites for this CEL course: One psychology course, one CEL course, and at least sophomore status. Not open for credit to students who have earned credit for Psyc 430. (Credit, full course.) Yu and Mayes

**251. Research Methods and Data Analysis**

An introduction to basic research approaches in psychology, including observational studies, correlational studies, true experiments, and quasi-experiments. Ethics, sampling, measurement, and data analysis are considered. Intended for psychology majors or for students planning to major in psychology. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience in the application of class principles. Prerequisite: Psyc 101 or 100. (Credit, full course.) Staff

**254. Introduction to Behavioral Neuroscience**

An introduction to the field of behavioral neuroscience. The course begins with an overview of the basics of brain anatomy, brain organization, and neuronal signaling. The remainder of the course focuses on specific topics that are commonly studied by neuroscientists. Such topics include the brain basis of memory, emotion, aging, and sleep. Prerequisite: Psyc 100 or 101. (Credit, full course.) Siegel

**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: Psyc 100 or 101, or junior standing. (Credit, full course.) Staff

**280. Psychology of Human Diversity**

A psychological investigation of human diversity, focused primarily on minority groups in the U.S. Among the psychological topics examined in a cultural context are those pertaining to gender, age, sexual orientation, ethnicity, disability, social class, personality, intelligence, health, intergroup relations, and intercultural interaction. Methods of cross-cultural research are also considered. Students are encouraged to develop a psychological appreciation of how diversity figures in various contexts, including research, service provision, work relationships, and personal life. May not be used as part of the natural science core requirement. (Credit, full course.) Bardi

**349. Drugs and Behavior**

An examination of the effects of drugs on the brain and behavior. Content focuses on the mechanism by which legal and illicit drugs affect the brain and on how drug-induced brain changes alter behavior. In addition, major biological and psychological theories of addiction are examined. This class also explores how drugs are used and abused in different societies and cultures, the effects of this use and abuse on psychology and behavior, and how addiction is treated. Prerequisites: Psyc 100 or 101, and 254. (Credit, full course.) Siegel

**357. Child Development (writing-intensive)**

An examination of the physical, cognitive, social, and emotional development of infants and children, with a primary emphasis on theoretical issues and scientific methodology. Development is presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through middle childhood periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Not open for credit to students who have received credit for Psyc 219. Prerequisites: Psyc 100 or 101, and 251. (Credit, full course.) Bateman

**358. Cognitive Psychology (writing-intensive)**

An examination of aspects of cognition such as attention, perception, language, memory, problem-solving, reasoning, and decision-making. Consideration is given to theoretical and methodological issues, empirical approaches and evidence, and practical applications. Includes a laboratory that focuses on designing and conducting studies to answer empirical questions about cognition. Not open for credit to students who have received credit for Psyc 208. Prerequisites: Psyc 100 or 101, and 251. (Credit, full course.) Yu

**359. Advanced Behavioral Neuroscience (writing-intensive)**

An examination of how brain function affects behavior. The course is an extension of Psyc 254 and includes an advanced examination of brain organization, neuronal signaling, and specific topics that are studied by neuroscientists. Such topics include the brain bases of fear, pain, eating, sexuality, and stress. This class also examines methods used to study behavioral neuroscience in humans and animals. The course includes a laboratory with a brain dissection and focus on designing and conducting studies to answer empirical questions about behavioral neuroscience. The laboratory portion of this course involves working with live mice. Prerequisites: Psyc 100 or 101, 251, and 254. (Credit, full course.) Siegel

**363. Advanced Research Seminar in Psychology**

This seminar is devoted to the advanced study of a selected topic within psychology, with primary emphasis on the scientific process. Content focus varies by semester, at discretion of the instruc-



tor. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. Prerequisite: Psyc 251 and permission of the instructor. May be repeated once for credit with change of topic. (Credit, full or half course.) Staff

#### **402. Community Psychology**

A seminar focused on the examination and application of the concepts, theory, principles, research methods, and goals of community psychology. The goals of this seminar are to increase understanding of the interaction between individual, group, organizational, community, and societal factors as they affect psychological well-being, human development, and human relationships, and to increase understanding of research design, program implementation, and evaluation methods from a community psychology perspective. Prerequisite: four courses in psychology or permission of instructor. Offered 2014-15 and alternate years. (Credit, full course.) Bateman

#### **403. Psychology and Popular Culture in the U.S. (also American Studies 403)**

Did the World Wars “put psychology on the map” and convert Americans to the “therapeutic gospel”? How is the polygraph test related to Wonder Woman? Did humanistic psychology inspire Yippies and feminists in the 1960s — and can humanistic psychologists be “real men”? This seminar explores such questions, using primary and secondary sources that link the history of psychology and popular culture in the U.S. Students evaluate critically the current popularization of psychology and explore relationships between popular and academic psychology. Prerequisite: four courses, in any combination, from psychology and American Studies, or permission of the instructor. This course has the attribute of American Studies. (Credit, full course.) Barenbaum

#### **406. Psychobiography**

A seminar on the psychological study of individual lives, with a focus on psychobiographical studies. Psychobiography draws on psychological theories and research to understand the work of an historically significant figure from the vantage point of the person’s life history. The seminar introduces theories, methods, and standards used to conduct and evaluate psychobiographical research and interpretations. Readings include studies that trace meaningful connections between the lives and work of several well-known figures — artists, musicians, writers, scientists, and politicians — and students prepare a psychobiographical study on a person of their choice. Prerequisite: four courses in psychology, or permission of the instructor. (Credit, full course.) Barenbaum

#### **408. Seminar in Abnormal Psychology**

A study of the major conceptual approaches that are adopted as clinicians assess, define, and conduct clinical interventions. Topics addressed include the nature of the client-therapist relationship, results from empirical investigation of therapeutic outcomes, ethical dilemmas faced in clinical practice and research, and problems peculiar to subspecialties such as forensic psychology and community psychology. Prerequisite: Four courses in psychology, including Psyc 202. (Credit, full course.) Bardi

#### **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

**411. Judgment and Decision-Making**

This seminar examines selected topics and issues in human judgment and decision-making. Drawing largely from primary sources, the course considers various approaches to the study of decision-making, as well as descriptions and theories of human decision-making derived from those approaches. Students are led to reflect on the relevance and application of such issues to real-world choices in arenas such as economics, politics, business and marketing, health and medicine, and at individual, organizational, and broadly social levels. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Yu

**412. Psychology of Gender (also Women's and Gender 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.) Hamby

**420. Consciousness and Unconsciousness**

An examination of current scientific study of consciousness and unconsciousness, including neural correlates of conscious and willful actions, manipulations of conscious will experience, the possible role of consciousness in evolution, and related topics. The course emphasizes how scientific results inform understanding of issues such as Chalmers' "hard problem" of consciousness, the tenability of competing models of consciousness, the perceived unity of self, and perceptual experience of free will. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Craft

**444. Independent Study**

The student designs and executes an experimental research project terminating in a written report or completes 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

**SEWANEE-AT-YALE DIRECTED RESEARCH PROGRAM**

Prerequisites:

- **For a psychology major:** Psyc 251 (Research Methods) and either Psyc 254 (Introduction to Behavioral Neuroscience) or Psyc 357 (Child Development)
- **For a biology major:** Biol 130 (Field Investigations in Biology) and 133 (Introductory Cell and Molecular Biology)
- **For other majors:** two of the above

**480. Language, Literacy, and Play**

The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. Prerequisites: Admission to the Sewanee-at-Yale Directed Research Program, an Introductory Psychology course, and permission of instructor. (Credit, full course.) Staff

**481. Introduction to Cognitive Science**

An introduction to the interdisciplinary study of how the mind works. Discussion of tools, theories, and assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. No single individual may receive credit for both this course and either cognitive course at Sewanee (Psyc 208 and Psyc 358.) Prerequisites: Admission to the Sewanee-At-Yale

Directed Research Program, an Introductory Psychology course, and permission of instructor. (Credit, full course.) Staff

**482. Emotional Intelligence**

The ability to integrate emotional information with cognitive processes is essential for management of personal and social life. The emotion-related skills comprising emotional intelligence (the perception, use, understanding, and management of emotion) defined, measured, and developed. How these skills relate to effective social functioning, mental health, and quality of life at home, school, and work. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, an Introductory Psychology course, and permission of instructor. (Credit, full course.) Staff

**483. Cognitive Neuroscience**

An overview of cognitive neuroscience at an introductory graduate level. Covers principles, methods, and key research findings in multiple topic domains (e.g., language, memory, vision, attention, working memory/executive control, movement control, emotion and reward, social processes). The course emphasizes behavioral and neural processes, with some discussion of computational approaches. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, Psyc 208 or 254 or 358, and permission of instructor. (Credit, full course.) Staff

**484. Autism and Related Disorders**

Topics in the etiology, diagnosis, treatment, and natural history of childhood autism and other severe disorders of early onset. Retardation, behavioral disorders, and childhood psychosis. Supervised experience. Prerequisites: Admission to the Sewanee-at-Yale Directed Research Program, an Introductory Psychology course, and permission of instructor. (Credit, full course.) Staff

**490. Principles of Neuroscience (also Biology 490)**

General neuroscience seminar: Lectures, readings and discussion of selected topics in neuroscience. Emphasis will be on how approaches at the molecular, cellular, physiological and organismal levels can lead to understanding of neuronal and brain function. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, Psyc 254, and permission of instructor. (Credit, full course.) Staff.

**491. Neurobiology of Emotion**

A study of the brain circuitries involved in emotion and emotional learning and memory. Consideration of emotion research in a historical context; discussion of progress that has been made in understanding the neurobiology of emotion in both laboratory animals and humans. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, Psyc 254, and permission of instructor. (Credit, full course.) Staff

**492. History of Modern Neuroscience (also Biology 492)**

Survey of classical papers that have been the foundation for the rise of modern neuroscience since the 1950s. Areas covered range from genes and proteins through cells and systems to behavior. Classes combine overviews of different areas with discussions of selected classical papers. Emphasis is on how convergence of techniques, concepts, and personalities has been the basis for major advances. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, Psyc 254, and permission of instructor. (Credit, full course.) Staff

**493. Research Topics in Emotion and Cognitive Control**

This course covers (1) research in emotion and cognitive control, and (2) science communication skills. For research, the emphasis is on the design, conduct, and analysis of behavioral and fMRI studies, emphasizing individual differences. Once a month, we have a session on science communication skills, with topics chosen by students to meet their interests and needs (spoken research presentations, persuasive communication, graph design, Web design, and so on). Students may enroll in the course and attend only the science communication skills component. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, Psyc 208 or 254 or 358, and permission of instructor. (Credit, full course.) Staff

**498. Research Methods Seminar**

This seminar is organized around presentations of individual research projects, emphasizing detailed critique of project designs, findings, and conclusions. Students also review reports of empirical research written by other students in the seminar to develop their skills in both writing and critiquing research reports. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, an Introductory Psychology or Introductory Biology course, and permission of instructor. With the approval of the program director and the Biology department, this course may be listed as Biology 498. (Credit, full course.) Staff

**499. Directed Research**

Students conduct research under the direction of a faculty member on a topic of mutual interest. Typically culminates in a written research report. Prerequisites: Admission to the Sewanee-At-Yale Directed Research Program, an Introductory Psychology or Introductory Biology course, and permission of instructor. With the approval of the program director and the Biology department, this course may be listed as Biology 499. (Credit, up to two full courses.) Staff

# Religion

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

Professor Brown, Chair  
 Professor G. Smith  
 Professor Parker  
 Associate Professor Carden  
 Associate Professor Thurman  
 Visiting Instructor Wiinikka-Lydon

The study of religion is central to a liberal arts education and thus to the mission of the University of the South: to be liberally educated, Sewanee students ought to have a direct, critical encounter with religion and the most basic questions of meaning and purpose that religion addresses. Religion courses are designed to raise and reflect upon the central and abiding questions that challenge us all: What is the nature of religion? How does religion live in so many different and interesting ways in human culture? How do human beings throughout history express their deepest beliefs, concerns and faiths? Where do we find and how do we make sense of the Holy? What are our moral commitments and obligations? As citizens of the new millennium, how then shall we live in light of computers and in the shadow of concentration camps? From antiquity to postmodernity, China to Chattanooga, religion is to be encountered shaping human experience. At Sewanee the religion department, students and faculty together, through formal classes, independent study, and co-curricular activities investigate the role of religion and the many faces it presents.

Religion is not one field of study but many; by nature the study of religion is a multi-disciplinary effort that requires investigation of history, culture, values, sacred texts, theology, and philosophical thought. Such study requires familiarity with methods of historical analysis, literary criticism, phenomenological description, and cross-cultural, comparative study. For this reason the study of religion complements well other majors, the women's and gender studies minor, and curricular interests.

**Major in religion:** The major in religion is satisfied by the completion of at least 10 religion courses. Required for the major are Relg 301 and a concentration made up of at least three courses in the religion department that are united in theme. Students are required to create a theme in conversation with their advisor. Some examples include religion and social power, religion and the environment, textual study in religion, and philosophical approaches to religion. A course outside the department also recommended for religion majors is History 298 (History of Islam).

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected: 1) an average of at least B+ with no grade below a B- in religion courses; 2) a superior performance on the comprehensive examination; 3) a substantial essay or original project, usually as part of a 444 course, and oral defense or presentation of the work; 4) additional course work in religion beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student's work in religion; 5) ability to use a language other than English in the study of religion.

**Minor in religion:** For a minor in religion a student must take at least six religion courses, maintaining in these courses a grade average of C (2.00) or higher.

**COURSES****105. Faith After the Holocaust: Ethics, God, Humanity**

Investigation of religious faith in the light of the Holocaust. The course focus is on the deification of racism and nationalism in Christian Germany and the role of religion before and after the Shoah. Attention is given to historical, psychological and theological analysis. Students who complete this course may not receive credit for Religion 319. (Credit, full course.) Staff

**III. Introduction to Religion**

An examination of the nature of religion as an aspect of universal human experience. (Credit, full course.) Staff

**115. Understanding Religion through Peace and War**

The course engages students with theories of religious violence and the religious ethics of violence and peace, particularly those associated with Christian, Buddhist, and Islamic thinkers. Through this lens, and through attention to a particular and central moral issue, students are introduced to religious thought and practice more broadly. This course is offered Advent semester of 2014 only. (Credit, full course.) Wiinikka-Lydon

**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

**125. Religion and Animals**

In this course students examine human relationships with non-human animals through the lenses of Buddhism, Christianity, theories and methods in religious studies, and through reflection on their own lives. What roles have non-human animals played and do they play now in these religious traditions, in other aspects of culture, and in the lives of students themselves? How does having a body, an attribute that human and non-human animals share, relate to religion, its study, and human-animal relations? Students volunteer in animal-related groups (veterinarian offices, animal shelters, and farms, for example) as they find their own voices in this emerging interdisciplinary field. (Credit, full course.) Brown

**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.) Thurman

**143. Introduction to the Bible I: Old Testament (also Women's and Gender Studies)**

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.) Thurman

**144. Introduction to the Bible II: New Testament (also Women's and Gender Studies)**

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.) Thurman

**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. (Not open to students who have taken Religion 251.) (Credit, full course.) Carden

**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

**201. The Spirit and Forms of Anglicanism**

A survey of the history, spirituality, cultures, and practices of church bodies within the international Anglican Communion, including the U.S. Episcopal Church. This course underscores the intellectual heritage of Anglicanism and its distinctive ecumenical role as *via media* between Protestant and Catholic traditions. Historical topics include the nineteenth-century Oxford Movement, Anglicanism's problematic relation to colonialism, its influence in developing nations, and its involvement in contemporary controversies. Special attention is also given to this tradition's cultural expressions in music, architecture, literature, and education. Not open for credit to students who have completed NonD 201. (Credit, full course.) Gatta

**220. The Holocaust, Religion, and Morality**

An examination of the Holocaust from theological, historical, and social psychological perspectives. Exploration of diverse religious and moral worldviews with particular attention to the ethical and unethical responses of victims, perpetrators and witnesses. What are the implications of the Holocaust for transformation of moral thought and behavior? Topics include cruelty, social conformity, altruism, forgiveness, survival, and the function of conscience during and in the aftermath of atrocity. Authors include Emil Fackenheim, Elie Wiesel, Raul Hilberg, Christopher Browning, Primo Levi, Marion Kapland, Philip Hallie, and Lawrence Langer. (Credit, full course.) Parker

**222. Gender and Sex in the New Testament**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices. This course has the attribute of Women's and Gender Studies. (Credit, full course.) Thurman

**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

**232. God and Empire: Biblical Texts and Colonial Contexts (writing-intensive)**

Examines the complex relation between The Bible and colonialism in the ancient and modern world. Exploring select texts from Old and New Testaments, this course incorporates the insights of postcolonial theory, transnational feminism, liberationist hermeneutics, and empire-critical biblical studies. Focus is on the changing contexts in which biblical texts were written and read, and on how texts both promoted and contested colonialism — with particular attention given to tensions between these two strands of biblical tradition throughout history. The course also considers early Jews and Christians as subaltern communities; the theological justification for European colonialism; and the appropriation of the Bible by indigenous peoples. Prerequisite: one course in religion, philosophy, or humanities. (Credit, full course.) Thurman

**243. Gospels**

An examination of the canonical and extracanonical gospel narratives with attention to their historical, literary, and religious significance. Special attention is given to the cultural production and reception of Gospels in art, film, and drama. (Credit, full course.) Staff

**255. 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

**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

**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

**301. Methodologies in Religious Studies**

This seminar for junior religion majors examines the history and methodological development of the discipline of religious studies. After surveying the discipline's inception in textual studies in the late Enlightenment period, the course examines its connections to earlier theological traditions, and the branching out into sociological, hermeneutical, and phenomenological approaches in the late nineteenth and twentieth centuries. The seminar aims to acquaint junior majors with the complexities involved in studying religious phenomena, as well as with the categories and frameworks that constitute the contemporary multi-disciplinary field of religious studies. (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



**307. Religious Environmentalism**

An exploration of the religious aspects of contemporary environmentalism and religious critiques of the emphasis by Americans on the values of consumerism and convenience. A service-learning component requires students to participate in a local environmental project and to reflect on both their own ethical commitments and those of the University. (Credit, full course.) Brown

**321. Christian Theological Paths**

Readings and reflections on texts from the formative period of Christian theology through the late Middle Ages. Emphasis on the thought of Augustine, Aquinas, and Medieval mystical writings. (Credit, full course.) Carden

**322. The Reality of God**

The question of the reality of God as confronted in Christian and Jewish theology since 1940. Specific topics: the “Holocaust,” “death of God,” liberation theology and the feminist critique of religion, ecology and natural theology, and religious pluralism. (Credit, full course.) Carden

**324. Faith Seeking Foundations**

Involving readings in Western European Christian theology from the sixteenth through the mid-nineteenth centuries, this course focuses on Christian theological concerns and challenges related to the Reformation, the Enlightenment, and Romanticism. Prerequisite: one course in philosophy, religion, or humanities. (Credit, full course.) Carden

**325. Kierkegaard and Nietzsche: The Poetics of Existence**

Readings and reflections on the writings of Søren Kierkegaard and Friedrich Nietzsche. Emphasis is on literary and poetic aspects of their works, with further attention given to the interrelation between literary elements and the understandings of human existence reflected in the thought of both figures. Prerequisite: one course in religion, philosophy, or humanities. Not open for credit to students who have completed Relg 330. (Credit, full course.) Carden

**332. Religion and Existence**

Reflection on the imagery and meaning of human selfhood within religious contexts and the traditions. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) Carden

**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. Community engagement. (Credit, full course.) Smith

**342. Buddhism and Psychology**

This course begins with an examination of Buddhist philosophies and psychologies through an exploration of Abhidhamma literature, the systematic treatment of Gotama Buddha’s teachings that occurred after his death. Since the oldest Buddhist texts claim that Buddhism concerns itself with suffering and its end, this course emphasizes Buddhist conceptions of what suffering is, what the end of suffering looks like, and how suffering is brought to an end. After studying how the cognitive and ethical come together in the cessation of suffering in Buddhist psychology and philosophy, students turn to its interaction with Western psychology, concentrating on cognitive

and neurophysiological research and on the use of meditation in therapeutic settings. (Credit, full course.) Brown and psychology staff

### 343. Popular Culture and Religion in America

An examination of the religious forms implicit in selected aspects of American popular culture. Emphasis on interpreting theoretical studies and on critical analysis of typical examples. (Credit, full course.) Smith

### 344. Religion and Violence

This course offers historical overviews and religious and theological analyses of religiously-mandated or justified violence within the context of the Jewish, Christian, and Islamic traditions. Also, this study evaluates how religious identity and sense of “vocation,” both personal and communal, facilitate or impede religious violence. (Credit, full course.) Parker

### 346. Religion and Modernity

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options. (Credit, full course.) Smith

### 350. Field Methods in Religious Studies

A field-based seminar to examine the effects of religious belief and doctrine upon landscape and material culture in the upland South, including Appalachia. Core topics for different years vary and include Shaping the Land, Cemeteries, Log and Stone, Churches, and Village and Town. Field seminar. Prerequisite: one course in religion, philosophy, or anthropology. Community engagement. (Credit, full course.) Smith

### 353. Buddhism and the Environment

An investigation of Buddhist images, symbols, stories, doctrines, ethics, and practices as they relate to understanding the environment and humanity’s relationship with it. Classical texts as well as modern commentaries by Buddhist teachers, writers, and activists are examined. (Credit, full course.) Brown

### 361. New Religions

A comparative study of new religious movements of the twentieth century including Japanese New Religions, selected cult phenomena, “New Age” and spiritual movements, and new religions from South Asia and the Middle East. Some attention to North American quasi-religious movements such as occult spiritualism, religiously inspired political movements, and paramilitary religious movements. (Credit, full course.) Smith

### 362. Justice in Buddhism and Christianity

In this comparative religious ethics course focusing on social justice, students compare and examine two traditions, Buddhism and Christianity, to see in what ways they support or might not support social justice as an appropriate goal for religious thought and practice. The course involves comparative engagement with classical texts but also with contemporary writers and activists, as well as with modern issues surrounding religion and justice. This course is offered Advent semester of 2014 only. (Credit, full course.) Wiinikka-Lydon

### 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

**368. Sacred Manhood**

A seminar devoted to examining sacral forms of masculine identity in selected religious traditions. Attention is given to the role of the shaman, medicine man, priest, hunter, sacred warrior, heroic wanderer, and priest-king. Includes examination of ritual forms such as sacral mutilation, animal totemism, sacrifice, vision quests, and passage rites. Close reading of primary texts and critical secondary literature. Prerequisite: one course in philosophy, religion, or humanities. Instructor permission only. (Credit, full course.) Smith

**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.) Turrell

**391. Southern Religion**

An historical and comparative analysis of the religious traditions of the Southeastern United States with particular reference to the interactions between these traditions with the social, political, and economic culture of the region. (Credit, full course.) Smith

**393. Rural Religion**

A study of the religious forms of rural society with special emphasis upon the rural church in the southeastern U.S. Attention to historical, social, cultural, and demographic transformations of rural institutions from 1800 to the present. Fieldwork required. Lectures Monday and Wednesday, fieldwork Thursday afternoons. Community engagement. (Credit, full course.) Smith

**395. Appalachian Religion (also Environmental Studies)**

An examination of typical forms of religion in Appalachia with respect to the origin, development, diffusion, and transformation of these religious forms from the era of the Great Awakening to the twentieth century. Comparative consideration of the distinctive denominational forms of religion along with the trans-denominational cultural forms — including hymnody, sermon, folk music, and ritual practice — distributed across the core Appalachian area. Some consideration given to the “Appalachian Diaspora” and the transport of Appalachian religious practices beyond the core area. A fieldwork component considers the expression of Appalachian Religion in material culture. (Credit, full course.) Smith

**401, 402. Senior Seminar**

(Credit, full course.) Staff

**444. Independent Study**

For selected students. May be repeated indefinitely. (Credit, variable from half or full course.) Staff

# Russian

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

Associate Professor Skomp, Chair

Associate Professor Preslar

Visiting Associate Professor Beinek

**Major in Russian:** A major consists of a minimum of eight full courses at the 300-level and above, including the courses listed in categories 1 and 2 together with six courses from categories 3 and 4:

1. Rusn 301:
2. one course in Russian Civilization and Culture:
  - Rusn 309: Russian Culture: Study Abroad
  - Rusn 310: Russian Civilization
3. At least three of the following:
  - Rusn 302: Readings in Russian Literature
  - Rusn 303: Introduction to Russian Verse
  - Rusn 304: Contemporary Russian in Cultural Context
  - Rusn 311: Composition and Conversation
  - Rusn 312: Russian Language through Film
  - Rusn 401: The 19th Century
  - Rusn 402: The 20th Century
  - Rusn 420: Senior Seminar in Russian
4. At least two of the following:
  - Rusn 351: 19th-Century Russian Literature in English Translation
  - Rusn 352: 20th-Century Russian Literature in English Translation
  - Rusn 354: Real Men, Real Women? Gender in 20th-Century Russian Literature and Culture
  - Rusn 355: Russian and Soviet Film
  - Rusn 356: Nabokov
  - Rusn 361: Tolstoy in English Translation
  - Rusn 362: Dostoevsky in English Translation
  - Rusn 363: Environmentalism and Ecocide in Russian Literature and Culture
5. A sixth course from either group 3. or group 4.

The requirements for honors in Russian are: 1) a minimum of a B+ average in courses offered for the major, 2) demonstrated excellence on the comprehensive examination, and 3) presentation of an outstanding honors thesis during the senior year.

Majors are strongly encouraged to participate in a semester or summer study abroad program in Russia or Eurasia. Students may consider residing in the Russian House in order to maximize opportunities for conversation with a native speaker of Russian. All students are encouraged to attend co-curricular and extracurricular events such as the weekly Russian Table, Russian tea, Russian film screenings, and other cultural activities.

**Minor in Russian:** A minor in Russian consists of a minimum of five courses at the 300 or 400 levels, including:

1. one course in Russian Civilization and Culture:
  - Rusn 309: Russian Culture: Study Abroad
  - Rusn 310: Russian Civilization
2. At least two of the following:
  - Rusn 302: Readings in Russian Literature

- Rusn 303: Introduction to Russian Verse
- Rusn 304: Contemporary Russian in Cultural Context
- Rusn 311: Composition and Conversation
- Rusn 312: Russian Language through Film
- Rusn 401: The 19th Century
- Rusn 402: The 20th Century

No comprehensive examination in the minor.

## **COURSES**

### **103, 104. Elementary Russian: Intensive Courses**

An introduction to the fundamentals of the language and culture with emphasis on communicative proficiency, clarity of pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week, plus an additional conversation meeting with a native speaker. (Credit, full course.) Staff

### **151. Russian Language Abroad**

Intensive language study completed as an essential part of the Sewanee Summer in Russia program. Emphasis in the course is on speaking and writing. With departmental approval, a student who completes this course may be eligible for higher level placement in Russian language, or, in the case of a student who has already completed Russian 301, may count the course toward the Russian major or minor. *NOTE: It is understood that students from other institutions, including U.S. institutions, may be participating in the same classroom instruction at St. Petersburg State University.* Co-requisite: Rusn 309. (Credit, full course.) Skomp

### **203. Intermediate Russian: Intensive Course**

Continued study of grammar and review of basic grammatical structures; readings in Russian with emphasis on acquisition of vocabulary and continued development of conversational and writing skills. Prerequisite: Rusn 104 or placement by the department. Four hours of class each week, plus an additional conversation meeting with a native speaker. (Credit, full course.) Staff

### **301. Advanced Russian**

Completion of grammar; intensive readings from authentic materials in Russian with emphasis on continued development of conversational and writing skills. Required weekly conversation meeting with a native speaker. Normally the terminal course for the language requirement. Prerequisite: Rusn 203 or placement by the department. (Credit, full course.) Staff

### **302. Readings in Russian Literature**

Short literary and cultural readings from various authors, periods, and genres. Relevant grammatical structures and stylistics are studied along with the readings. Prerequisite: Rusn 301 or placement by the department. (Credit, full course.) Staff

### **303. Introduction to Russian Verse**

An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts are augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention is also given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. Prerequisite: Rusn 301 or placement by the department. (Credit, full course.) Staff

**304. Contemporary Russian in Cultural Context**

Students engage in advanced study of contemporary standard Russian by examining issues relevant to current Russian society. Special attention is devoted to post-Soviet Russian culture through analysis of newspapers and television news, selections of recent prose fiction, and cinema. The course emphasizes problems of syntax and idiomatic Russian. Prerequisite: Rusn 301 or Placement exam. (Credit, full course.) Skomp

**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: Rusn 301 or equivalent. (Credit, full course.) Preslar

**312. Russian Language through Film**

Students engage in advanced Russian language study by viewing, discussing, and writing about films and about Russian and Soviet culture. Emphasis is on increased linguistic and cultural proficiency, including refinement of oral and written Russian with focused study of selected grammatical and stylistic topics. Prerequisite: Rusn 301 or placement. (Credit, full course.) Preslar

**351. 19th-Century Russian Literature in English Translation (writing-intensive)**

A study of the emergence and development of the Russian literary tradition in the nineteenth century, with special attention to the intersection of Russian history and literature. Novels, novellas and short stories by Pushkin, Karamzin, Lermontov, Dostoevsky, Durova, Leskov, Tolstoy, Turgenyev, Chekhov and others feature as the center of the course. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Staff

**352. 20th-Century Russian Literature in English Translation (writing-intensive)**

During the twentieth century, Russian literature transformed itself many times, evolving through prescriptive literary norms, a renewed interest in “truth-telling,” and experimentation with form and subject matter. Students analyze examples of the avant-garde, Socialist Realism, experimental prose, the literature of emigration, youth prose, urban prose, Gulag literature, and dystopian literature. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Staff

**354. Real Men, Real Women? Gender in 20th-Century Russian Literature and Culture (also Women's and Gender Studies 354) (writing-intensive)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman;

in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. This course does not meet the general distribution requirement in foreign language. This course has the attribute of Women's and Gender Studies. (Credit, full course.) Skomp

**355. Russian and Soviet Film**

A survey of Russian cinema from the 1920s to the present day. The course approaches the analysis of film from the perspective of technique and methods, form, content, and cultural context. Students acquire a cinematic vocabulary while studying the genesis of Russian cinema, montage, propaganda films and socialist realism, nationalism, Stalinism, thaw and stagnation, glasnost, the post-Soviet period, and the enormous Russian and Soviet impact on world cinema. Films by Vertov, Eisenstein, Tarkovsky, Mikhalkov, Muratova, and others are studied. The course is taught in English and does not satisfy the language requirement. (Credit, full course.) Staff

**356. Nabokov**

A study of the major novels and selected short prose fiction, poetry, and literary criticism of Vladimir Nabokov. As a means to developing understanding of Nabokov's aesthetics and to situating him in the context of world literature, students investigate the author's approaches to such themes as "reality," the construction of the author within the text, literary translation, emigration and transformation, identity, totalitarianism, and American popular culture. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Skomp

**361. Tolstoy in English Translation (writing-intensive)**

The course surveys Tolstoy's two masterworks, *Anna Karenina* and *War and Peace*; shorter novellas such as *The Death of Ivan Ilyich*, *The Kreutzer Sonata*, and *Master and Man*; and provides an introduction to the author's writings on topics such as education and art. Students move toward an understanding of Tolstoy as a novelist and thinker and situate him within broader literary, social and intellectual traditions. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Staff

**362. Dostoevsky in English Translation (writing-intensive)**

The course surveys the major novels of Fyodor Dostoevsky, including *Crime and Punishment*, *Notes from Underground*, *The Brothers Karamazov*, and others. In examining Dostoevsky's reputation and legacy as a psychological novelist, the course explores the author's treatment of politics, religion, philosophy, and ethics. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Staff

**363. Environmentalism and Ecocide in Russian Literature and Culture**

A study of representations of the natural world in selected Russian and Soviet texts and images. Students examine the development of 19th-century pastoralism and nature writing, emergent environmentalism, Stalinist industrialization, and the threat of environmental decimation (exemplified by the Chernobyl disaster) in the 20th century and beyond. Topics explored include the political appropriation of natural motifs; ecology, nationalism, and national identity; totalitarian culture and the environment; health, food, and ethics; "hero projects" glorifying technological achievement and the mastery of nature; and demographic crisis. This course is taught in English and does not satisfy the language requirement. (Credit, full course.) Skomp

**401. The 19th Century**

A study of short prose in Russian from the 19th century. Authors studied may include (but are not limited to) Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Chekhov. Prerequisite: a Russian course at the 300 level or above or placement by the department. (Credit, full course.) Staff

**402. The 20th Century**

A study of short prose in Russian from the 20th century. Authors studied may include (but are not limited to) Babel, Zamyatin, Olesha, Zoshchenko, Nabokov, Solzhenitsyn, and Petrushevskaia. Prerequisite: a Russian course at the 300 level or above. (Credit, full course.) Staff

**420. Senior Seminar in Russian (writing-intensive)**

A preparatory course for written and oral comprehensive exams. Includes a substantial research paper on a significant Russian literary or cultural topic. Special attention is given to research methods, Russian stylistics and academic writing, and oral presentation skills. Required of all senior Russian majors and open only to them. (Credit, full course.) Staff

**440. Advanced Readings**

Variable topics for students who need to complete reading in a particular area. Open only to Russian majors. May be repeated for credit. Instructor approval required. (Credit, half to full course.) Staff

**444. Independent Study**

For selected students. May be repeated for credit. Instructor approval required. (Credit, half to full course.) Staff



## School of Theology Electives

Each semester, courses available for undergraduate credit are offered by The School of Theology. Consult the Schedule of Classes to determine which classes are being offered in a particular semester.

### ANGL337. C.S. Lewis: Author, Apologist, and Anglican

This course examines selected writings of C.S. Lewis (1898-1963) with special attention to the Anglican character of his work. It begins with Lewis' philosophical arguments against naturalism and then considers his thought on the Trinity, Incarnation, ethics, gender, war, eschatology, and the spiritual life. The course concludes with analysis of his last two works of fiction, *The Last Battle* (for children) and *Till We Have Faces* (for adults). (Credit, three semester hours.) MacSwain

### BIBL331. Elementary Biblical Hebrew I

An introduction to Biblical Hebrew, beginning with the alphabet. This course cannot be used toward fulfillment of the foreign language requirement in the college. (Credit, three semester hours.) Wright

### BIBL332. Beginning Biblical Hebrew II

An introduction to the Hebrew language of the Old Testament. Students begin translating biblical phrases in Lesson I, and learn vocabulary words according to their biblical frequency. Weekly vocabulary quiz, midterm, final exam. (Credit, three semester hours.) Wright

### BIBL333. Intermediate Biblical Hebrew I

This course examines matters of syntax and linguistic pragmatics with particular attention to how they affect matters of exegesis. The focus is on biblical prose texts. Prerequisite: two semesters of biblical Hebrew or instructor's permission. (Credit, three semester hours.) Wright

### BIBL334. Intermediate Biblical Hebrew II

This course will delve more deeply into matters of syntax and linguistic pragmatics with particular attention to how they affect matters of exegesis. The focus will be on prose texts. Prerequisite: Two semesters of biblical Hebrew or permission of the instructor. (Credit, three semester hours.) Wright

### BIBL335. Advanced Biblical Hebrew I

This course critically examines an array of texts in the Hebrew Bible, placing particular emphasis on the "late features" and syntax of the books of Esther, Chronicles, and Ecclesiastes. Student combine diachronic analysis (historical linguistics) with synchronic (sociolinguistics). Predicated on student interest, we may also look briefly at Dead Sea Scroll Hebrew texts and the original Hebrew text of Sirach. Prerequisite: four semesters of Hebrew (including either Intermediate Hebrew I or II) or permission of the instructor. (Credit, three semester hours.) Wright

### CHHT339. Augustine of Hippo: Self and Society

A seminar engaging two of Augustine's civilization-altering books: *The Confessions* and *The City of God*. Augustine's assessment of the cultures in which he was raised and their inadequacy for sustaining human life, and his exposition of a radical alternative in the life of the Trinity, raise acute political and social as well as personal issues. The primary focus of the course is a close literary and theological reading of major portions of Augustine's text in translation (students who read Latin are encouraged to work with the original). Secondary readings, biographical, sociopolitical,

theological, and feminist, help widen and sharpen the questions brought to the texts. Prerequisite: Hist 100 and one course in religion or philosophy. (Credit, three semester hours.) Staff

### **CHHT350. Classics of the Christian Journey**

This is a course of readings in Christian spirituality that share the motif of “journey” or “pilgrimage.” The readings, which are all primary sources, are highly diverse, though related by their engagement with the Christian tradition and their use of this particular motif. Prerequisite: one college course in history, philosophy, or religion and junior or senior status. (Credit, three semester hours.) Staff

### **LTCM536./HIST370. Ritual and Worship in the Long English Reformation**

This seminar examines the role of ritual and worship in the religious and cultural history of England, ca. 1530 to ca. 1700. It begins with a look at the religious culture of pre-reformation England, then addresses the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural context in which they occurred. (Credit, three semester hours.) Turrell

### **THEO/MNST303. Foundations in Spirituality**

This course explores the theological foundations and practices of Christian spirituality that lie at the heart of all Christian ministry, whether lay or ordained. It begins by examining the sacramental foundations of Christian identity and growth in baptism and Eucharist. It goes on to consider living in the rhythms of the church year and in the bonds of Christian community. It examines some classic disciplines of Christian discipleship such as Rule of Life and use of the rite of Reconciliation. Finally, it studies methods of meditation and personal prayer that have been developed over centuries of Christian tradition. (Credit, three semester hours.) Julia Gatta

### **THEO345. Aquinas on God, Creation, and Providence**

This course focuses on the writings of medieval theologian Thomas Aquinas, particularly with respect to his theology of God, creation, and providence. Primary source readings are selected from the *Prima Pars* of the *Summa Theologiae*. (Credit, three semester hours.) Crysdale

### **THEO348. The Body's Grace: Religious Accounts of the Body**

An exploration of the body by examining ecumenical voices and perspectives, highlighting examinations of the body as an individual, corporate, ecclesiastical, and political representation. While many of the readings in this course explore the Christian tradition in depth, students also read perspectives on the body in other faith traditions and consider the work of those who do not profess any faith tradition. This course does not serve in fulfillment of any general distribution requirement in the college but can count toward a major or minor in religion. (Credit, three semester hours.) Staff

### **THEO360. Creation, Evolution, and God**

Since Charles Darwin visited the Galapagos Islands over 175 years ago there has been much debate over whether the theory of evolution necessarily eliminates a belief in God. Even in theological circles ideas about God and how God creates and maintains the universe have been severely revised. This course will examine the Judeo-Christian understanding of creation, modern views of evolution, and current debates about God in light of these. We will begin with a close reading of Biblical texts on God and creation, review developments of creation theology through the centuries and then move on to learn about the science of evolution. Theological sources will include the classical theism of Thomas Aquinas and works by contemporary thinkers, Francisco Ayala and John Polkinghorne. (Credit, three semester hours.) Crysdale

# Shakespeare Studies Minor

Professor Landon, Chair  
Interdisciplinary Faculty

The minor in Shakespeare Studies is an inter-disciplinary approach to Shakespeare in performance. It is based on these convictions: (1) Shakespeare, as an exemplary literary and historical figure, merits intensive study; (2) the literary, historical, and philosophical study of Shakespeare's text informs and enriches the production of his plays; (3) the discipline and experience of performing his plays illuminates the academic study of his work.

## Requirements for the minor

### TRACK A

Students other than English or theatre arts majors are required to take the following four courses, and any one additional course outside their major field of study they select from Group 2 below.

Engl 357: Shakespeare I

Engl 358: Shakespeare II

Thea 103: Playing Shakespeare I: Shakespeare from School to Stage

Thea 412: The Shakespeare Project

### TRACK B

All English majors must complete Engl 357 and Engl 358, as part of their major study, in conjunction with this minor. For the minor, they must take, in addition to any three non-English courses they select from Group 2 below, the following two courses:

Thea 103: Playing Shakespeare I: Shakespeare from School to Stage

Thea 412: The Shakespeare Project

### TRACK C

All theatre arts majors must complete Thea 103 and Thea 412, as part of their major study, in conjunction with this minor. For the minor, they must take, in addition to any three non-theatre arts courses they select from Group 2 below, the following courses:

Engl 357: Shakespeare I

Engl 358: Shakespeare II

### Group 2 Courses

- ClSt 101: Classical Mythology
- ClSt 200: Classical Drama
- Engl 350: Medieval Drama and its Legacy
- Engl 353: English Drama to 1642
- Engl 359: Renaissance Literature I
- Grek 401: Greek Tragedy I
- Grek 402: Greek Tragedy II
- Hist 305: The Renaissance
- Hist 354: Renaissance Humanism
- Humn 201: Tradition and Criticism in Western Culture: The Early Modern World

- Latn 401: Latin Drama I
- Latn 402: Latin Drama II
- Phil 203: Ancient Philosophy from Homer to Augustine
- Thea 221: Theatre History
- Thea 235: Voice and Interpretation

*NOTE: Courses used to fulfill requirements for this minor cannot be used to fulfill requirements for another major or minor.*

## Spanish

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

Associate Professor Sandlin, Chair

Professor Spaccarelli

Professor Sánchez Imizcoz

Professor Raulston

Assistant Professor Chinchilla

Assistant Professor Colbert-Goicoa

Visiting Associate Professor Fort

Visiting Instructor Jordan

(*applies only to the Class of 2016 and earlier:*) 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. Unless otherwise indicated by the placement exam or approved by the department, Spanish 300 is the designated course to fulfill the requirement.

(*applies to all students:*) Prerequisite for all 400-level courses is a semester at the 300 level, departmental permission, or placement. Students who have taken a course numbered above Spanish 300 may not take Spanish 300 for credit.

Students wishing to take Spanish to fulfill their foreign language requirement must take the departmental placement examination. Those students who have never taken Spanish should consult with the department chair in order to register for Spanish 103. Students who have taken at least two years of Spanish in high school will be placed no lower than Spanish 113. Students may not enroll at a course level beneath that indicated by the placement examination without written permission of the Spanish department chair.

**Major in Spanish:** The minimum requirement for a Spanish major is ten full courses above Span 300. As the major requires a mastery of Spanish language, Spanish and Latin American literature, and Spanish and Latin American culture, the student is expected to select courses from all of these areas. At least one of these courses must be at the 400-level, though the department strongly recommends several. Spanish 300 does not form part of the major but serves as the prerequisite for higher-level courses.

The program for majors starts with four foundation courses, two in Spain and two in Latin America:

- 301 Cultural Survey of Spain I
- 302 Cultural Survey of Spain II
- 303 Cultural Survey of Latin America I
- 304 Cultural Survey of Latin America II

A Spanish major is strongly encouraged to complete this sequence before taking more advanced courses. In addition to these four courses, students need to choose five (5) more courses, including one at least at the 400-level, plus the Senior Seminar. The Senior Seminar is required for all Spanish majors.

In all classes, students will hone skills in reading, writing, and speaking Spanish, engage with the culture of the Spanish-speaking world, and practice critical thinking. The written and oral comprehensive examinations in Spanish form part of the Senior Seminar. The oral comprehensive examination consists of the presentation of the senior thesis.

Majors are required to spend one semester or the equivalent studying in a Spanish-speaking country. Justifiable exceptions will be considered by written petition.

All majors are encouraged to take a year or more of another foreign language.

**Sewanee Summer in Spain** is an interdisciplinary approach to the study of Medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program offers credit for two full courses: Spanish 314 and Art History 214, plus Physical Education 214.

**The Sewanee Semester in Spain** focuses on contemporary Spain and its relationship to and membership in the European Union. It is interdisciplinary in nature, with each course looking at a variety of issues from multiple perspectives. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. The program consists of four full courses: Spanish 331: Advanced Spanish language, Spanish 323: Contemporary Spain, IGS 306: Spain in the European Union, and (number to be determined) Europe: A Community in the Arts. Three trips form part of the program a weekend-long trip to Santiago de Compostela, a five-day trip to Morocco, and a weeklong visit to the European Headquarters.

**Honors in Spanish:** Toward the end of the penultimate semester of study, Spanish majors with a minimum of 3.5 in Spanish courses may apply for permission to present themselves for departmental honors. Students who demonstrate excellence in their honors paper, in the written comprehensive examination, and in the oral presentation of their work, upon the approval of the department, earn departmental honors.

**Minor in Spanish:** The minor in Spanish consists of a minimum of six courses. The minors need to take two of the core courses (301, 302, 303, 304) plus four more courses. For students studying abroad, only two classes may count toward the Spanish minor. There is no comprehensive examination.

The department also participates in the International and Global Studies Program.

**The Spanish House:** The Spanish department maintains a Spanish House where six or seven undergraduate residents live in a communal setting and, overseen by a graduate native speaker, use only Spanish. The house sponsors various cultural and social activities. Application forms are kept in the offices of the Spanish department.

## COURSES

### 103. Elementary Spanish I: Intensive Course

Part I of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week as well as laboratory time. Prerequisite: Placement exam or Chair's permission. (Credit, full course.) Staff

### 104. Elementary Spanish II: Intensive Course

Part II of a year-long intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week as well as laboratory time. Prerequisite: Spanish 103. (Credit, full course.) Staff

### 113. Elementary Spanish: Accelerated Review Course

An accelerated Spanish review course for those students with at least two years of high school Spanish. The course emphasizes the fundamentals of grammar (written and spoken) and practice in listening comprehension and reading. Four class hours per week as well as laboratory time.

This course, offered in the Advent Semester of each year, is not open for credit to students who have received credit for Spanish 104. Prerequisite: Placement exam. (Credit, full course.) Staff

**203. Intermediate Spanish: Intensive Course**

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Students having completed this class may register for courses at the 300 level. Four class hours per week as well as laboratory time. Prerequisite: Span 104, 113 or Placement exam. (Credit, full course.) Staff

**300. Introduction to Hispanic Literature**

Readings from a number of authors and periods introduce the student to the variety of genres, themes, and styles that predominate in Hispanic literatures. Prerequisite: Span 203 or Placement exam. (Credit, full course.) Staff

**301. Cultural Survey of Spain I**

A cultural survey of Spain emphasizing literature, history, and the arts from the Middle Ages to 1700. This course, along with Span 302, 303, and 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. Prerequisite: Span 300 or placement exam. (Credit, full course.) Staff

**302. Cultural Survey of Spain II**

A cultural survey of Spain emphasizing literature, history, and the arts from 1700 to the present. This course, along with Span 301, 303, and 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. Prerequisite: Span 300 or placement exam. (Credit, full course.) Staff

**303. Cultural Survey of Latin America I**

A cultural survey of Latin America emphasizing literature, history, and the arts from Pre-Columbian cultures to the nineteenth-century wars of independence. This course, along with Span 301, 302, and 304, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. Prerequisite: Span 300 or placement exam. (Credit, full course.) Staff

**304. Cultural Survey of Latin America II**

A cultural survey of Latin America emphasizing literature, history, and the arts from the independence period to the present. This course, along with Span 301, 302, and 303, constitutes the core of the major in Spanish. Students are strongly encouraged to take all four of these courses before undertaking more advanced study. Prerequisite: Span 300 or placement exam. (Credit, full course.) Staff

**311. Spanish Phonetics**

A comparative study of the sound systems of Spanish and English. The course includes instruction in the use of the International Phonetic alphabet, as well as in phonetic and linguistic terminology, with considerable emphasis placed on pronunciation and laboratory practice. Prerequisite: one 300-level Spanish course. (Credit, full course.) Staff

**312. Advanced Grammar and Composition**

An intensive and detailed review of Spanish grammar with a focus on literary and practical stylistics. Analysis of literary texts and stress on improvement in writing. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

### 313. 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.) Staff

### 314. Comparative Linguistics of English and Spanish

This course involves comparative study of the Spanish and English languages, and addresses topics ranging from pronunciation and grammar to word meaning, language use, and social and dialectal variation. Though taught in English, the course supposes that students enrolling have at least some knowledge of Spanish or considerable knowledge of another Romance language. Prerequisite: Spanish 300 or higher or instructor's permission. (Credit, full course.) Staff

### 321. 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: Span 300. (Credit, full course.) Raulston

### 322. 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: Span 203. (Credit, full course.) Director of the Program

### 323. Contemporary Spanish Culture and Civilization

An in-depth study of contemporary Spain using the city of Madrid as laboratory and extended field trip. Topics include cinema, art, family structure, education, current politics, religion, daily social patterns, and unique urban structures. This course is part of the Sewanee Semester in Spain. (Credit, full course.) Director of the Program

### 324. In the "Other's" House: A Study-Trip to Cuba

An intensive, two-week course on contemporary Cuba with pre-trip meetings and a post-trip final paper. Emphasis given to the Revolution, including its achievements and consequences. Special attention to the global impact of Cuban culture. Topics include history, economics, public policy, U.S.-Cuban relations, Afro-Cuban identity, and fine arts. Visits on-site in Cuba to museums, cultural institutions, and historic places, including interviews with key cultural and public figures. Readings and writing in Spanish expected for Spanish majors and minors, but course is also open to others. (Credit, half course.) Spaccarelli

### 330. 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: Span 203. (Credit, full course.) Director of the Program

### 331. Spanish Prose Fiction I

A study of the evolution of prose fiction from medieval times through the seventeenth century through the reading of unabridged texts. Prerequisite: a 300-level course or higher. (Credit, full course.) Sánchez Imizcoz



### 332. Poetry of the Iberian World

A study of poetry of the Iberian world, beginning with the troubadour love songs from medieval Galicia (written in *galego-portugués* – the medieval language from which modern Portuguese developed), moving through aspects of the Renaissance (with special attention given to *Camões*, *Os Lusíadas*), and passing quickly to the 20th century and the poetry of Fernando Pessoa and Antonia Machado. Some attention is given to the poetry of Brazilians Carlos Drummond de Andrade and João Cabral de Melo Neto. In addition, the musical traditions of *fado*, *flamenco*, and *tropicalia* are explored. Prerequisite: NonD 380. (Credit, full course.) Spaccarelli

### 333. Spanish Poetry and Drama I

An integrated study of these two genres read in unabridged texts from the Renaissance and Golden Age. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Raulston, Sánchez Imizcoz, Spaccarelli

### 334. The Culture of Chivalry

An exploration of various issues surrounding the figure of the mounted warrior in history and literature in the Spanish Middle Ages. Prerequisite: A Spanish 300-level course in Spanish. (Credit, full course.) Raulston

### 360. Modern Spanish Literature I

An advanced survey of the eighteenth and nineteenth centuries with emphasis on the Enlightenment, Romanticism, Realism, and Naturalism. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

### 361. Modern Spanish Literature II

An advanced survey of the twentieth century to the present. Prerequisite: a 300-level course in Spanish (Credit, full course.) Sánchez Imizcoz

### 362. Spanish Prose Fiction II

A study of the evolution of prose fiction from the eighteenth century to the present through the reading of unabridged texts. Prerequisite: a 300-level course or higher. (Credit, full course.) Staff

### 363. Spanish Poetry and Drama II

An integrated study of these two genres read in unabridged texts from 1700 to present. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz

### 364. Spanish Women Writers from the Eighteenth Century to the Present (also Women's and Gender Studies, also International and Global Studies)

Selected readings from Spanish women authors who represent various genres and time periods. According to the period, the class examines the portrayal of gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and period. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz

### 365. Modern Spanish Drama

A study of the evolution of Spanish Drama during the twentieth century. Special attention is given to the influence of historical events and literary movements that affected the development of drama. All plays are read in full unabridged texts. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz

**380. 20th- and 21st-Century Spanish-American Poetry**

A study of the major figures and movements beginning with Rubén Darío and modernismo. Special emphasis is on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegría. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Spaccarelli, Sandlin

**381. History of Latin American Cinema**

This course examines the development of Latin American cinema within a chronological framework. Students become familiar with major cinematic themes, movements, and works from Latin America. The course fosters an analysis of cinema through film language and theory, and in conjunction with Latin America's cultural and historical context. The course is taught in English. (Credit, full course.) Chinchilla

**382. Post-Revolutionary Mexican Literature**

This course examines the literature and culture that shaped Mexico's history after the Revolution of 1910. The historical frame takes into account the period of institutionalization (1920-1940), the birth of popular and civil organization (1950-1970), and the establishment of Neoliberalism (1928-2000). Among the genres and cultural trends to be studied: historical novel, urban chronicle, testimonial narrative, detective fiction, *muralismo*, and contemporary Mexican film. Prerequisite: a 300-level or higher course. (Credit, full course.) Chinchilla

**383. Spanish-American Novel**

A general survey with focus on the contemporary period and the evolution of narrative form. Included are discussions of the indigenous forms and colonial prose forerunners of romantic and realistic novels. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

**384. Contemporary Hispanic Caribbean Literature and Culture**

This course focuses on the cultural production of Cuba, Puerto Rico, and the Dominican Republic. After establishing the social and historical context of the region, the course centers around the literature and film from the Cuban Revolution to today. The experience of Caribbean immigrants to the U.S. is also considered. Prerequisite: a 300-level course in Spanish or instructor permission. (Credit, full course.) Sandlin

**385. Spanish-American Short Fiction and Film**

A study of the development of short fiction from Echeverría's *El Matadero* to contemporary works by Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Senel Paz, etc. The course examines several films and gives special attention to their relationship to literary works. (This course occasionally has a second section in English. Students may not use the English language section for the major or minor in Spanish.) Prerequisite: a 300-level course in Spanish. (Credit, full course.) Spaccarelli

**386. Contemporary Central American Literature and Film**

This course examines political, social and cultural processes in contemporary Central America through the lens of literature and films from or about the region. Topics include Central American revolutionary movements (1960-1996), state violence, indigenous rights, migration and Diaspora, urban marginality, gangs, the drug-trade, and U.S. involvement in the region. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

**387. Latin American Women Authors (also Women's and Gender Studies, also International and Global Studies)**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race / ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sandlin

**388. Women Authors of the Hispanic Caribbean and its Diaspora (also International and Global Studies and Women's and Gender Studies)**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and films with an emphasis on the twentieth- and twenty-first centuries. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sandlin

**389. U.S. Latino and Latina Literature and Culture (also Women's and Gender Studies)**

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality. Prerequisite: a 300-level course in Spanish or instructor permission. (Credit, full course.) Sandlin

**401. Latin American Literature in Neoliberal Times**

An examination of the literature of Latin America in relation to the region's transition into democracy and the global market during the 1990s and up to the present. The course studies the writing of such authors as Roberto Bolaño, Fernando Vallejo, Jorge Volpi, and Diamela Eltit. Prerequisite: One Spanish class above 300-level. (Credit, full course.) Chinchilla

**402. Cervantes and Don Quixote**

(Credit, full course.) Sánchez Imizcoz, Raulston

**403. Sexual Alterity in Contemporary Spanish American Fiction**

A study of the most recent fiction from 1990 to the present of the Spanish American Post Boom (which began in earnest in the early 1980s). Of special interest are those works which portray "other" kinds of sexuality, "lifestyles," genders and sexual practices. General literary theory and practical criticism concerning each work serve as a base for in-class discussion. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Staff

**404. The Spanish Civil War and its legacy (also International and Global Studies)**

A study of the Republic, the Civil War, the dictatorship of Franco, and the transition to democracy. Students examine texts, films, and other materials from both sides of the conflict and give special attention to issues and controversies in contemporary Spain related to the war. Prerequisite: a 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz, Spaccarelli

**405. Spanish Detective Novel from 1975 to the Present**

This course covers the evolution of the detective novel from Franco's death to the present day. It studies the changes in Spanish society through the Transición to the new democratic government. Prerequisite: One Spanish course at or above the 300-level. (Credit, full course.) Sánchez Imizcoz

**406. Cultural Icons in Latin America**

An exploration of how major Latin American cultural icons are represented in literature, film, the visual arts, and popular culture. This course considers the historical/literary context in which the figures first appear, as well as the appropriation of cultural icons as a strategy of political, social, artistic, and personal identification. Icons under consideration may include Sor Juana, La Malinche, Pancho Villa, la Virgen de Guadalupe, Che Guevara, Frida Kahlo, Julia de Burgos, and others. Prerequisite: one Spanish course at the 300-level. (Credit, full course.) Sandlin

**407. Writing the Nation: Literature, Nationalism, and the Search for Identity in Latin America: 1810-present (also History 367)**

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin-American culture. Prerequisite: a 300-level course in Spanish. (Credit, full course.) McEvoy, Spaccarelli

**408. Migration in Latin American and Latino Literature and Film**

Examines the movement of peoples as portrayed in twentieth- and twenty-first-century Latin American and U.S. Latino literature and film. Explores the historical and cultural and cultural contexts of various kinds of migrations. Includes concepts and themes such as immigration and emigration, borders and borderlands, exile, Diaspora, hybridity, transculturation, and others. Prerequisite: Span 300 or above or instructor's permission. (Credit, full course.) Sandlin

**409. Marvel and Margin in Latin American Culture**

This course examines the recurrence of marginality and the marvelous as motifs in Latin American culture from the conquest to the present. These motifs are studied in relation to three thematic binaries: Civilization/Barbarism, Beauty/Monstrosity, and Realism/Fantasy. Students engage with relevant texts, films, and art from Latin American while paying close attention to current theoretical perspectives on the region. Prerequisites: Span 303 and Span 304. (Credit, full course.) Chinchilla

**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

**450. Special Topics**

Study of a variable topic of special interest bearing on either Spanish or Latin American Literature. Repeatable for credit with change of topic. Prerequisite: a 300-level Spanish class. (Credit, full course.) Staff

**495. Senior Seminar**

A class required of all seniors majoring in Spanish. Shared readings on key topics and concepts related to the Hispanic world. Each student also engages in research on a topic of interest, culminating in a critical research paper and an oral presentation. This seminar serves to fulfill the writing-intensive requirement within the major. Restricted to senior majors in Spanish. (Credit, full course.) Staff

# Theatre Arts

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

Professor Smith, Chair  
 Professor Landon  
 Professor Backlund  
 Professor Matthews  
 Assistant Professor World  
 Visiting Assistant Professor Cook

**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.

- I. Completion of a minimum (44) semester hours in theatre arts, including:
  - Thtr III: Elements of Production (4)
  - Thtr II2: Elements of Performance (4)
  - Thtr II4: Elements of Design (4)
  - Thtr 221: Theatre History (4)
  - Thtr 231: The Actor's Way (4)
  - and either Thtr 342: Scene Design (4), Thtr 344: Lighting Design (4), or Thtr 361: Costume Design
  - 20 additional hours in theatre from studio offerings in major interest areas (20)
    - A. Performance
    - B. Design/Production
    - C. Performance Studies
2. The completion of six Theatre Practicums, one in each studio area, plus three additional. The practicum is intended to link the production program more closely to the academic program. Each major must complete six practicums in order to participate in the comprehensive exam. One practicum must be completed from each Studio area, and the other three are left to individual choice.
3. Successful completion of a comprehensive examination that includes a Senior Project that demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory, and a written examination that covers all aspects of theatre arts.

**Minor in Theatre Arts:** A student choosing to minor in theatre arts may do so as early as the fourth, but not later than the end of the seventh semester. The student must have maintained at least a "C" (2.00) average in departmental courses already taken.

Students working toward the minor in theatre are expected to fulfill the following requirements.

- I. Completion of a minimum of 20 hours in theatre arts, including:
  - Two courses from:
    - Thtr III: Elements of Production (4)
    - Thtr II2: Elements of Performance (4)
    - Thtr II4: Elements of Design (4)
  - Twelve additional credit hours in theatre courses chosen by the student. (12)

**Honors:** The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate completes with distinction eleven (forty-four semester hours) courses in theatre arts and all other related courses; passes the comprehensive examination with distinction; and demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

## COURSES

### 101. Introduction to Theatre

An introduction to the art of the theatre through an analysis of historical and modern perspectives in stage development, representative dramatic literature, and production technique. (Credit, full course.) Backlund, Cook, Smith

### 102. Introduction to Film

Study of basic film techniques, vocabulary, themes, and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) Staff

### 103. Playing Shakespeare I: Shakespeare from School to Stage

An approach to Shakespeare performance that begins with a consideration of Shakespeare's education in the verbal arts at Stratford Grammar School. In addition to intensive work in speaking and embodying Shakespeare script, student actors engage in exercises in verbal improvisation and written composition based on Renaissance rhetoric. Prerequisite or co-requisite: Engl 101. (Credit, full course.) Landon

### 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.) Staff

## III. Elements of Production

An examination of the collaborative contributions costume, scenery, lighting, and property technicians make to the art of theatre. An introduction to the materials, technologies, equipment, structures, and best practices used in contemporary theatre production. (Credit, full course). Matthews

### 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. The course is designed for majors and minors in theatre arts. Prerequisite: Thea 103 or III. (Credit, full course.) P. Smith

### 113. Beginning Jazz

An introduction to dance technique utilizing the rhythms of jazz and rock for accompaniment. The vocabulary and techniques of jazz dance, including the Luigi and Mattox systems, are introduced. (Credit, half course.) Staff

#### **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

#### **115. Elements of Dance**

An exploration of fundamental principles of movement to ensure safety, development, and growth as a performing artist through studies of anatomy, kinesiology, injury prevention, and nutrition. (Credit, full course.) World

#### **116. Beginning Dance Techniques**

An introduction to the basics of Western concert dance techniques as they are applied to three styles: ballet, modern, and jazz dance. This course provides a foundation for students without formal dance training, preparing them for continued study at the intermediate level in any of the three forms. (Credit, full course.) World

#### **123. Beginning Tap**

Beginning tap dance introduces the vocabulary and technique of tap to build a basic foundation of the dance form. (Credit, half course.) Staff

#### **132. Fundamentals of Acting: Improvisation**

The development of intuitive and creative performance technique through improvisational exercises. Prerequisite: consent of the instructor. (Credit, full course.) Smith

#### **143. Beginning Video Production (also Art 143)**

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Ten films are analyzed with written reviews. Other films are studied in terms of imagery and metaphor, narrative development, presentation and development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students participate in two group film-making experiences, followed by two individual assignments. (Credit, full course.) Staff

#### **154. Beginning Modern Dance**

Beginning modern dance will introduce its vocabulary and technique and build a basic foundation of the dance form, emphasizing the Horton technique. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performance. (Credit, half course.) Staff

#### **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.) Staff

**213. Intermediate Jazz**

Continued study of the jazz technique: the vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) Staff

**215. Intermediate and Advanced Modern Dance**

Continued study of modern dance technique for dancers at the intermediate and advanced levels. Students investigate movement principles in some depth through the development and integration of technical skills with personal artistry. (Credit, full course.) World

**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, half course.) Staff

**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.) Staff

**226. Asian Theatre**

An introductory survey of traditional Asian theatre with particular emphasis on the cultural, sociological, and aesthetic context of theatre and dance form in the Noh, Kabuki, and Bunraku of Japan. Chinese Opera, Sanskrit drama, the Indian Kathakali, Malaysian shadow play, and Balinese dance theatre. (Credit, full course.) Backlund

**231. The Actor's Way**

An introduction to the actor's art through improvisation, performance exercises, and scene work. Particular attention is given to the acting approach developed by Constantin Stanislavski and his followers. Prerequisite: Thtr 103 or 112. (Credit, full course.) Landon

**232. Shakespeare and the Actor: Monologues**

Intensive rehearsal of selected monologues and soliloquies. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. Prerequisite: Thtr 231 or permission of instructor. (Credit, half course.) Landon

**233. Shakespeare and the Actor: Scene-Study**

Intensive rehearsal of selected scenes in verse and prose. Exercises in this course help students develop vocal and physical expressiveness and skill in speaking heightened language. Prerequisite: Thtr 231 or permission of instructor. (Credit, half course.) Landon

**234. The Physical Actor: From Neutrality to Clown**

An introduction to the actor training methods of Jacques Lecoque with an emphasis on comedy. Exercises in movement, mime, character, improvisation, clowning, and for the neutral, larval, and Commedia mask. Students develop performance projects: original clown acts and performance pieces, traditional clown entrances, improvisations based on Commedia *lazzi*, scenes influenced by the Commedia from plays by authors such as Shakespeare and Molière. Prerequisite: Thea 231. (Credit, full course.) Landon

**235. Voice and Interpretation**

Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. Prerequisite: Thea 103 or 231. (Credit, full course.) Smith

**239. Playing Shakespeare II. From Rehearsal to Performance**

Advanced practice in speaking and embodying Shakespeare's language. Close scrutiny of Shakespeare's script for clues to performance. Students undertake written and oral exercises in understanding Shakespeare's rhetorical strategy, as well as intensive rehearsal of selected monologues and scenes for end-of-semester presentation. Not available for credit to students who have taken Thea 232 or 233. (Credit, full course.) Landon

**240. Costume Technology**

An in-depth study of the techniques used in the creation of stage costumes. Students explore historical and modern methods of drafting, draping, and fabric modification, including advanced construction skills. Prerequisite: Thtr III or permission of instructor. (Credit, full course.) Matthews

**242. Stagecraft**

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes, and sound for the theatre. (Credit, full course.) Staff

**243. Advanced Seminar in the Production of Video and the Moving Image (also Art 343)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. Prerequisite, one of the following: Art 102, Art 104, Art 202, Art 231, Art 243, Art 331. (Credit, full course.) Pond

**245. The Audition Process**

Selection and preparation of audition monologues from the modern and classical repertoires. The course involves reading from script. This course does not meet the general distribution requirement in fine arts. Prerequisite: Thtr 231. (Credit, half course.) Landon

**246. Design and Decor Period Styles**

A survey of architecture, decor, and clothing from ancient to modern with special emphasis on the stylistic trends of each era. Emphasis in this class is on research and analysis of period styles. By looking at the common decorative elements of a certain era, the stage designer and director are able to understand the period style to create a more believable and unified stage picture. (Credit, full course.) Matthews

**301. Special Topics in Theatre Design and Technology**

This course offers an opportunity for students to explore in depth a variety of specialized topics in theatrical design or technology. Advanced, new, or experimental techniques for creating exciting visual elements for the stage are emphasized. (Credit, half course.) Matthews

**304. Advanced Ballet**

A study of the advanced techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) Staff

**323. Aspects of Contemporary Theatre**

A seminar in the development of post-modern performance theory. Theatricalization of contemporary thought and concepts of performance are studied in the work of Antonin Artaud and Bertold Brecht, in *The Theatre of the Absurd*, environmental theatre, impossible theatre, theatre of images, and others. Prerequisite: Junior (or above) standing or consent of instructor. (Credit, full course.) Smith

**332. Advanced Acting II**

Intensive rehearsal of scenes from the classical repertory with an emphasis on the Greeks, Shakespeare, and Moliere. This course does not meet the general distribution requirement in fine arts. Prerequisite: Thtr 233. (Credit, half course.) Landon

**337. Writing for Solo Performance**

An introduction to the art of solo performance. Exercises in dramatic style, storytelling, and in writing and performing such solo genres as the autobiographical and character monologue. Consideration of selected examples of solo work from Homer, Sappho, the Medieval jongleurs, the West African griots, and such modern performance artists as Ruth Draper, Whoopi Goldberg, Danny Hoch, and Spalding Gray. Each student writes and rehearses an original performance project for public presentation at the end of the semester. Prerequisite: consent of the instructor. (Credit, full course.) Landon

**342. Scene Design (also Art 342)**

Deals with script analysis, scenic research techniques, periods and styles of production, exercises in scale, proportion, volume, and color. The student is expected to complete a series of projects culminating in the completed design of a classic or contemporary play. Prerequisite: Thtr 241 or permission of the instructor. (Credit, full course.) Backlund

**343. Advanced Seminar in the Production of Video and the Moving Image (also Art 343)**

This seminar course involves the production of video, sound, and the moving image. Students pursue a combination of advanced assignments and self-directed projects aimed towards furthering the study of these art forms through a focused set of methods and technologies. Prerequisite, one of the following: Art 102, Art 104, Art 202, Art 231, Art 243, Art 331. (Credit, full course.) Pond

**344. Lighting Design (also Art 344)**

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

**347. Scene Painting (also Art 347)**

A study of basic techniques, tools, and procedures employed by the scenic artist. Projects include exercises in color theory and mixing; problem solving; and common finishes on hard, soft, and three-dimensional scenic units. Prerequisite: Permission of the instructor. (Credit, full course.) Backlund

**348. Advanced Scenography (also Art 348)**

A study of advanced problems in performing arts design. The student is introduced to the fundamentals of CADD (computer-aided drafting and design.) Scenic and lighting designers work together to create design solutions for different performance media. Prerequisite: Thtr 342 or 345, Art 342 or 345, and permission of instructor. (Credit, full course.) Backlund

**351. Fundamentals of Stage Direction**

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire. (Credit, full course.) Smith

**352. Advanced Stage Direction**

A continuation of 351. Further application of directorial technique to staging problems in classical and modern plays. Prerequisite: 351 or consent of instructor. (Credit, full course.) Smith

**361. Costume Design**

Fundamentals of costume design and construction taught through principles of design, concept development, play analysis, character study, and visual metaphor. The laboratory includes basic methods of pattern making and costume construction. (Credit, full course.) Matthews

**362. Advanced Costume Design**

A continuation of the study in the design of costumes for theatre and dance. Advanced research in the history and development of costume rendering, construction methods, and design practices. Culminates in actual design projects for theatre and dance. Prerequisites: Thtr 361 or consent of instructor. (Credit, full course.) Staff

**370. Design Studio: Model Making for the Theatre**

This project-based course prepares the advanced scenic designer to conceive, craft and present actual 3-D scenic models to the production team. Models are explored as part of the process of exploration and discovery, initial sharing of ideas, and final presentation. Basic and advanced model-making techniques are learned and executed on a series of projects, culminating with a fully realized scenic model as the final project. Prerequisite: Thtr 342. (Credit, half course.) Backlund

**372. Design Studio: Perspective and Rendering for the Theatre**

This project-based course prepares the advanced scenic designer to conceive, craft, and present fully rendered perspective scenic sketches to the production team. Perspective sketches are explored as part of the exploration and discovery process, initial idea sharing, and final presentation process. Basic and advanced perspective and rendering techniques are learned and executed on a series of projects, culminating with a fully realized series of scenic perspectives as the final project. Prerequisite: Thtr 342. (Credit, half course.) Backlund

**4II. 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 23I and consent of the instructor. (Credit, half course.) Landon

**412. The Shakespeare Project**

Actors rehearse and perform a workshop presentation of a Shakespeare play, or selections from various plays that illustrate a prominent aspect or theme of Shakespeare’s work. Examples: Shakespeare’s Women, Shakespeare and the Italian Commedia, Shakespeare and the Clown. This course may be repeated once for credit. Prerequisite: Thtr 103 or permission of the instructor. (Credit, half course.) Landon

**431. Projects in Performance**

An opportunity for advanced students to work on particular acting, directing, design, or technical problems — either in production situations or in special workshops. Repeatable to a maximum of six hours. Prerequisite: Junior standing or above and permission of instructor. (Credit, half to full course.) Staff

**444. Independent Study**

Advanced work for selected students. May be taken more than once for credit. (Credit, half to full course.) Staff

# Women's and Gender Studies

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

Associate Professor Mansker (History), Chair  
Women's and Gender Studies Steering Committee

Professor Parker (Religion)

Associate Professor Murdock (Anthropology)

Associate Professor Sandlin (Spanish)

Associate Professor Thurman (Religion)

Assistant Professor Whitmer (History)

Assistant Professor Crowder-Meyer (Politics)

Assistant Professor Tucker (English)

Interdisciplinary Faculty

The **minor in Women's and Gender 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 and gender studies in ways that complement traditional disciplinary inquiry. Students are encouraged to investigate the historical and contemporary contributions of women as well as the significance of gender in the social and natural sciences, in the arts and literature, and in religion. The minor further invites students to analyze gender in relation to other categories of difference, such as race, class, and ethnicity. The goal of women's and gender studies is to stimulate critical examination of assumptions about gender in cultures past and present.

**Requirements for the minor:** The minor in Women's and Gender Studies requires students to complete six courses. Two courses, described below and entitled Introduction to Women's and Gender Studies and Women's and Gender 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 and Gender Studies courses (see below). The remaining two courses may be chosen from the wide array of courses offered in the college, including those already cross-listed as Women's and Gender Studies courses. For a course not already cross-listed this way to be counted in fulfillment of the minor, the course must be approved in advance (i.e., before the student registers for it) by the Women's and Gender Studies committee. Approval is given after consultation with the instructor and agreement that in the context of the course the student completes either a major project or major paper on a topic relevant to women's studies. Departmental independent studies may be included.

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

## COURSES

### 100. Introduction to Women's and Gender 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

### III. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

A survey of the history, politics, culture, psychology, biology, and literature of lesbians, gay men, bisexuals, and transgendered people. Readings and lectures focusing on works by and about LGBT people. (Credit, full course.) Staff

#### 444. Independent Study

Advanced work for women's and gender studies. Students must receive the approval of the women's and gender studies committee prior to enrolling. May be repeated once for credit. (Credit, full course.) Staff

#### 448. Women's and Gender Studies Seminar

An interdisciplinary seminar for students in women's and gender studies and for other interested students with the permission of the instructor. Topics will vary. (Credit, full course.) Staff

### CROSS-LISTED COURSES

#### Anthropology 290. Women in Cross-Cultural Perspective (Writing-Intensive)

A comparison of women's experiences of family, work, religion, development and war across diverse world regions to see how these can differ widely from one society to another. Anthropological writings and films are used to learn the concepts and perspectives necessary for the exploration of women's similarities and differences. Discussion-centered learning and student research papers help involve students actively in the collective construction of knowledge about women's lives around the world. This course cannot be taken for credit by any student who has earned credit for Anth 321.

#### Anthropology 311. Gender and Class in Latin America

An examination of gender relations in diverse Latin American contexts. The history of anthropological scholarship on gender and class in the region, as well as contemporary theories of how gender, social class, race/ethnicity, and sexuality intertwine in human experience are key foci of the course. Detailed ethnographic case studies from Amerindian, Afro-Latino, and Mestizo cultural contexts help students apply broader theories to the analysis of gender relations as they are conceptualized by these different groups in Latin America.

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

This seminar explores the devotional art, literature, and thought of northern Europe in the late thirteenth, fourteenth, fifteenth, and sixteenth centuries. Manuscript illumination and female piety are especially emphasized.

#### Asian Studies 205. Modern China Through Fiction and Film

How do film and literature inform our understanding of the evolving concepts of art, ideology and material conditions in modern China? How have literary and cinematic representations changed over the last century to accommodate and facilitate social transformations? What are the characteristics of the cultural productions from mainland China, Hong Kong, and Taiwan? This course helps students develop a critical sense and appreciation for Chinese cinema and literature. Taught in English.

#### Asian Studies 235. Love in Modern Japan

What does it mean to love someone? Despite its apparent universality, "love" is in fact a highly malleable concept whose definition can vary greatly. In Japan, the conceptualization of love trans-

formed radically in the modern era. This course explores how literary representations of love in Japan reflect not only this transformation but also the struggles it entailed. Issues of particular interest in the course include the interconnection between assumptions about gender and the definition of love, the relationship between marriage and love, the role of sexuality in love, and the relationship between the West and Japan.

### **Asian Studies 317. Modern Japanese Literature (writing-intensive)**

A study of Japan and its rise as a major power in the twentieth century through the reading of novels, short stories, poetry, and essays in the modern period. The class explores several themes: why did writers collaborate with the state in the years leading up to World War II, how is gender and sexuality portrayed in literature in the modern period, and how did writers respond to the dilemmas of modernization and westernization? Taught in English.

### **Classical Studies 350. Women and Gender in Classical Antiquity**

This course examines the lives of women in the ancient world and their representation in the literature of Greece and Rome. It explores how the Greeks and Romans constructed both female and male gender and what behavioral and sexual norms they assigned to each. Reading assignments include wide-ranging selections from Greek and Roman poetry (epic, drama, lyric, and elegy) and prose (philosophy, history, and oratory). Subjects addressed include gender stereotypes and ideals, power-relations of gender, the social conditions of women, familial roles, and male and female sexuality.

### **Economics 309. Women in the Economy**

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women.

### **English 207. Women in Literature**

A consideration of the role of women in literature. Topics include Gothic fiction, nineteenth- and twentieth-century women writers, and women in fiction. Drawing on authors of both genders, the course considers gender relations, the historic role of women, the special challenges that have faced women writers, and the role of women in fiction.

### **English 330. The Life and Literature of Tennessee Williams**

A study of the major dramatic works of Tennessee Williams, as well as his poetry and fiction. The course also examines Williams' life and his impact on twentieth-century American literature and theatre.

### **English 352. Chaucer**

A study of the *Canterbury Tales* and other poems by Chaucer. A term paper is usually expected.

### **English 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.



**English 357. Shakespeare I**

A study of several plays written before 1600.

**English 358. Shakespeare II**

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**

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell.

**English 380. Whitman and Dickinson**

A study of the first two important American poets, Walt Whitman and Emily Dickinson, whose expansive free verse and tight, elliptical lyrics defined the possibilities for American poets for the next hundred years. This course examines in detail the careers and major works of these poets, with brief consideration of their contemporaries and literary heirs.

**English 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.

**English 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.

**English 399. World Literature in English**

A study of twentieth-century literature written in English from Africa, South Asia, and the Caribbean, concentrating on colonial and post-colonial themes, as well as issues of gender, politics, and nationalism. Possible authors include Chinua Achebe, Wole Soyinka, Nadine Gordimer, J.M. Coetzee, Salman Rushdie, Arundhati Roy, V.S. Naipaul, and Derek Walcott.

**History 112. Women Changing the World: Gender and Social Movements**

This course examines women's participation in social and political movements throughout the world since the late eighteenth century in order to understand how gender (the set of beliefs each culture has regarding male and female difference) has affected women's involvement. The course explores a variety of gender-based arguments that women have used to bring social change, assessing whether these approaches are effective or ultimately limit women to a narrow range of issues. Some attention is paid to how gender affects men's involvement in social movements.

**History 127. Children and Childhood in History**

What did it mean to be young in the past? If childhood is a natural stage of life, common to everyone, why have the experiences of children varied so dramatically across time and across cultures? An understanding of history can help us answer these questions. This course explores the experiences of children and the meaning of childhood in the past, with a special focus on the early modern Atlantic world from roughly 1400 to 1800. We will consider how religion, family life, gender, emotion, work, trade, science, medicine, colonialism and schooling impacted children's experiences in a variety of cultural contexts. Additionally, we will ask whether a fundamental change in the meaning of childhood by 1800 corresponded to the emergence of an increasingly global, colonial and industrial world order.

**History 237. Women in U.S. History, 1600-1870**

A survey of the history of American women which considers how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience.

**History 238. Women in U.S. History, 1870 to the Present**

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration is given to the movements for women's rights.

**History 270. European Women in War, Revolution, and Terrorism**

This course surveys European women's gendered experiences of war, revolution, and terrorism from the French Revolution to the present. Adopting gender analysis as its methodological framework it focuses on the changing constructions of femininity and masculinity in relation to major global upheavals and theories of violence in the modern world. The course examines the impact of such developments on the lives of European women of different socioeconomic, regional, and racial backgrounds. Topics covered include the Russian Revolutions, World Wars I and II, global terrorism of the 1970s, and contemporary European feminist politics of immigration and the veil.

**History 305. Medieval Women — In Their Own Words**

This course closely analyzes the relatively rare sources that allow historians to see the experience of medieval women through the eyes of the women themselves rather than through the prescriptive lens of the men who held most forms of power in their society: a ninth-century woman's book of advice for her son, surviving letters and spiritual writings, wills, and the legal records that show both the vulnerability of women and their readiness to bend and break the law. Case studies of individual women are employed, along with critical analysis of different categories of source material.

**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 378. Sexuality and the Self in Modern Europe**

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures.

**History 379. Honor, Shame, and Violence in Modern Europe**

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor.

**History 380. Crimes and Scandals in the Historical Imagination, 18th-20th Centuries**

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analyses of criminality, memoirs of notorious criminals, and detective novels.

### **International and Global Studies 308. Body/Film: Representing the Body in Contemporary World Cinema**

An exploration of diverse ways of representing and conceptualizing the human body in contemporary world cinema. Starting with the premise that the body is both the material reality experienced each day as well as an enigma impossible to capture through the intellectual discourses of philosophy/science or the creative endeavors of literature/arts, the course invites students to analyze the myriad of body images supplied by twenty-first-century films from around the globe. Main topics of interest are the body and mind/soul dichotomy, gendered bodies, body and the discourse of desire, body as text, body and cognition, body and trauma, politics of the body, metamorphoses of the body, persons and things, and bodies in the cybernetic age. The course's theoretical component includes reading by Bakhtin, Baudrillard, Butler, Bourdieu, Foucault, Goffman, Grosz, and Haraway.

### **Italian 325. Women Writers in Early Modern Italy**

A study of poetry, plays, letters, treatises, and prose written by Italian women in the fifteenth-seventeenth centuries. Students examine the varied ways in which women in early modern Italy engaged questions of gender, aesthetics, ethics, and philosophy in their writings, encountered here in translation. Fritz-Morkin

### **Politics 307. Women in American Politics**

An analysis of the role of gender in American politics, specifically how gender affects the political activities of American residents, political candidates, and elected officeholders. Students evaluate differences in men's and women's political participation, party affiliations, and campaign strategies and styles. They also examine reasons for women's political underrepresentation and implications of gender inequality in political office holding.

### **Politics 314. Civil Wars**

This course examines the causes, patterns, and resolutions of civil wars and insurgency movements in comparative perspective, drawing on a diverse set of cases from Europe, Latin America, Africa, and the Middle East. The course's introductory portion is dedicated to conceptualizing and categorizing civil wars by their intensity, types of violence, nature of combat, and types of combatants. A principal question driving the inquiry is why the level of violence — measured by the number of casualties, refugees, and other victims of war — is higher in some places than others within the same country or region. This question is addressed through critical assessment of the most prominent conventional and revisionist theories of civil wars, theories highlighting either local or national influences.

### **Politics 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.

### **Politics 319. Gender and Politics from a Global Perspective**

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war.

### **Politics 338. Constitutional Law: Civil Rights**

This course examines Supreme Court cases related to equality—by situating cases within varying theories of constitutional interpretation, and by assessing the socio-political implications of those decisions. Civil rights are specific governmental provisions to secure individual entitlements, as exemplified by the Fourteenth Amendment's guarantee of "equal protection of the laws." Claims centering on race, gender, sexual orientation, and disability are examined, along with other claims of equality arising from the Fifteenth Amendment's prohibition of voting discrimination. The course emphasizes, above all, the political role of the judiciary.

### **Politics 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.

### **Politics 346. Contemporary Social Movements**

This course studies the ways in which ordinary citizens come together, create more or less formal organizations, and mobilize politically to demand social and political change in society. The studies begin close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. Students then proceed to study a wide range of political movements including labor and economic justice movements, the gay rights movement, the Christian conservative social movement, and the global justice/anti-globalization movements.

### **Politics 410. The Politics of Poverty**

An introduction to the study of a significant social problem: poverty. Course topics include the development of an economic underclass in the United States and the programmatic response of government, the feminization of poverty, the causes of persistent rural and urban poverty, race and poverty in the South, and the connections between poverty in the U.S. and the international trade regime.

### **Psychology 218. Psychology of Violence**

Explores the application of psychological theories and research to the major forms of violence. Such forms include youth violence, family violence, bullying, suicide, homicide, workplace violence, war, and ethnic conflict. The course reviews and critiques major etiological models including social cognitive, behavioral, and physiological. It also presents current major models of prevention and treatment, including psycho-educational, cognitive-behavioral, and family systems. Specific prevention and intervention topics such as conflict resolution are addressed. Readings emphasize the scientific study of violence through empirical research, including randomized controlled trials to evaluate programs.

### **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.

### **Religion 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.

**Religion 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.

**Religion 222. Gender and Sex in the New Testament**

An examination of how gender and sex are constructed in selected texts from the New Testament. Exploring the intersection of biblical studies and gender studies, this course incorporates the perspectives of feminist theory, masculinity studies, queer theory, and the history of sexuality. Focus is on situating biblical texts in the context of ancient Mediterranean cultures. Attention is also given to the influence of modern understandings of gender and sexuality on the interpretation of biblical texts and to the use of biblical texts in contemporary debates over gender roles and sexual practices.

**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.

**Russian 354. Real Men, Real Women? Gender in 20th-Century Russian Literature and Culture (writing-intensive)**

An exploration of the contentious topic of gender in a Russian context through the examination of an array of representations of masculinity and femininity in Russian prose, poetry and film of the twentieth century. Students assess what it means and has meant to be a Russian man or woman; in the process, they may challenge some Western assumptions about gender constructs. Through analyzing and identifying the characteristics of ideal/real men and women, the course considers how and whether gender stereotypes are reinforced in the works of contemporary authors. This course does not meet the general distribution requirement in foreign language.

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

A panoramic survey of the cultural production of Latinos and Latinas, or Hispanics, in the United States. Representative works from various literary genres, films, and the visual arts serve as the basis for the examination of recurring themes, which include: identity and self-definition, biculturalism, exile, migration, social class, political and social engagement, race, gender, and sexuality.

**Spanish 364. Spanish Women Writers**

Selected readings from Spanish women authors who represent various genres and time periods. In relation to each period, the course examines how selected writers portray gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and/or the period under consideration.

**Spanish 404. Early Women Writers of Spain**

An exploration of the legacy of Spanish women writers from the Middle Ages to the 17th century. The course introduces the student to important female authors from both inside and outside the Spanish canon, focusing especially on the authors' response to their political, social, and cultural context.

**Spanish 407. Spanish Women Writers from the Eighteenth Century to the Present**

Selected readings from Spanish women authors who represent various genres and time periods. According to the period, the class examines the portrayal of gender, sexuality, social class, and other issues in their work. The course uses primary and secondary texts related to the authors and period.

**Spanish 422. Latin American Women Authors**

Readings from Latin American women authors who represent various regions, genres, and time periods. Examines the portrayal of gender, sexuality, race / ethnicity, social class, and other issues in their work. Readings in literary theory and criticism help with the interpretations of the primary texts.

**Spanish 423. Women Authors of the Hispanic Caribbean and its Diaspora**

This course highlights the work of women authors from Cuba, the Dominican Republic, and Puerto Rico on the islands and in the United States. Key issues include gender, sexuality, race/ethnicity, migration, and biculturalism. Includes several literary genres and film with an emphasis on the twentieth and twenty-first centuries.

## ADMISSION

The Committee on Admissions considers each applicant on the basis of high school academic performance, standardized test scores, activities, letters of recommendation, and the personal essay.

### ADMISSION CALENDAR

#### Application Deadlines

- November 15 – Early Decision I application deadline
- December 1 – Early Action application deadline (all Early Action applicants will be considered for academic scholarships)
- December 1 – Spring Semester Transfer application deadline
- January 15 – Early Decision II application deadline
- February 1 – Regular Decision application deadline
- March 1 – Sewanee Financial Aid Application and FAFSA Deadline
- April 1 – Fall Semester Transfer application deadline

#### Decision Notifications

- December 15 – Early Decision I notification
- February 15 – Early Decision II notification
- January 31 – Early Action and Academic Scholarship notification
- Late March – Regular Decision and International notification

#### Enrollment Confirmation Due Dates

- January 15 – Early Decision I enrollment confirmation due
- March 1 – Early Decision II enrollment confirmation due
- May 1 – Enrollment confirmation due

### SECONDARY SCHOOL PREPARATION

Sewanee admits students who are prepared for its challenging academic environment. The following are typical of what we would expect to find in the application file of a competitive candidate:

A challenging high school curriculum which typically includes:

- four years of English
- two or more years of a foreign language
- three or more years of math including algebra I and II and geometry\*
- two or more years of lab science (most students have four)
- two or more years of social science, including history
- full high school transcript with strong high school GPA showing consistent or increased strength in class work
- either SAT or ACT scores, OR apply as a test optional applicant
- extracurricular activities such as clubs, sports, church groups, or work experience
- clearly written admission essay
- recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators

*\*Three years of college preparatory mathematics (two years of algebra, one of geometry) are considered the minimum preparation for a student to attempt the required mathematics course at Sewanee; most entering students have taken four years of math.*



## COLLEGE ENTRANCE EXAMINATION OPTIONS

Applicants must submit either SAT or ACT scores, or apply as a test optional candidate. Information on the SAT and ACT is available from the applicant's secondary school or counselor.

## TEST OF ENGLISH AS A FOREIGN LANGUAGE

For non-native English speakers to be competitive in our applicant pool, Sewanee requires a minimum TOEFL score of 223 (computer-based), 577 (paper-based), or 90 (internet-based) respectively. Scores from any of the three testing formats may be submitted, but only one is necessary. International English Language Testing System (IELTS) may be used instead; Sewanee requires a minimum score of 7. The University does not offer a conditional admission program for students lacking fluency in English.

## HOMESCHOOL APPLICANTS

Sewanee welcomes applications from homeschool students. The Committee on Admissions asks that such applicants complete additional steps so that it can fully understand the talents, strengths, and accomplishments of each applicant.

- The Common Application's Homeschool Supplement allows the homeschool supervisor to explain educational philosophy, grading scale, and outside evaluation.
- A letter of recommendation from a teacher, tutor, or professor outside the applicant's immediate family provides insight into the rigor of curriculum.
- SAT and/or ACT results provide the Committee on Admission with a standardized reflection of the applicant's preparation for Sewanee's rigorous curriculum.
- An interview with a member of the admission counseling staff may be conducted in person, by phone, or via teleconference.

## CAMPUS VISITS

Campus visits for prospective students are not required for admission but are strongly recommended. The campus visit is one example of student-initiated interest in the University that the Committee on Admissions considers when making admission decisions. A typical visit includes a group information session with an admission counselor and a student-led tour with optional opportunities for attending a class, meeting with a faculty member or coach, or an informational interview with a current student. Other special visit opportunities include residential life tours, specialized facility tours, lunch with a student host, and a nature walk.

Students may schedule a visit by registering on the Office of Admission's website. Group information sessions and campus tours are available year round and non-evaluative interviews are available during the academic year. Campus tours are offered regularly throughout the year in both the morning and afternoon. On select Saturday mornings during the academic year, a group information session with campus tour is offered at 10:30 a.m. All non-evaluative interviews are conducted by carefully selected and trained seniors in the college, and provide a formal opportunity for prospective students to engage with a current student. Interviewers are interested in learning about not only the student's academic achievements, but also about their extracurricular activities and interests.

The Office of Admission, located in Fulford Hall, is open Monday through Friday from 8 a.m. to 4:30 p.m. (Central Time).

Overnight visits in dormitories are available to high school seniors Sunday through Wednesday on a limited basis for a one night stay only during the academic year. Prospective students wishing to experience an overnight stay in a dormitory must contact the Office of Admission at least 10 days prior to their visit.

## EARLY DECISION PLAN

Early Decision is an option for those students who consider Sewanee as their number one choice. If admitted under Early Decision, an early decision applicant agrees to withdraw all applications to other colleges and universities and enroll at Sewanee. There are two Early Decision opportunities for which students may apply. Early Decision candidates are eligible to be considered for all potential financial aid awards through both the academic scholarship and/or need-based financial aid processes; however, financial aid awards are mailed to admitted students in March.

Applicants who are *NOT* admitted under Early Decision are released from their binding agreement and may be deferred to the regular admission cycle. These deferred candidates must submit a completed Mid-Year Grade Report, along with any additional supporting documentation, if applicable, in order to receive full consideration under regular admission.

The student applying for early decision should:

1. Indicate “Early Decision I” or “Early Decision II” on the Common Application. Complete and submit the binding Common Application Early Decision Agreement.
2. Submit all required documentation on or before November 15 for Early Decision I, or January 15 for Early Decision II. If all documentation requirements are not met by the respective application deadline, the application will be treated as a regular decision application.
3. A student admitted to the University under either binding Early Decision plan agrees to withdraw any applications to other colleges and to enroll at Sewanee.

## EARLY ADMISSION AFTER THE JUNIOR YEAR

Students may apply for admission after the junior year of high school. Although Sewanee does not encourage early admission to the college, this plan is sometimes appropriate for select students. The early admission candidate should have exhausted most of the academic courses offered by his or her high school and be ready academically, emotionally, and socially for the college environment.

An early admission candidate must complete the same requirements and meet the same deadlines as a regular candidate with the following additions:

1. An interview is required on campus with either a member of the admission staff or a member of the Committee on Admissions.
2. Written recommendation and approval must be received from the candidate’s counselor, principal, or headmaster for early admission action, including a statement that the student is prepared emotionally, academically, and socially for success in the college environment.
3. The candidate should present academic credentials as strong as or stronger than the average student who typically enrolls at Sewanee (i.e., an A-/B+ average in academic courses from high school and at least 1860 on the SAT or 28 on the ACT).
4. The candidate must state (in writing to the Committee on Admissions) why he or she wants to forego the senior year in high school and enter college as an early admission student.

Although the committee prefers that the candidate meet all requirements for the high school diploma, this is not a requirement for acceptance as an early admission candidate.

## TRANSFER APPLICANTS

Students seeking to transfer to the college from other accredited colleges must complete the Common Application for transfer students, the College Instructor Evaluation form, and the

Registrar's Report. In addition, transfer applicants must submit a final high school transcript, official transcripts from each college attended, and either official SAT or ACT exam scores.

Credit for transfer students is subject to approval by the Office of the Associate Dean of the College. The College Standards Committee, in consultation with the chair of departments concerned, may be called upon to evaluate transfer credit for courses of uncertain interpretation.

Quarter hours are converted to semester hours at two-thirds face value. Thus five quarter hours equal three semester hours.

To receive a degree, students transferring from other institutions must meet the college's graduation requirements. Each such student must spend at least four semesters in residence in Sewanee enrolled on campus as a full-time student. Because each student must earn at least 64 semester hours of credit at Sewanee, transfer credit is limited to 64 semester hours.

The application deadline for transfer candidates is April 1 for the fall semester and December 1 for the spring semester.

### ADVANCED PLACEMENT & BACCALAUREATE CREDIT

Graduation credit in fulfillment of general education requirements and for elective courses may be obtained through many of the Advanced Placement (AP) and International Baccalaureate (IB) Higher Level tests. Credit will be awarded subject to the following guidelines: A student earning a 4 or 5 on a given AP examination or a 5 or higher IB Higher Level tests may be deemed to have met one General Education Learning Objective aligned with that AP examination, as determined by the Curriculum and Academic Policy Committee and the College Faculty.

- If the general education requirement has already been met for a given Learning Objective, a maximum of one elective course credit (four semester hours) may be awarded for an AP examination score of 4 or 5 or a higher-level IB examination score of 5, 6, or 7 in any of the following subject areas: anthropology, art history, biology, chemistry, Chinese, computer science, economics, English, environmental science, French, German, Italian, Japanese, Latin, mathematics, music, physics, psychology, Spanish, statistics, studio art, and theatre.
- If a student presents satisfactory scores on AP and IB examinations in the same subject area, credit is awarded for only one examination.
- Students may earn a maximum of eight course credits (32 semester-hours) for satisfactory AP or IB examination results.

A current list of alignments follows:

#### AP Examination Satisfies

- Art History G2
- Biology G5
- Calculus AB G5Q
- Calculus BC G5Q
- Chemistry G5
- Chinese Language and Culture G6
- Computer Science A G5Q
- English Language and Composition None
- English Literature and Composition G1
- Environmental Science G5
- European History G4
- French Language and Culture G6
- French Literature (no longer offered) G6
- German Language and Culture G6
- Government and Politics: Comparative G4

- Government and Politics: United States G4
- Human Geography G4
- Italian Language and Culture G6
- Japanese Language and Culture G6
- Latin G6
- Latin Literature (no longer offered) G6
- Latin: Vergil (no longer offered) G6
- Macroeconomics G4
- Microeconomics G4
- Music Theory G2
- Physics B G5
- Physics C: Electricity and Magnetism G5
- Physics C: Mechanics G5
- Psychology G5
- Spanish Language None
- Spanish Literature and Culture G6
- Statistics G5Q
- Studio Art: Drawing G2
- Studio Art: Three-Dimensional Design G2
- Studio Art: Two-Dimensional Design G2
- United States History G4
- World History G4

#### **IB Examination Satisfies**

- Anthropology G4
- Biology G5
- Chemistry G5
- Classical Languages G6
- Computer Science G5Q
- Dance G2
- Economics G4
- English A1 None
- English A2 None
- Film G2
- French B G6
- Geography G4
- German G6
- History: Africa G4
- History: Americas G4
- History: Asia/Oceania G4
- History: Europe/Middle East G4
- Mathematics G5Q
- Music G2
- Philosophy G3
- Physics G5
- Psychology G5
- Spanish B G6
- Theatre Arts G2
- Visual Arts G2

**AUDITING CLASSES**

Some students, particularly non-degree-seeking students, may wish to audit or “sit in” on a class for the sake of learning. To register for an audit, a student obtains written permission from the instructor and from the associate dean of the college. Auditors are expected to attend class regularly. The extent to which an auditor participates in graded exercises (e.g., submits papers, takes tests) and the extent to which an instructor grades an auditor’s work are determined by mutual agreement between the instructor and the auditor. Although neither formal academic credit (semester hours) nor grade is given for auditing, the designation AU may be recorded on an official college transcript for a registered auditor whose instructor indicates that the student has met the instructor’s expectations for auditing by submitting to the registrar an AU designation on a grade sheet provided at the end of the term in which the audited course occurred. The course add deadline applies for audited courses as well as for courses taken for semester hours credit. In other words, a student cannot initiate the auditing or change the status of a course being taken for credit to that of auditing after that deadline. The charge to non-degree-seeking students for auditing is determined each year and for 2014-2015 is \$225 per credit hour.

## FEES AND FINANCES

### FEES FOR FULL-TIME UNDERGRADUATE STUDENTS 2014-2015

Tuition	\$ 36,828
Activities Fee	\$ 272
Room and Board	\$ 10,600
Total (Comprehensive Fee)	\$ 47,700

These fees are guaranteed for a period of up to eight consecutive semesters for undergraduates initially matriculating in the 2014-2015 academic year. The guaranteed comprehensive fee schedule remains in effect for undergraduates matriculating earlier: 2013-2014, \$45,970; 2012-2013, \$44,630; and 2011-2012, \$43,920. The comprehensive fee for full-time non-degree-seeking undergraduates in the 2014-2015 academic year is \$47,700. In planning for college expenses, families should also take into consideration such items as books, supplies, personal items, and travel; the cost of these expenses is estimated to be anywhere from \$2,200 to \$3,000 per year.

A \$500 reservation deposit is due by October 31 prior to the Easter semester and by March 31 prior to the Advent semester. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after published refund dates, except for serious illness, loss of financial aid, or academic suspension.

### FEES FOR PART-TIME UNDERGRADUATE STUDENTS

Tuition for part-time undergraduates initially matriculating in the 2014-2015 academic year is \$1,300 per semester hour. For part-time undergraduates who matriculated earlier, the per-semester-hour fee is as follows: 2013-2014, \$1,287; 2012-2013, \$1,250; and 2011-2012, \$1,230. Per-semester-hour tuition for part-time non-degree-seeking undergraduates in the 2014-2015 academic year is \$1,300. Part-time students auditing an undergraduate class are charged tuition of \$225 per semester hour.

### ADDITIONAL FEES

Some courses carry additional fees, which are published in the schedule of classes.

### PAYMENT

One-half of fees for tuition, room, and board are due by July 31 prior to the Advent semester with the second half due by December 31 prior to the Easter semester. The activities fee is payable in its entirety by July 31 for students enrolling in the Advent semester and by December 31 for those enrolling only in the Easter semester. Payment for the semester, less reservation deposit and financial aid actually awarded, is due in its entirety by the dates above. Failure to pay by these dates results in a \$100 late charge.

Because of the substantial amounts that must be paid in July and December, the University offers the following ways to assist families in making payments:

1. Financial aid and loans are available to students who qualify.
2. Parents may utilize the federal parent loan for undergraduate students in addition to a nine- or ten-month payment plan.
3. Credit cards are accepted for tuition through the payment plan option at Tuition Management Systems.

Students and parents are strongly advised to seek further information about financial aid and loan from the Office of Financial Aid. Completed applications for financial aid and loans

should be submitted in accordance with deadlines established by that office in order that funds are available and applied to students accounts by the payment due dates.

Any balance remaining on the student bill, after credit for financial aid or deferred payment plans, must be paid in full by the due date; the University accepts monthly or other deferred payment only by means of the plans mentioned above. Satisfactory handling of a student's account is necessary to register and obtain a transcript of grades.

Tuition bills and monthly statements will be available through students' Banner self-service accounts, where payment may be made via electronic check. Payments may also be mailed to the Cashier's Office.

## REFUNDS

A student may withdraw from the University only through consultation with the Office of the Dean of Students. Withdrawal is official only upon approval by that office and the withdrawal date indicated by that office is used to determine the nature and extent of any refund. The following policy applies:

### Financial Aid Recipients without Federal Title IV Aid and Non-aid Recipients

Refund of fees is made only for reasons of illness and if the percentage of the term completed is 60% or less. The refund is calculated by prorating fees for the period from the date of withdrawal to the end of the semester. The amounts to be prorated are one-half of the semester's total tuition and room charges, and three-fourths of the board charge. No refund is made for any other fees or if more than 60% of the term has been completed.

### Financial Aid Recipients with Federal Title IV Aid

Refund of fees is made only if the percentage of the term completed is 60% or less. Refunds to Federal Title IV funds are calculated according to the applicable Federal regulation (34 CFR 668.22). A student is not eligible for a refund of personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the University have been cleared. No refund is made if more than 60% of the term has been completed. Examples of refund and repayment calculations may be seen in the Student Accounts' Office.

Refund insurance is available through an outside vendor. Applications may be obtained through the Student Accounts Office.

## OTHER FINANCIAL MATTERS

Students should take precautions to protect personal belongings from theft, fire, water damage, or other loss. University insurance does not cover personal losses; however, family homeowner's insurance may provide coverage for such losses.

A student using a personal automobile for a class field trip or other University business should have a valid and appropriate driver's license and vehicle liability insurance. The University does not cover the vehicle, owner, driver, or passengers if an accident occurs.

A student who participates in athletics must use his or her family insurance to pay for injury that occurs during practice, play, or travel. In such instances, University insurance may cover a portion of medical expenses in excess of family coverage. University insurance does not, however, cover medical expenses for injuries incurred in a student activity or in off-campus programs.

Students may cash checks at the cashier's office. A student identification card is required.

## FINANCIAL AID

The College of Arts and Sciences follows the principle of assisting students based on a combination of financial eligibility and academic qualifications. More than \$14 million of institutional need-based aid was awarded in 2013-14. Eligibility for financial aid is determined by an analysis of the family's financial situation (income, assets, and allowances against those) and the student's academic qualifications, using procedures established by the federal government and the institution.

Sewanee allocates a number of aid funds to provide the maximum number of students with assistance. No student should hesitate to apply for admission to Sewanee for lack of personal and family funds.

In determining eligibility for aid, a student's total budget is considered, including tuition, fees, room and board, books and supplies, personal expenses, and travel.

### HOW TO APPLY FOR NEED-BASED FINANCIAL AID

All new and returning students begin the need-based aid application process by completing the Free Application for Federal Student Aid (FAFSA), available at [www.FAFSA.gov](http://www.FAFSA.gov). The required Title IV code for Sewanee is 003534. Tennessee residents applying for Hope Scholarship Funds must file a FAFSA to be considered for the Hope Funds.

*The priority deadline for applying for Financial Aid is March 1 for all college students, current and prospective.* Institutional applications must be postmarked and the FAFSA submitted to the processor by March 1 to ensure consideration for aid for the following academic year.

Whenever possible, students should apply for scholarships from local sources or other programs to augment Sewanee's aid. All applicants are required to apply for relevant state grants and for the Pell Grant awarded by the federal government. Failure to apply for aid from outside sources may result in the loss of eligibility for assistance from Sewanee. Receipt of aid from any source or of any type (including loans) must be reported to the Office of Financial Aid at Sewanee.

Financial aid awards are made to prospective student applicants during March and April. Returning students notifications begin after grades are posted for the Easter term.

Details are available through the Office of Financial Aid and on the University's website.

### RENEWAL OF AID

All need-based scholarship and Hope Scholarship recipients must reapply for aid each year. The procedure for reapplying is the same as outlined above. The priority deadline for renewal of aid applications is March 1 prior to the academic year for which aid is required.

Continuing students, with complete financial aid applications, receive their financial aid awards in June. Awards are made in sequential order based on the date all financial aid materials received.

#### Conditions for Renewal and Continuation of Aid

1. The student must enroll and complete a minimum number of hours during each semester for which aid is received. For scholarships this minimum is twelve semester hours. For all other financial aid programs, this minimum is six semester hours. It should be noted that retention standards of the college are separate and can be found under Student Classification, Progress, and Status.
2. The student and family must reapply and establish eligibility for each academic year.
3. The student must make satisfactory academic progress defined as: a) maintenance of a minimum GPA of 2.0 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.

### **FINANCIAL AID AWARDS**

Need-based financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. The University participates in the following U.S. Department of Education financial aid programs\*. These programs are fully described on the *the* Financial Aid website.

In addition, the University awards scholarships from University appropriations and annual gifts, and participates in two tuition exchange programs, the National Tuition Exchange ([www.tuitionexchange.org](http://www.tuitionexchange.org)) and the Associated Colleges of the South ([www.colleges.org](http://www.colleges.org)).

*\*Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, William D. Ford Federal Direct Student and Parents (PLUS) loans.*

## **SPECIAL PAYMENT PROGRAMS**

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### **TEN-MONTH PAYMENT PLAN**

The University participates in an installment payment plan whereby parents can pay the annual cost of a Sewanee education over a ten-month period. Information on this installment payment plan may be obtained from [www.afford.com/sewanee](http://www.afford.com/sewanee).

## SCHOLARSHIPS 2014–15

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### SCHOLARSHIPS

Sewanee scholarships come from over 200 endowed scholarship funds, annual gifts, remissions of tuition, and additional amounts budgeted from the University's operating funds. As previously mentioned, many of these scholarships are awarded on the basis of calculated need-based eligibility, and applicants are automatically considered for these scholarships as part of the normal need-based financial aid award process.

### APPLYING FOR SCHOLARSHIPS

Freshmen who wish to apply for scholarships should do so through the Office of Admissions. The deadline for applying is December 1. Selections are made on a competitive basis. A limited number of awards are available to non-first-year students and are recipients are selected by the individual academic departments.

### APPLYING FOR NEED-BASED SCHOLARSHIPS

All new and returning students begin the need-based aid application by completing the FASFA (Free Application for Federal Student Aid). Details are available through the Office of Financial Aid and on the University's website.



## SEWANEE: A COMMUNITY OF HONOR

The University's motto — EQB — reinforces the principle that as members of the Sewanee community, we have a responsibility to live with respect for one another and in healthy relationships. The Honor Code similarly reinforces that “membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.” Students are expected to live with honor day and night, in the classroom and in the residence halls, on the athletic field and in social spaces, on campus and off — in short, “in every walk of life.”

When we commit to living in community with one another, we necessarily agree to accept limitations on our own actions for the benefit of all, with the parallel expectation that we will not be injured, maligned, or otherwise negatively affected by the actions of others. Those who insist upon living outside the expectations of the Sewanee community will understandably be held accountable for their choices by the Honor Council, Student Discipline Council, or other disciplinary bodies, and may in certain circumstances be removed from the Sewanee community. Additionally, students are expected to comply with federal, state and local laws in their conduct whether on or off campus.

### ALCOHOL POLICY

In an effort to encourage students to think first about the choices they make concerning alcohol, the University has developed a holistic strategy, entitled “Think First,” that promotes healthier choices within a healthier community. (Please visit [life.sewanee.edu/students](http://life.sewanee.edu/students) for more information.) In short, the University, the Student Life Division, and the Sewanee Police Department are committed to the following objectives:

1. To reducing the prominence of alcohol on campus and the harms and high-risk behaviors that alcohol and other drugs bring to campus life;
2. To providing a myriad of healthy social and intellectual experiences;
3. To fostering a community of accountability and to teaching students personal responsibility.

Where appropriate, alcoholic beverages may be consumed in a non-abusive manner by individuals of legal age, and social hosts may sponsor events at which alcoholic beverages are permitted with the understanding that hosts bear the responsibility for abiding by state laws, for establishing reasonable guidelines for the behavior of their guests, and for taking measures to discourage alcohol abuse at their social functions.

As appropriate, these policies apply to groups as well as individuals. In keeping with University policy and the requirements of state law, the Statement on Social Host Responsibility is available under “policies” at [life.sewanee.edu/students](http://life.sewanee.edu/students).

### Rules Governing Alcohol

1. The University prohibits the unlawful use, possession, and distribution of alcoholic beverages. Under Tennessee law, it is unlawful for any person under the age of 21 to buy, possess, transport, or consume alcoholic beverages, including beer and wine. It is also unlawful for a person over 21 to buy or furnish alcoholic beverages for anyone under 21. Any student who violates state law or the University's alcohol policies is subject both to the jurisdiction of local law enforcement officials and the discipline system of the University.
2. The public display of alcoholic beverages on campus, public intoxication, and drunk and disorderly conduct in public or private locations (including dormitories and fraternity lodges), and the possession of paraphernalia such as beer funnels are violations of University

policy. Public places on campus include all property and buildings not held by a private leaseholder, including all University buildings. Occasionally areas normally considered public (e.g., Cravens Hall, Lake Cheston Amphitheater, Manigault Park, and Guerry Garth) may be designated private for specified events, and persons 21 and over may be permitted to possess alcoholic beverages in these areas in accordance with these policies. Private locations (such as fraternity and sorority houses) are not exempt from University policies governing alcohol use.

3. Common sources of alcoholic beverages (which include, but are not limited to, kegs, bulk quantities of canned or bottled beer or wine, and bulk quantities of alcoholic punch) are not permitted except in very rare and highly supervised circumstances, and as approved by the Dean of Students.
4. Display, possession and/or consumption of alcoholic beverages is prohibited in all public areas of dormitories such as common rooms, courtyards, breezeways, and halls. Within their individual rooms, students are expected to remain mindful of dorm rules and restrictions and state law at all times.
5. Consumption of alcoholic beverages at any public athletic contest, including all varsity, club, and intramural games, is a violation of the Sewanee social policy and, as appropriate, of NCAA and conference rules.
6. Initiation practices that include the encouragement or promotion of alcohol consumption are prohibited. Organizations guilty of this infraction will be suspended.
7. In addition to being a violation of Tennessee law, driving under the influence of alcohol or other drugs is a violation of University policy. Any student found driving under the influence is subject to serious University penalties.
8. No alcohol may be sold on the Domain, except by vendors with a valid beer sales permit.
9. Fines and penalties for alcohol violations can be found under “policies” at [life.sewanee.edu/students](http://life.sewanee.edu/students).
10. In addition to being handled through the University, conduct violations that are also violations of Tennessee law may be referred to the appropriate legal authorities for adjudication.

### **Amnesty**

In an effort to promote student health and safety, the University offers amnesty to students who have to go to the hospital for emergency care in response to alcohol abuse. In other words, students who go to the hospital do NOT get in trouble. They do have a follow-up meeting with a dean, and they might need more long-term intervention, but they are not sanctioned.

### **Alcohol Abuse**

The Deans of Students will respond to those students who are experiencing problems because of alcohol abuse. If the abuse should manifest itself in the person's academic performance or social behavior, a Dean will meet with the individual to discuss the problems associated with his or her substance use. The Dean and student will generate alternatives for dealing with the situation, including counseling options and consequences if further problems occur. Additionally, the student may be required to complete a confidential substance use evaluation with the staff of the University Counseling Service. If the Dean determines that the student must withdraw from the University for medical or chemical dependency reasons, he or she must leave the Domain within 24 hours.

The Deans of Students most often become aware of an individual's abuse because of a disciplinary infraction. Any person who is guilty of this kind of disciplinary offense may be required to submit to a substance abuse educational program and/or may ultimately be required to withdraw from the college.

## DISCIPLINE PROCESS

The University Ordinances gives the Deans of Students responsibility for establishing and implementing a student disciplinary system. This system addresses discipline matters not addressed by the Honor Council. Under the current system, the Associate and Assistant Deans of Students have been delegated the primary role in overseeing student discipline and student disciplinary procedures, although time and circumstance may necessitate the direct and original involvement of the Dean of Students.

Most routine matters of student discipline are handled by the Associate and Assistant Deans of Students (or, if necessary and appropriate, the Dean of Students). But some matters may be referred to the Student Discipline Committee or the Faculty Discipline Committee. These committees, following written notification of at least forty-eight (48) hours to the student involved and an opportunity for the student to be heard by the committee, have the power to recommend to the appropriate Dean of Students a range of penalties including, but not limited to, fines, assigned community service, oral or written reprimands, social probation, suspension, or expulsion. The Dean of Students may seek the counsel and advice of the Faculty Discipline Committee in any case. At the Dean's discretion, original jurisdiction may be exercised by the Associate or Assistant Deans or the Faculty Discipline Committee.

All aspects of students' educational records can be used in disciplinary proceedings, including but not limited to violations of social conduct, participation in no contact agreements, honor code violations, class attendance warnings, parking and traffic violations and/or other educational records.

The University's disciplinary processes do not and are not intended to afford the specificity or the due process or other rights of criminal or civil statutes or any other legal authorities. The University reserves the right to update these policies as necessary and without additional notice.

### Penalties

Whether acting alone or in concert with the recommendations of the student or faculty disciplinary committees, the Deans of Students have discretion in handing down and administering sanctions for violations of the Sewanee social policy or the rules and regulations of the University. Specificity is given to a number of impermissible behaviors and to the sanctions generally appropriate for these misbehaviors.

In addition to the specified, impermissible behavior, conduct which violates the general terms of the Sewanee social policy and conduct which includes, but is not limited to, the following categories may also be dealt with by the Deans of Students as they deem appropriate: disturbing the peace; creating a danger to the safety of self or others; disrespect; assault; attempting to or damaging the personal property of others; falsifying reports of an emergency; falsifying or misusing University records; misuse and/or abuse of communications systems, such as email, internet, and voice-mail; indecent and obscene conduct; unauthorized entry into University or other's property; and sexual harassment and misconduct. While away from our campus, students should observe the regulations of communities in which they are visiting. Students involved in misconduct (on or off campus) that leads to an arrest or citation may also be subject to penalties by the University.

Where penalties for particular misbehaviors are specified, the Deans are guided by the specified sanctions, though discretion remains available to the Deans to impose penalties they deem appropriate. Offenses are cumulative over a student's career at Sewanee. Multiple violations of even minor offenses can result in cumulative penalties, and repeat violators will likely be suspended.

Should the appropriate sanction be a reprimand, it may come in the form of an oral reprimand delivered by the Dean for lesser offenses or in the form of a written reprimand for more

serious offenses which describes the nature of the infraction and any concomitant penalty, fine, or community service requirement. A copy of a written reprimand may be sent to the parents of the student involved and other appropriate offices.

### Appeals

An appeal of a decision by the Associate or Assistant Deans of Students may be taken to the Dean of Students or, at the discretion of the Deans, to the Faculty Discipline Committee. An appeal of the Dean of Students (or of the Faculty Discipline Committee exercising original jurisdiction) may be taken to the Vice-Chancellor.

It should be noted, however, that the appellate authorities generally give consideration only to those cases involving the most serious matters and the most significant consequences, such as suspensions or expulsions. Furthermore, a student may appeal on only the following grounds: (1) that there is new information that substantially alters the understanding of the event(s) in question; (2) that the discipline process was not followed in a fundamentally fair manner; or (3) that the disciplinary response is disproportionate to the offense.

If a student wishes to appeal a decision of a Dean of Students, such an appeal must be made in writing to the appropriate person or committee within seventy-two hours after notification of the decision. An appeal to the Vice-Chancellor from a decision of the Dean of Students for suspension or expulsion must also be submitted within seventy-two hours. Should the penalty imposed by the Dean of Students involve suspension from the college, the requirement that a student leave campus within twenty-four hours of notification is not waived during an appeals process. The Vice-Chancellor may choose to affirm the action of the Dean or Faculty Discipline Committee, to affirm the decision but to change the penalty, to refer the case back to the Dean or Faculty Discipline Committee for further consideration, or to reverse the decision. The Vice-Chancellor shall notify the parties, in writing, of his action on the appeal.

Procedures and Guidelines of the Student and Faculty Discipline Committees may be obtained in the Office of the Dean of Students.

### **GRIEVANCE PROCEDURE FOR DISCRIMINATION ON THE BASIS OF SEX OR DISABILITY**

The University of the South prohibits discrimination in employment, admission of students, and administration of its education programs or activities on the basis of, among other things, sex or disability. Any student, employee, or applicant for admission or employment may initiate a grievance for sex discrimination, which is prohibited by Title IX of the Education Amendments of 1972, as amended. Any student or employee may initiate a grievance for disability discrimination which is prohibited by the Rehabilitation Act of 1973 (section 504), as amended.

The Compliance Coordinator provides assistance to those desiring to file a grievance. A grievance for alleged discrimination must be filed with the Compliance Coordinator within 30 working days of the occurrence of the alleged discrimination. The complaint must be in writing and contain the name of the person making the grievance, the nature and the date of the alleged discrimination, names of any witnesses to the alleged discrimination, names of those injured by the alleged discrimination, and the names of those employees, students or other persons claimed to be responsible for the alleged discrimination.

At the request of the party initiating the grievance (hereinafter the "grievant"), and at the discretion of the Compliance Coordinator, an attempt is made to resolve the complaint without recourse to a formal written grievance through informal meetings with appropriate persons.

If a formal grievance is filed, the Compliance Coordinator notifies the person(s) who must respond to the grievance (hereinafter the "respondent"), and the notification includes a copy of the grievance and a request that the response be submitted in writing within ten working days

to the Compliance Coordinator. The person(s) required to respond is/are the person(s) alleged to be involved in the discrimination or the person with supervisory responsibility for the activity or area which is the subject of the grievance.

If a written response to the grievance has not been received within ten working days, the Compliance Coordinator sends a notice of non-response to the designated respondent, the respondent's immediate supervisor, and the grievant. Within five working days of receipt of the response or the sending of the non-response notice, the Compliance Coordinator refers the grievance to the appropriate investigative officer. That officer is normally an administrator with responsibility in the area under investigation.

Within 20 working days of receipt of the written grievance and response or notice of non-response, the investigative officer consults with the grievant and the respondent, and others if appropriate, in order to ascertain the facts and views of both of the parties. The University Legal Counsel may also be consulted. The investigative officer then notifies the grievant, respondent and the Compliance Coordinator of his or her findings and recommendations.

If the grievant or respondent does not accept the investigative officer's decision, he or she must notify the Compliance Coordinator in writing within five working days of receipt of the decision. If no request for review of the investigative officer's decision is timely received, the recommended action, if any, is taken and the grievance is considered closed.

If review of the investigative officer's decision is sought, that review is conducted by the Provost, Dean or Vice President responsible for the employees or students involved in the grievance unless the Provost, Dean or Vice President was the grievant, respondent or investigative officer. In such a case, the Compliance Officer selects an appropriate University official.

The appropriate Dean or Vice President decides whether to accept the investigative officer's recommendation or to ask the investigative officer to consider the matter further and submit a supplementary report. Alternatively, the Provost, Dean or Vice President may appoint a three-person panel to conduct a further investigation and submit a recommendation to the Provost, Dean or Vice President. The Provost, Dean or Vice President notifies the grievant, respondent and Compliance Coordinator of his or her decision, which is final.

In certain cases, it may be appropriate for the Dean or Vice President to modify the procedures set forth above depending upon the nature of the charges and the procedures for discipline of faculty in cases involving grave misconduct or neglect of duty as set forth in the Faculty Personnel Procedures or the procedures of discipline of staff members as set forth in the Staff Handbook.

The facts about individual grievances and their dispositions are confidential except where it may be necessary to reveal information in order to comply with the applicable law.

## **DRESS TRADITION**

At Sewanee, students elect to participate in the Class Dress tradition in order to show respect for their professors and the education they are receiving. Class Dress symbolizes that during your four years at Sewanee, academics are your top priority. Class Dress varies with the seasons but typically men can be seen wearing khakis, a collared shirt or coat and tie; female students typically wear slacks or a skirt and a nice top or a dress.

## **DRUG POLICY**

Unauthorized possession, use, manufacture, and distribution of narcotics, hallucinogens, and dangerous drugs, including (but not limited to) marijuana, cocaine, lysergic acid diethylamide (LSD), roofies (GHB), ecstasy, and prescription drugs, are illegal under both federal and state law. By state law, synthetic drugs meant to mimic illegal drugs (e.g. K2, K3, bath salts, "Spice,"



“Molly’s Plant Food,” “Vampire Blood,” “Ivory Wave,” “Cloud 9,” or upper/downer brownies) are also illegal. Students may be subject to prosecution by civil authorities for violation of these federal and state drug laws. Penalties may be severe, and potential damage to the professional career is great.

The University of the South recognizes the enormous health hazards associated with the illegal use of drugs. In addition to this basic concern for the well-being of Sewanee students, it is also important to note that the college seeks to promote a vigorous intellectual community and a community that encourages growth into responsible citizenship. Since the presence and use of illegal drugs stands in direct contradiction to these basic concerns for our students, the college seeks to discourage the presence of these substances from our campus. The following rules reflect the serious attitude that the college has taken in confronting this area of our society’s drug-abuse problem.

1. Anyone who sells, distributes, or provides illegal drugs, including prescription drugs and synthetic drugs, to another person is suspended from the college.
2. The use or possession of marijuana or the illegal use or misuse of prescription drugs on or off campus is strictly prohibited. If a student is not suspended for a first offense, any subsequent offense results in suspension. Students found guilty of marijuana possession or use while participating in a University-sponsored or University-coordinated program abroad are generally suspended immediately. Reinstatement to the college is not possible without some form of counseling and treatment, deemed appropriate by the University Counseling Office.
3. The possession of other illegal drugs generally results in suspension. This includes the use or possession of LSD, cocaine, ecstasy, crack, roofies, mushrooms, and drugs not medically authorized. Consideration may be given to reinstatement after appropriate counseling and rehabilitation.

See [provost.sewanee.edu/committees/policies-and-procedures](http://provost.sewanee.edu/committees/policies-and-procedures) for the University of the South’s drug-free campus statement.

## **FIRE PERMITS**

Students and student organizations are strictly forbidden to have open fires on the Domain without permission from the Sewanee Police Department and Student Activities.

### **Rules for open fires on the Domain:**

1. **ABSOLUTELY** no accelerants are to be used to start the fire nor may any be present at the fire scene.
2. Fires can only be constructed out of natural wood or untreated lumber and started with paper, cardboard, or kindling.
3. Fires must be at least 25 feet from the nearest structure, including cars.
4. Fires (flames) may not be taller than a ceiling — roughly how high an average six-footer can reach above his head or around eight feet.
5. The fire area must be cleared of debris, trash, etc.
6. There must be a designated firemaster who remains sober (not drinking at all) and who is in charge of the fire.
7. No horseplay, chicken fighting, wrestling, firewalking, or fire jumping is permitted.
8. No urinating or defecating in the fire.
9. No burning of electronics, furniture, rugs, pillows, tires, bikes, animals, treated or glued woods, crosssties or materials other than those specifically permitted in item 2.

10. A water/garden hose must be present, connected to a sufficient water supply, and capable of reaching the fire.
11. At the end of the bonfire, the fire must be doused and put out.
12. If there is a problem, the firemaster should call the fire department.
13. Fires will not be permitted during dry spells and may be cancelled if other conditions warrant.

A violation of these rules will result in the suspension of that organization for the rest of the year. Violations by any two organizations will result in another ban on fires for all groups. Student leaders must sign a form indicating that they understand and will adhere to the policy.

## **FIREWORKS**

Students may not possess fireworks on campus without the written permission of the Dean of Students or the Sewanee Police Department. A violation results in a minimum fine of \$200.

## **IMMUNIZATIONS**

The University endorses the ACHA's and CDC's recommendations on immunizations and requires all students to submit documentation of current immunization status. Tetanus-Diphtheria, MMR (Measles, Mumps, Rubella), Polio, and Hepatitis B are required for all incoming students. History or laboratory evidence of chicken pox or Varicella vaccination is also required. Meningococcal vaccination is strongly recommended. Tuberculosis screening is required for students who have lived for more than six months in the past five years in high risk areas.

## **HARASSMENT POLICY AND PROCEDURES**

The University of the South stands firmly for the principle that its students, faculty, and staff members have a right to be free from harassment based on race, color, sex, religion, national origin, age, disability, sexual orientation, or protected activity under anti-discrimination statutes by any other member of the University community, and the University does not tolerate any form of harassment.

Conduct prohibited by this policy does not include simple teasing, off-hand comments, or isolated incidents that are not extremely serious.<sup>1</sup> Rather, conduct that rises to the level of harassment must be so offensive as to alter the conditions of employment or the educational environment. If the harassment culminates in a tangible employment or education action or is sufficiently severe or pervasive so that a hostile work or education environment is created, then the conduct is prohibited. Examples of tangible employment actions include hiring and firing; promotion and failure to promote; demotion; and significant change in benefits. Examples of tangible education actions include lowering or raising a grade and passing or refusing to pass a student in any course. A hostile environment may result from actions between students or between employees and students. Conduct that may create a hostile environment includes offensive statements and comments, unwelcome touching, and displays of offensive pictures or other materials.

Employees and students are strongly encouraged to report all incidents of harassment, including those that may not amount to a violation of law because they are not sufficiently severe or are isolated events. All supervisors must report incidents of harassment to their division head. Employees and students who make complaints of harassment or provide information related to such complaints will be protected against retaliation. No one is reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The University also en-

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1. Conduct that does not violate this policy may violate other University policies and subject an employee or student to disciplinary action.

deavors to protect the rights of any person against whom a complaint is lodged. Once an inquiry or complaint is made, every effort is made to resolve the problem within a reasonable time. All complaints must be reported to the University's legal counsel who advises the University about the implementation of this policy and keeps a written record of every complaint received and any subsequent action taken.

Confidentiality of complaints is protected to the extent possible, but complete confidentiality is not possible since the University can not conduct an effective investigation without revealing certain information to the alleged harasser and potential witnesses. However, information is disclosed only to those who need to know about it.

The following procedures describe the options available to any person who believes that he or she has been harassed by a student, employee, or other person at the University of the South (such as contractors, vendors or other campus visitors). Anyone who wishes clarification or further information about any of these procedures is encouraged to speak with the director of human resources or a dean.

### **Counseling, Advice and Informal Resolution**

In many instances, informal discussion and mediation can be helpful in resolving perceived instances of harassment. Problems are sometimes easier to resolve when an informal atmosphere encourages people to identify the problem, talk about it, and agree on how to deal with it.

#### **Whom to Contact**

Problems, questions and complaints may be discussed with a senior administrative officer. These individuals may be helpful in advising and aiding a person's own efforts to resolve a problem. Such help may involve coaching the individual in preparation for a conversation with the person causing the problem; assisting the individual in writing a letter to that person describing the offending behavior and requesting that it stop; or offering to meet with the person causing the problem.

### **Formal Complaint Procedures**

Anyone who believes himself or herself to be the object of harassment involving a member of the faculty, staff, or student body or other member of the University community may choose, either initially or after having sought an informal resolution, to bring a complaint through the University's formal procedures. Merely discussing a complaint does not commit one to making a formal charge.

#### **1. When to File a Complaint**

Prompt reporting of an incident is strongly urged, since it is often difficult to determine the facts of an incident long after they have occurred.

#### **2. How to File a Complaint**

- a. Any dean and the director of human resources are authorized to receive formal complaints.
- b. The individual making the complaint may wish to have another member of the University community present at discussions of the complaint.
- c. After discussion with a person authorized to receive a formal complaint, the individual may file a signed, written statement describing the complaint and requesting a formal investigation. This statement is shown to the accused person.
- d. The authorized recipient of the complaint notifies the Provost of the complaint, and the Provost appoints an investigative officer.
- e. Use of these internal procedures does not foreclose subsequent legal action. Individuals may wish to obtain legal advice as they consider the courses of action open to them. However, the proceedings described here are not those of a court of law and the presence of legal counsel is not permitted during these discussions.

3. Protection of the Complainant and Respondent  
Throughout the complaint process, every effort is made to protect the individual bringing the complaint (hereinafter referred to as “complainant”) from reprisals and to protect the accused (hereinafter referred to as the “respondent”) from irresponsible complaints.
4. The Complaint Process
  - a. The timetable set forth below is approximate. The investigative officer may, at his or her discretion, allow additional time for any of the steps noted.
  - b. Within 10 days of receiving the written complaint, the investigative officer consults with the complainant and with the respondent, and others if appropriate, in order to ascertain the facts and views of both the parties. Either party may have another member of the University community present.
  - c. The investigative officer prepares a report, summarizing the relevant evidence, within 30 days of receiving the written complaint. A draft of the report is shown to the complainant and the respondent in order to permit them the opportunity to respond before a final report is made.
  - d. The final report, presenting the findings in summary, is sent to 1) the Dean of Students in the college for complaints about undergraduate students, 2) the Dean of the College for complaints about faculty in the college, 3) the Dean of The School of Theology for complaints about faculty or students in The School of Theology and 4) the Treasurer for complaints about staff members or others.
  - e. The final report is shown to the complainant and the respondent. Within five days thereafter, the complainant and the respondent may each submit a statement to the appropriate Dean or Treasurer concerning the report.
  - f. Within five days after the submission of any final statements from the complainant and the respondent, the appropriate Dean or Treasurer decides to:
    - 1) dismiss a complaint if it is found to lack sufficient evidence or to otherwise be without merit; or
    - 2) take whatever action he or she believes is warranted by the evidence; or
    - 3) ask the investigative officer to consider the matter further and submit a supplementary report.

The complainant and respondent are notified of the action taken.
  - g. Following the disposition of a case, any party who is dissatisfied with the decision may appeal by submitting a written statement to the Provost within five days, stating with specificity the reasons for his or her dissatisfaction. The Provost, within 10 days of submission of such a request, may decide whether reconsideration is appropriate or, at his or her discretion, submit the matter for further investigation. The decision of the Provost is final.
  - h. In certain cases, it may be appropriate for the University to modify the procedures set forth above in light of the nature of the charges, the parties or witnesses involved, the procedures for discipline of faculty as set forth in the Faculty Personnel Procedures, the procedures for discipline of staff members as set forth in the Staff Handbook, or other reasonable cause.
5. Penalties  
The penalties for harassment depend on the nature of the offense. Sanctions may range from reprimand to dismissal. Any person who intentionally makes a false accusation is also subject to disciplinary action.

6. What Happens Following the Disposition of a Case
  - a. The facts about individual cases and their dispositions are confidential. The appropriate Dean, Treasurer or Provost, however, informs the complainant, respondent, and others with a need to know of his or her conclusions in the case.
  - b. The investigative officer insures that any action determined by the appropriate Dean or Treasurer is carried out.
  - c. A permanent, written record of the formal complaint process and its outcome is ordinarily retained by the University. If the complaint did not result in any disciplinary action, the accused person may request the removal of the record from his or her personnel or student file after a reasonable period of time. The University then determines whether removal is appropriate.

The University of the South's policy against harassment is consistent with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and 34 CFR Part 106. In addition to contacting the designated persons specified in these procedures, persons with inquiries regarding the application of Title IX and 34 CFR Part 106 may contact the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region IV, 101 Marietta Tower, 27th Floor, P.O. Box 1705, Atlanta, Georgia 30301.

—November 2001

## HAZING

In accordance with Tennessee Law, the University of the South prohibits hazing by any student or student organization. Hazing is defined by Tennessee statute 49-7-123 as “. . . any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.” Institutional sanctions for hazing are determined on a case-by-case basis by the Deans of Students.

Information regarding the hazing agreement signed by each Greek Organization at the University of the South, as well as the form for reported suspected hazing, can be found at [life.sewanee.edu/engage/greek-organizations/](http://life.sewanee.edu/engage/greek-organizations/)

## HOUSING

All students live in housing approved by the Deans of Students and the Directors of Residential Life, and with few exceptions, reside in college residence halls and eat in college dining facilities during all of their undergraduate years. This residential policy is formed in the interest of cultivating community, promoting supportive relationships, building diversity, and integrating academic life with extracurricular experiences. A student usually shares a room with another. Single rooms are usually assigned to seniors by lottery. Students residing in college housing are required to sign a housing contract and a room condition form at the beginning of each academic year.

In addition to the policies and procedures outlined below, the Residential Life web page ([life.sewanee.edu/live/what-is-res-life/](http://life.sewanee.edu/live/what-is-res-life/)) offers current information and announcements.

### Room Assignments

Resident hall rooms are assigned by the Deans of Students and the Director of Residential Life for a full academic year. Each spring, after some rooms are set aside for students entering in the fall, students are given the opportunity to select rooms through a room lottery system. (Details for room lottery are available in the spring.) Priority in the lottery is granted to rising senior gownsmen, rising seniors, rising junior gownsmen, rising juniors, rising sophomore gowns-

men, and rising sophomores, in that order. (Class status is determined by anticipated graduation date as determined by the Registrar's office and not by earned credits.) Students who do not acquire a room through the lottery are assigned a room over the summer. Students may not reserve their room from one academic year to the next. Upperclassmen who have not paid the reservation fee or pre-registered for the following year by the designated date forfeit all priority in the selection of a room.

Students entering the college for the first time or returning from leave-of-absence (including from study abroad) may express preference for a dormitory or a roommate, although no assurance is given that such requests can be granted. Residence hall rooms are generally assigned based on the student's housing form. Room assignments are mailed by the first week in August.

Students may not move from one room to another or switch roommates without prior approval from the Directors of Residential Life, nor may students live in housing outside the college dormitories without prior approval of the Assistant Dean of Students.

## **RESIDENTIAL LIFE POLICIES**

In order to make residential life safe and pleasant for everyone, the following rules are to be observed.

### **Air conditioning**

Window air conditioning units may not be installed in residence hall rooms without documentation from a treating physician explaining that air conditioning is "medically necessary" for the student. Such documentation must be submitted to the Office of Residential Life prior to room selection or two weeks before the start of the academic year. If permission to have an AC unit is granted by the Directors of Residential Life, costs for installation and removal are the responsibility of the student. Air conditioning is provided in some but not all residence halls. Most of the residential buildings at Sewanee are quite old and some are not equipped with adequate electrical service to accommodate window AC units. See the residential life webpage for detailed information about special features of each residence hall.

### **Alcohol and Drugs**

Alcoholic beverages are not allowed in the common areas of residence halls. Please see the "Alcohol Policy" section. Opened containers of alcoholic beverages (including cups and glass bottles) are forbidden in all public areas of residence halls such as courtyards, breezeways, and halls.

### **Breaks and Vacation Periods**

The residence halls remain open for students during Fall Break and Thanksgiving Break. Students may not stay in residential facilities during the winter, spring, and summer vacation periods unless express, written permission is given by the Directors of Residential Life. For security reasons, locks are changed during the Christmas and Spring break periods and students do not have access to the dorms or their dorm rooms during these periods.

### **Cable Television**

Cable television is provided for dormitory common rooms only. Splicing into the cable system for use in personal rooms is considered stealing and is reported to the Honor Council. Furthermore, students may not install satellite dishes or antennas in dormitories.

**Check-in**

Upon arriving on campus, students are expected to collect their keys and sign a Room Condition Report and Housing contract for the academic year. Failure to pick up keys or complete the appropriate paperwork results in a fine.

**Check-out**

Students are expected to leave their rooms in a clean and orderly manner at the end of the term. Each room must be inspected by a Proctor, Head Resident, or Area Coordinator and the checkout form completed and cosigned by the Proctor, Head Resident, or Area Coordinator before the student departs for the summer. Failure to check-out of the residence hall results in a \$50 fine. Unless involved with commencement or directly related to a graduate, all freshmen and sophomores are required to check-out of their residence hall 24 hours after their last exam.

- a) Students may store a minimum of articles over the summer months. Students may not store refrigerators, furniture, and bicycles. Specific instructions regarding storage are issued to all students at the appropriate time of year. The University cannot take responsibility for items lost from or damaged in the storage areas.
- b) The University assesses fines for damage including but not limited to damage to walls, carpet, furniture, doors, windows, screens, and other University property. The University assesses charges for the disposal of any improperly stored item. Students are also charged \$25 for each key that is missing upon check-out of the residence hall.

**Cohabitation**

Students of the opposite sex or same-sex partners are not assigned and may not arrange to live together in any facility in the residential system.

**Common Rooms**

If all residents of a residence hall agree, a common room in the dorm may be designated available for 24-hour use with the following stipulations: access must be limited to residents and their guests and guests must always be accompanied by a resident; quiet hour policies apply at all times; guests may not sleep in common rooms overnight; common rooms may not be used for organized or spontaneous social activity which restricts any resident’s use of the common rooms or for activity which results in the violation of University policies. Should these stipulations not be followed, the 24-hour access policy may be revoked and those who violate the policy may be subject to disciplinary action.

**Contract with students**

The University reserves the right

- a) of entry by authorized personnel for inspection and repair, for disciplinary purposes upon reasonable cause to suspect violations of University conduct regulations, in an emergency, or for any other appropriate reason;
- b) to levy and collect charges for damage to, unauthorized use of, or alterations to room or equipment;
- c) to remove unauthorized or improperly used equipment;
- d) to reassign, evict, or levy fines against students who violate the above rules.

**Damage**

Students are responsible for keeping their rooms clean and orderly and for damage to their rooms and furnishings. When a student is assigned to a dormitory, it is understood that the assignment

carries with it an obligation to maintain a reasonably clean and orderly environment and to protect University property. Doors to rooms, bathrooms, and closets, and window screens should not be removed. A student who violates these general expectations is fined \$50.

Needed repairs should be reported to the Proctor, Head Resident or Area Coordinator and should not be attempted by students.

Students must not mark or mar walls, doors, or carpets. Decals or contact paper should not be attached to walls, doors, windows, ceilings, and room furnishings. Only removable plastic adhesive should be used to attach decorations to the walls. Use of nails or tape is not allowed.

A student who intentionally or carelessly damages residence hall property or damages the facility is fined for vandalism, charged restitution, and subject to lose priority for room assignment for the next year. At the discretion of the Assistant Dean of Students, a community service option may be made available in lieu of or in addition to the cost of the repairs.

Whenever the Directors of Residential Life and the Deans of Students are unable to determine the person(s) responsible for dormitory damage that is clearly not the result of normal use, the cost of damage and repairs is split amongst the residents of the building. Charges related to damage in common areas of the residence halls may not be appealed.

### Damage to Personal Property

University insurance does not cover personal losses. Students should take precautions to protect personal belongings from theft, fire, water damage, accident, or other loss.

### Early Arrival

Students may not come to campus until their designated arrival date, as stated on the yearly academic calendar. Students who come early, without permission, in August, January, or March are charged \$100 per night until the residence halls officially open. Students may also be asked to leave campus 24 hours after their last exam in both December and May.

### Fire Safety

Students are expected to observe the following fire code regulations. Violators of these regulations or general expectations of safe behavior are subject to a minimum of a \$25 fine, disciplinary action, payment of any damages, and a maximum fine of \$500. If the fire department answers a call due to misbehavior, the responsible parties are likely to be charged a minimum fine of \$200 (the cost of response by the fire department is approximately \$500 per hour).

- a) For the protection of residents, dormitories are equipped with smoke and fire detection and prevention devices. Tampering with the smoke detector and alarm system or with fire extinguishers is a college offense as well as a violation of the fire code. Inappropriately discharging a fire extinguisher is a \$100 fine as well as the cost of clean-up and the cost of recharging the extinguisher.
- b) Stairwell doors leading to hallways should be kept closed.
- c) Hallways must be kept clear at all times. Furniture and personal belongings such as bicycles, trunks, boxes, and drying racks may not be placed in the hallways.
- d) Ceiling hangings of any description are not permissible as they interfere with the proper function of the fire/smoke detection and prevention devices.
- e) Fireworks, firecrackers, and flares are not permitted in the residence halls. (Students are not permitted to possess fireworks and firecrackers while on the campus.) Violators are fined \$200.
- f) Lighting or heating devices which produce an open flame or smolder are prohibited in the residence halls. This includes candles, incense, and kerosene lamps. No hotplates, indoor grills, toaster ovens, or auxiliary heaters are to be used; hot irons



and coffeepots should not be placed on the carpet. Halogen lamps are discouraged; bulb wattage must not exceed 150 watts.

- g) Cardboard boxes and boxes of like materials may not be stored in attics of dormitories if gas water heaters are present in these attics.
- h) Bicycles left in dormitory common rooms, halls, stairwells or where they obstruct exits will be removed. They should be stored only in areas approved for bike storage.
- i) Personal refrigerators (limited to half-size, "under-the-counter" models) are allowed in student rooms. Refrigerators must meet all requirements and specifications as prescribed by the Residential Life Office. Those found unsafe are removed. It is recommended that a plastic drop cloth or other covering be placed underneath any refrigerator to prevent damage to floors and carpets.
- j) Students should not tamper with electrical fixtures. Only power strip extension cords are permitted.
- k) Students must comply with all fire safety measures undertaken on campus, including vacating buildings when a smoke/fire detection device has been activated or when the fire department is engaged in a practice session. Failure to exit during an alarm results in a \$75 fine.

### Furniture

Furniture and other residence hall equipment may not be removed from the dormitory, from the common room, from one room to another or to the hallways. Such property may also not be borrowed by fraternities, sororities, or other social groups.

Beds other than those provided by the University as normal furniture are not permitted in the dormitories. Students may not build loft-type beds or other structures. Beds may not be disassembled. Bed frames, box springs and mattresses, mattress covers, and head and footboards should not be removed. Concrete blocks may not be used in dormitory rooms; however, plastic bed risers are permitted.

Students should not tamper with built-in furniture such as wall-mounted bookshelves or wardrobes. Metal-frame futons are prohibited in the residence halls.

### Glass Bottles

The intentional breaking of glass (bottles, windows, etc.) results in a \$50 fine and five hours of assigned community service. (The fine and the hours may be increased if the incident involves multiple bottles or windows being broken.) Student under the age of 21 may not display glass alcoholic beverages in their residence halls. Violators will be asked to recycle their glass containers. Persistent violators may be fined \$25 per bottle.

### Guests

Residents may not have long-term guests in the residential facilities. All guests must only stay in a dormitory room with the permission of all persons assigned to the room or suite. All guests must be respectful of the entire residential community. No guest or visitor under the age of 18 is permitted in the residence halls unless she/he is a sibling of a current student and/or is in the halls under the sponsorship of the Office of Admissions.

Residents should register their guests with the Head Resident, Proctor or Area Coordinator. Guests are required to abide by University policy including the policies governing alcohol and drug use. Residents are held responsible for any damages or infractions perpetrated by guests. Privileges to have guests in the residential halls may be revoked if a student's guests violate University policies.

### **Keys**

Individual room keys and front door keys should be used only by the student to whom they are issued. The keys are to be used only when school is in session and are to be returned at the end of the year to the Office of Residential Life. Lost keys, for which there is a \$25 fine, must be reported and replaced.

### **Noise and Quiet Hours**

Excessive noise should be avoided at all times. Excluding periods of final examinations, quiet hours are from 7:30 p.m. to 8 a.m. Sunday through Thursday and 10 p.m. to 8 a.m. on Fridays and Saturdays. During final examination periods, quiet hours are in effect 24 hours every day until the last exam. During times when seniors living in the residential halls are preparing for comprehensive examinations, quiet hours are 7:30 p.m. to 8 a.m. Sunday through Saturday. Quiet hours violations result in a minimum fine of \$25.

### **Parties**

Parties or large gatherings are not permitted in residence hall rooms at any time. Students hosting parties in their rooms may be fined a minimum of \$25.

### **Pets**

Students living in University housing may not own pets, may not feed or keep pets in the residence hall, nor keep pets anywhere on the Domain. A minimum of \$25 fine is imposed for violation of this policy and students may be fined an additional \$25 per day that the animal continues to be kept on the Domain.

### **Privacy**

Residence halls are off limits to all persons except members of the University, their guests, and others who have legitimate business. Off-campus salesmen and persons advertising business products are not admitted to the dormitories without a letter from a Dean of Students dated after the first day of the beginning of each school year.

### **Rooftops**

Students are not allowed access to rooftops under any circumstances.

### **Security**

Room doors should be locked to prevent theft. The University assumes no financial responsibility for lost or stolen property. Please contact immediately the Police Department (Ext. 1111) and your Proctor, Head Resident, or Area Coordinator if you become aware of a theft or of intrusions by unauthorized persons.

Exterior doors to residence halls are normally locked. The schedule for locking and unlocking doors may change according to the academic calendar or special events occurring on campus.

Propping exterior doors is prohibited and jeopardizes the safety of all residents of a residence hall.

### **Smoke-Free Facilities**

Smoking and the use of smokeless tobacco is prohibited in all residential facilities and on balconies. Smoking is prohibited within 50 feet of a building. Incense and candles are also prohibited in the residential facilities. Violators of this policy are subject to a minimum of a \$25 fine.

### Substance-Free Housing

Students living in substance-free agree not to possess or use alcohol, tobacco, smokeless tobacco or other illegal substances while on campus. It is not only restricted to a substance-free room/suite. In substance-free housing, this policy effectively extends to students rooms, regardless of the resident's age. Specific floors and wings of some buildings are set aside for substance-free living each year. The locations change each year based on the number of requests received.

Students who violate the conditions set forth for substance-free housing are subject to disciplinary action including fines and sanctions; and they are likely to have their substance-free housing privilege revoked. Should an individual's substance-free housing privilege be revoked, he/she will be required to move to the first available space, as determined by the Directors of Residential Life or the Deans of Students.

### Visitation

A roommate's right to free access to the room at all times must not be abridged by visitation. A roommate must not be deprived of the right to privacy, study time, or sleep because of a guest. When there are infractions of the visitation rules, action is taken against all offending parties according to the following guidelines:

- a) In the case of an infraction involving a first-time offense where the guilty parties react in a cooperative manner, the Residential Life staff member should give the students a reprimand and turn in their names to the Assistant Dean of Students, who normally takes no further action.
- b) In the case of an infraction involving persons who are not cooperative, who are repeat offenders, the guilty parties should be reported to the Assistant Dean of Students. The Dean levies a minimum fine of \$25 and may send the persons to the Student Discipline Committee.
- c) In the case of individuals who are reported for a visitation infraction after having already been warned by the Assistant Dean or in a case involving cohabitation, the guilty parties should be turned over to the Dean. The Dean then decides on a fine (not less than \$25), determines whether or not the persons should be turned over to the Student Discipline Committee, and may also select additional punishment from the following options depending on the severity of the case: loss of priority for room sign-up for the next year; loss of visitation/guest privileges in one's dormitory; eviction from the dormitory system.

### Window Displays

Students may not display neon signs, commercial signs, flags, or generally offensive materials from their dormitory room windows.

### OFF-CAMPUS HOUSING POLICY

From one year to the next, the University, in its sole discretion, may allow a small number of students to live outside the residential system with preference given to those who seek to live close to campus with a faculty member. In the Easter semester, students interested in living outside the residence halls must apply for exemption. Consideration is given only to students with exemplary academic and social records. Students should not make arrangements with property owners until they have been given written permission and direction from the Office of Residential Life.

Students who have been granted permission to live outside the residential life system are required to sign an off-campus agreement. Failure to comply with the terms and conditions of the agreement generally results in fines, possible revocation of permission to live off-campus with relocation to a dormitory room as determined by the Office of Residential Life.

Similar to the social host guidelines established for campus and Greek-letter organizations, students who live in the Sewanee community are expected to be good citizens of their neighborhoods. Complaints related to noise, trash, parking, and parties are likely to result in fines and a meeting with the Assistant Dean of Students. Copies of incident reports from the Sewanee Police are sent to the landlords of off-campus properties.

## **MEALS**

All undergraduate students who live in college residence halls or in facilities associated with the residential life program of the college are required to purchase the University board plan. All students must present their own Sewanee ID card at the cashier's station when dining at McClurg; students who circumvent the cashier's station (or allow others to do so) may be brought before the Honor Council for theft.

## **Special Diets**

Students who require special diets should present to the University Health Service a written report from their family physician including the prescribed diet. Special diets are available at McClurg Hall.

## **MISSING STUDENT POLICY**

For the purposes of this policy, a student may be considered to be a "missing person" if the student's absence from campus is contrary to his or her usual pattern of behavior and the University has reasonable belief that the unusual circumstances may have caused the absence. Such circumstances may include, but not be limited to, a report or suspicion that the student may be a victim of foul play; the student has expressed suicidal thoughts, may be drug dependent or in a life threatening situation; or if the student is overdue returning to campus and is not heard from after giving a specific return time to friends or family.

If a member of the university community has reason to believe that a student is missing, whether or not the student resides on campus, that individual should contact the Sewanee Police Department (SPD). SPD will collaborate with the Office of the Dean of Students to make an effort to locate the student and determine his or her state of health and well-being. SPD will gather pertinent information about the student from the reporting person. Such information may include description, cellular phone number, clothes last worn, vehicle description, information about the physical and emotional well being of the student, an up-to-date photograph, etc.

University officials will also endeavor to determine the student's whereabouts through contact with friends, associates, and/or employers of the student, and determine whether the student has been attending classes, scheduled organizational or academic meetings, and work. If the student is an on-campus resident, SPD may enter into the student's room.

If a student is reported missing and cannot be located, certain notices will be made as follows:

Parents/Guardians will be notified within 24 hours (after SPD receives the initial missing person report) to determine whether they know the whereabouts of the student.

The student's designated emergency contact (if any) will be notified once SPD makes a determination that the student has been missing for more than 24 hours.

After the student has been located, SPD will attempt to verify the student's state of health and intention of returning to the campus. When and where appropriate, a referral may be made to the Counseling Center and/or the Student Health Center.

### Designation of Emergency Contact Information

Students will be given an opportunity during the fall-term matriculation process to designate an individual to be contacted by the University if the student is determined to be missing. Returning and transfer students will be given an opportunity to provide this information during the fall term. The designation will remain in effect until changed or revoked by the student. The form provided for designation will state the circumstances in which the designated emergency contact information will be used, and will include a statement that the University is required by law to also notify the student's custodial parent or guardian if the student is under 18 at the time he or she is discovered to be missing. Students are advised that their contact information will be registered confidentially, will be accessible only to authorized university officials, and will not be disclosed to any third party except to law enforcement personnel in furtherance of a missing person investigation.

### Communications About Missing Students

1. The Office of the Executive Director of Marketing and Communications will be part of the university's administrative response team and is the designated spokesperson to handle media inquiries concerning a missing student and to elicit public assistance in the search for a missing student.
2. The Chief of the Sewanee Police Department will be consulted by the Office of the Executive Director of Marketing and Communications prior to any information release from the University so as not to jeopardize any investigation.

## SEXUAL MISCONDUCT

### Conduct Standard

Sexual misconduct is defined as sexual contact and/or activity that takes place without the effective consent of the other individual(s) involved. Effective consent is affirmative and active. Consent must be clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity. In order to be effective, consent cannot be obtained by the use of force, intimidation, threat, coercion, physical helplessness and/or incapacitation. Sexual activity with someone a person knows to be, or should know to be, mentally or physically incapacitated (because of disability, alcohol or other drug use, sleep, unconsciousness, or bodily restraint) is a violation of this policy. It should also be noted that silence, previous sexual contact, and/or a current relationship between the parties may not be taken as an indication of effective consent. Finally, In order to give effective consent, one must be of legal age.

Sexual misconduct offenses include, but are not limited to, the following: Non-Consensual Sexual Intercourse (or attempts to commit same); Non-Consensual Sexual Contact (or attempts to commit same); Sexual Exploitation; and Sexual Harassment.

### NON-CONSENSUAL SEXUAL INTERCOURSE IS

- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

Intercourse includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

**NON-CONSENSUAL SEXUAL CONTACT IS**

- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth, or other orifice.

**SEXUAL EXPLOITATION** occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- invasion of sexual privacy;
- prostituting another student;
- non-consensual video or audio-recording of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STI or HIV to another student;
- exposing one's genitals in non-consensual circumstances;
- inducing another to expose their genitals;
- sexually-based stalking and/or bullying may also be forms of sexual exploitation.

**SEXUAL HARASSMENT IS**

- unwelcome, gender-based verbal or physical conduct
- that is so sufficiently severe, persistent, or pervasive
- that it unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the college's educational program and/or activities,
- and is based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.

Examples include (but are not limited to) attempting to coerce an unwilling person into a sexual relationship; repeatedly subjecting a person to egregious, unwelcome sexual attention; punishing a refusal to comply with a sexually based request; conditioning a benefit on submitting to sexual advances; stalking; gender-based bullying; sexual violence; and intimate partner violence. "Stalking" falls under this category.

Conduct that does not violate the policies associated with sexual misconduct may violate other University policies and subject a student to disciplinary action.

Detailed information, including information on support services may be found at [life.sewanee.edu/support/consent](http://life.sewanee.edu/support/consent).

**RECREATION****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 may be loaned out for student use.

To learn more, go to [www.sewanee.edu/sop/](http://www.sewanee.edu/sop/).

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 shop is located in the lower level of the Bairnwick Women's Center on Mississippi Avenue.

Over 50 miles of trails exist on the university campus. 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, and mountain bikers. Horse riders are allowed **ONLY** on fire lanes.

The SOP also maintains an indoor bouldering wall (60 feet long and 12 feet high) 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.

The University does not assume risk or responsibility for students, employees, or guests involved in outdoor activities.

### **Camping on the Domain**

When the college is in session, current students are allowed to camp in most areas of the University Domain as long as they have checked with the Sewanee Outing Program office or the Sewanee Police Department. Please note that no permanent or semi-permanent structures may be constructed for camping on the Domain. No campfires are permitted and low-impact camping practices are expected. Because the Domain is used for a variety of recreational and research projects, restricted camping areas may vary throughout the academic year. Camping is at the risk of the individual, and the University does not regularly patrol or inspect the Domain.

### **Sewanee Golf and Tennis Club**

The physical facilities of the Club consist of ten all-weather laykold courts, a nine-hole, eighteen-tee golf course of 6,235 yards playing to a par of seventy-two, and a clubhouse containing a pro shop and a snack bar.

The Club, an associate member of the USGA, is a semi-private organization supported in part by 125 members from Sewanee and nearby communities. Income from daily fees and the rental of electric golf carts enable the Club to operate with a minimum subsidy from the University Corporation. The primary purpose of the facility is to serve the recreational needs of the students. The tennis courts are open to students without charge. Physical education classes and the varsity golf team use the golf course without charge.

Student golf memberships are available for \$75 for the academic year. They may be obtained upon registration and may be charged to University charge accounts. Greens fees for students who are not members are \$3.75 weekdays and \$7.50 on weekends and holidays.

The pro shop and snack bar are open from 7 a.m. until dark.

### **Horseback Riding**

The University owns a twenty-four-stall horse barn with thirty acres of pastureland, two working rings, a dressage arena, stadium jumps, and cross-country courses. Those students interested in bringing a horse with them are encouraged to do so. A reasonable board rate is charged monthly.

Lessons in hunt/seat and western riding are available on a semester basis for physical education credit or for pleasure. Arrangements can be made for competition. Clinics are available in the area.

### **Hunting and Fishing**

Hunting on the University Domain is prohibited. Fishing is permitted in all the University lakes with the exception of Lake Dimmick.

The University does not assume risk or responsibility for students, employees or guests involved in outdoor activities.

### **SOCIAL HOST RESPONSIBILITIES**

The University of the South supports legislation which emphasizes a host's responsibility to plan social gatherings in a way that provides a safe setting for an event and makes a conscientious effort to uphold the alcoholic beverage laws of the State of Tennessee and the policies of the University. Furthermore, hosts, whether individuals or organizations, are held responsible for taking measures to discourage alcohol abuse at their social functions. Finally, hosts should plan social functions with consideration for proper decorum and to be respectful of Sewanee's community.

The Office of the Deans of Students establishes a set of guidelines to help student organizations and their leaders understand their social host responsibilities. While the University provides advice and other forms of assistance to undergraduate hosts of parties, the responsibility for providing an appropriate and safe atmosphere for parties belongs with the person(s) sponsoring the event. Therefore, it should be noted that the guidelines and penalties, available under "policies" at [life.sewanee.edu/students](http://life.sewanee.edu/students), are intended to benefit the host and should be incorporated into party plans in the spirit of host responsibility and not simply followed in order to comply with the letter of the law. Accordingly, hosts may wish to complement these guidelines by adding other measures for protecting the safety of their guests.

### **TRANSPORTATION AND PARKING**

A "vehicle" is defined for purposes of registration as a car, truck, motorcycle, and motor scooter. All students, faculty and staff are required to register their cars. Failure to display an automobile registration sticker results in a \$25 fine. Stickers for students are available through the Office of the Associate Dean of Students for a \$90 registration fee. Cars are not registered until the sticker is on the vehicle.

The speed limit throughout campus and in the village ranges from fifteen to twenty miles per hour except where otherwise posted (at 15 mph on side streets). Automobiles must give pedestrians the right of way at all designated crosswalks.

Students whose driving privileges are revoked for violation of University rules and regulations, including driving under the influence of alcoholic beverages or drugs, must turn in their keys to the Office of the Associate Dean of Students. Thereafter, they may not operate any vehicle on campus nor may they loan their vehicle to other students for operation without the express permission of one of the Deans of Students. Vehicles may not be operated on the campus by students on social probation nor may students on social probation loan their vehicles to other students for operation. Driving privileges for students may also be revoked when vehicles are operated in a reckless or inappropriate manner. Students whose keys have been turned in to the Dean's office may pick up their keys prior to University holidays and must turn in their keys upon return to campus.

### **Automobile Displays**

Traditionally, some students have chosen to decorate the windows of cars of "comped" seniors with celebratory language and/or images. The owners of these vehicles must be aware that Tennessee state law prohibits applications to windshields or windows that restrict visibility (T.C.A. 55-9-107). Furthermore, both Tennessee law (T.C.A. 55-8-187) and common expectations of



decency prohibit the display of any language or image deemed “obscene and patently offensive” by community standards. Owners of vehicles with such displays may be fined, and those decorating them invite allegations of vandalism.

### **Bicycles**

All student bicycles must be registered with the Associate Dean of Students’ Office, and the registration sticker must be attached to the bicycle. Bicycle registration is free.

A bicycle may not be used during the hours of darkness unless it is equipped with a light on the front and red reflector on the rear. Preferably bicycles shall be ridden on the right side of the street, in single file, but never more than two abreast. However, bicycles may be ridden on the sidewalk with preference given to pedestrians. Violators of these rules are issued traffic tickets, and a fine of \$10 is imposed for each violation. Bicycles left on campus after Commencement in May are considered abandoned property and subject to sale or disposal at the University’s discretion.

### **Skateboards/Scooters/Roller Blades-Skates**

It is the policy of the University of the South to provide a safe environment for students, staff, faculty and community residents through the adoption and enforcement of rules and regulations that promote the health, safety, and morale of the community.

Skateboards, roller blades, roller skates, scooters and similar devices on wheels and runners are prohibited by law (T.C.A. 55-8-173) from being operated on the public streets and highways. The University supports the enforcement of Tennessee highway safety laws. The above devices may be used on the sidewalks or designated bicycle lanes of the University of the South except in the following areas:

1. All sidewalks on the All Saints’ Chapel side of University Avenue extending from Georgia Avenue south to Elliott Park.
2. The sidewalk area in front of the Fowler Sports & Fitness Center from University Avenue to Allen Gipson Lane. This includes all pedestrian areas at or near the entrance to the Fowler Center.
3. Any University sidewalks constructed from flagstone.
4. Within 50 ft. of the doorway entrance to any commercial establishment, University dorm, or University building housing classrooms.
5. Sidewalks on both sides of University Avenue from the Otey Parish Church to the Senior Citizen’s Center. This includes all business parking lots and entrances.

These devices may not be used in any manner that test the skill and ability of the user to perform acrobatic maneuvers except in the rear portion of the parking lot between Cravens Hall and the Tennessee Williams’ Theatre when both facilities are not being used for public events.

Users of these devices must yield the right-of-way to pedestrians at all times.

Users and minor children are urged to take simple precautions like wearing safety helmets and protective pads, avoiding traffic or rough surfaces and riding in daylight hours.

Any person who violates the above policy is fined \$25 per incident.

### **Parking Policy (General)**

People often ask why Sewanee, a small rural community, should have a parking policy. The reasons are simple.

1. We want our community to walk, to bike, and to lessen our carbon footprint.
2. Every day, literally thousands of people drive, walk, and bicycle across the Domain on streets that are owned by the University, Franklin County, and the State of Tennessee. We want to ensure their safety.

This policy is reviewed frequently and amended as necessary. Every community member's understanding and compliance with the parking policy is appreciated and helps make Sewanee a better place to live and work.

It is the responsibility of every person who owns or operates a vehicle to be familiar with parking regulations and restrictions. Ignorance of the rules is not considered a valid excuse for illegal parking. If dormitories are open, parking policies apply with no exception.

### **Car & Bike Registration**

Our community is safer when you register your vehicle. All employee and student cars must be registered by submitting the appropriate information at: [life.sewanee.edu/live/car-and-bike/](http://life.sewanee.edu/live/car-and-bike/). A car is not officially registered until the parking sticker is placed on the rear left bumper.

### **Who's responsible for a parked vehicle?**

All traffic violations are the responsibility of the owner of the vehicle involved in the violation. Penalties for parking violations are only charged against the owner of a vehicle and not against another person responsible for the violation.

### **General Parking Rules**

On Monday through Friday from 8 a.m. to 5 p.m., undergraduate parking is restricted to the designated areas near residence halls or remote parking lots. After 5 p.m. and on Saturdays and Sundays, blue spaces are available to undergraduates for parking. All other restrictions remain.

NOTE: There is no parking along University Avenue from the Sewanee Inn to Elliott and Hunter Halls, except during major events as specified by the Sewanee Police Department.

Student parking is assigned according to residence hall.

Blue-lined spaces designate faculty and staff parking only. Note: Undergraduate employees may not park in blue-lined spaces Monday through Friday from 8 a.m. until 5 p.m.

Vehicles are prohibited from backing into parking spaces (head in only).

Parallel parking: vehicles must face the appropriate direction. Right-hand wheels of vehicles must be within 18 inches of the right-hand curb.

Parking is prohibited in the following locations:

- Along a yellow line or yellow curb; In front of garbage bins, on the grass, and in service spaces (except for marked University vehicles); In handicap spaces (except for vehicles displaying a handicap tag from the state of registration or a temporary permit issued by the Sewanee Police); In spaces identified as head resident spaces (except for vehicles belonging to a head resident) or service vehicle parking spaces; In front of the University Bookstore and the Tiger Pantry from 8 a.m. until 7 p.m. seven days per week for all students, including School of Theology students. This includes 30-minute and one-hour time limit spaces; In the 30-minute or one-hour time limit spaces for longer than the designated time limit, at any time.
- Any space that is not clearly defined as a legal parking space, unless directed otherwise by the police.

### **Parking Enforcement**

The Sewanee Police Department enforces the University's parking policy, including the improper parallel parking of vehicles. Tennessee Code Section 58-8-161 states "Every vehicle stopped or parked upon a roadway where there are adjacent curbs shall be so stopped or parked with the right-hand wheels of such vehicle within eighteen inches (18") of the right-hand curb." The University parking policy in general restricts undergraduate parking in the central campus area during normal business hours.

If the undergraduate loans his/her car, and it is cited for a color-code violation, the citation is billed to the owner of the vehicle. Eligible students must clearly display their registrations and are only permitted to park in designated parking areas. Parking behind duPont Library is reserved for faculty, staff, seminarians, and visitors.

### **Temporary Handicap Parking**

Temporary handicap parking permission is only granted by the Sewanee Police Department, and medical documentation is required.

### **Emergencies and Car Troubles**

When a vehicle is inoperable, the driver should contact the Sewanee Police Department. Without a notice to the SPD, illegally parked vehicles will be ticketed, even if inoperable.

### **Parking Penalties**

Violators of the parking restrictions are fined in the range of \$10-\$25 for a first offense. A second violation per semester results in the regular fine for an offense, plus \$50. A third, or subsequent, violation results in the regular fine, plus \$100. In addition, violators are responsible for the cost of towing, if at the discretion of the Sewanee Police Department towing is required. All undergraduate traffic tickets are charged to the student's account.

### **Parking Appeals**

Appeals from fines will be heard by the Traffic Appeals Committee, composed of faculty, staff, police, and students. All appeals must be made in writing using the form found at [life.sewanee.edu/live/traffic-appeal](http://life.sewanee.edu/live/traffic-appeal) and submitted within 48 hours of the citation. Violations more than 48 hours old are NOT considered for appeal. Appeals must include the date, time, and specific location of the infraction.

### **Final Exams, Comping Seniors, and Holidays**

The parking rules do not change to accommodate undergraduates who are studying for comprehensive exams, nor do they change for final examinations or holidays.

## **WEAPONS**

In accordance with Tennessee Code 39-17-1309, the University of the South prohibits firearms and other weapons on University property (except for law enforcement officers in the discharge of their official duties or when used solely for instructional or school-sanctioned ceremonial purposes). Weapons prohibited by statute include, but are not limited to, any firearm, explosive, bowie knife, hawk bill knife, dagger, switchblade knife, slingshot, blackjack, knuckles, or any other weapon of like kind. The University also prohibits BB guns, pellet guns, and paintball guns.

Violation of University policies governing the use or possession of firearms, ammunition, and weapons results in a minimum fine of \$200, 30 hours of assigned community service, loss of the privilege to participate in fraternity or sorority rush, parental notification, and social probation. Cases may also be referred to the Faculty Discipline Committee if the violation warrants possible suspension or expulsion. Students may also be subject to prosecution by civil authorities for violation of state laws governing firearms and weapons

## STUDENT GOVERNANCE

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### HONOR SYSTEM

*The concept of honor—One shall not lie, cheat, or steal.*

For more than a hundred years the Honor System has been one of Sewanee's most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings.

### THE HONOR CODE

Resolutions which have been adopted by the student body from time to time to further an understanding of the Honor System include the following:

First, that any adequate conception of Honor demands that an honorable person shall not lie or cheat or steal.

Second, that membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.

Third, that, since the integrity of the degrees granted by the University must depend in large degree upon the Honor Code, all students in every class must regard themselves as particularly bound by their honor not to cheat in any form, and as likewise bound in honor not to fail to report any cheating that comes to their knowledge.

Fourth, that plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Fifth, the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.

Sixth, because the preservation of equal access to scholarly materials is essential in any academic community, it is a violation of the Honor Code to fail to check out a book taken from the library, or to remove from the building without proper authorization non-circulating materials such as reference books, periodicals, or reserved books.

### THE PLEDGE

Upon entrance to the University every student agrees to abide by this Honor System and is asked to sign a form signifying acceptance of this Honor Code. Each examination, quiz, or other paper which is to be graded carries the written pledge: "I hereby certify that I have neither given nor received unauthorized aid on this paper. (Signature)." The abbreviation "Pledged" followed by the student's signature has the same meaning and may be acceptable on papers other than final examinations.

### THE HONOR COUNCIL

An important part of Sewanee's Honor System is its maintenance and administration by the students. For this purpose students elect an Honor Council consisting of four seniors, three



juniors, two sophomores, and one freshman. All members are elected by their respective classes. Following the election of new members in the spring, current and newly elected members of the Honor Council shall elect a Chair, Vice Chair, and Secretary. The council may invite a student from the School of Theology to participate, without vote, in its proceedings.

The election and organization of this council, its jurisdiction, its rules of procedure, and other relevant matters are subject to oversight by the Order of Gownsmen and the Student Assembly, which may recommend changes from time to time. Before becoming effective any changes are submitted to a referendum vote by the entire student body and must receive approval of two-thirds of those voting, and of the Vice-Chancellor. The jurisdiction of the Honor Code is not restricted to the Domain of the University. Cases may arise, however, because of distance or other circumstances, for which a fair hearing is impractical. The council shall release case-related statistics, mindful of the students' right of confidentiality, to be made available to the student body.

Although it is each student's responsibility to know the content of the code, the Chair of the Honor Council undertakes each year to familiarize new students with its meaning and significance and to remind the faculty and staff of their responsibility to support the code.

**Rules of Conduct for Hearings Before the Honor Council, Appeals, and Penalties**

The Rules of Procedure were adopted and approved on May, 1984, and subsequently amended and may be found at [life.sewanee.edu/live/rules-for-the-honor-council](http://life.sewanee.edu/live/rules-for-the-honor-council).

**Rules for the Operation of the Honor Code During the Summer School**

Please refer to [life.sewanee.edu/lives/rules-for-the-honor-council-during-the-summer](http://life.sewanee.edu/lives/rules-for-the-honor-council-during-the-summer).

## The Order of Gownsmen

Among Sewanee's many customs, none perhaps is more distinctive than the wearing of the gown by students and faculty. Gowns were originally authorized to be worn by all students in 1871, and the Order of Gownsmen (OG) was established in 1873 at the instigation of Chaplain William Porcher DuBose. The students who are members of the OG have worn the gown as a badge of academic distinction ever since. The OG was the original and only form of the student government until the 1960s, when the Delegate Assembly was created. Even at that time, all parts of the student government, including the Delegate Assembly, the Honor Council, the Pan-Hellenic Council, the Student Vestry, and the Discipline Committee, were all directly responsible to the Order. In the 1970s and the 1980s, this was changed; however, the Order remains the oldest and premier branch of the student government.

Today, the Order works parallel with the Student Government to voice student opinion. It is also uniquely charged with the maintenance and promotion of the spirit, traditions, and ideals of the University. In addition, the OG runs the Election Committee, which is composed of all Proctors and is chaired by the President of the Order. Undergraduates earn membership in the OG as seniors (students with 96 or more hours) if their academic average for the previous two semesters at Sewanee or at a foreign study program sanctioned by the University is 3.00; as juniors (students with 64-95 hours) if their academic average for the previous two semesters is 3.20; as sophomores (students with 24-63 hours) if their academic average for the previous two semesters is 3.40.

In accordance with faculty legislation, gownsmen must be inducted into the Order to be considered a member; students who cannot be present for the induction ceremony because they are abroad are inducted *in absentia*. Students who have not earned the GPA to be a member of the Order, but who have passed their comprehensive examination, are automatically inducted into the Order as de facto members once they have passed their comprehensive examinations.

In accordance with the provisions of the Student Government Constitution, the OG serves as a force for channeling student opinion to promote positive change. Besides the OG's substantial legislative authority through its appointment power to student and faculty committees, the OG's Executive Committee and task forces are unique methods for investigating the problems and concerns of the University Community. The degree to which the OG is involved in University life is determined by the President and body itself. The OG adopted its own constitution in 2007, which gives further structure to its organization and responsibilities.

## Student Government

The present Student Government Constitution was approved by student referendum in the spring of 2010. The Constitution establishes the student government as the sole governing assembly of the student body. The recently approved Student Government Constitution may be viewed online if you have further questions about the structure of Student Government at Sewanee.

## ASSISTANCE FOR THE DISABLED

### ASSISTANCE FOR PSYCHOLOGICAL DISTRESS

The University provides a time-limited professional counseling service for students seeking assistance with concerns of all kinds — academic, social, emotional, or interpersonal. Discussions between students and psychologists are confidential and information cannot be disclosed, including to parents, except in rare situations required by law and regulations. University counseling services are free to University students. Inquiries should be directed to the office located at 1310 University Avenue, next to Southern Tennessee Regional Health System Sewanee, extension 1325.

### ASSISTANCE FOR STUDENTS WITH LEARNING DISABILITIES & ATTENTION-DEFICIT/HYPERACTIVITY DISORDERS

The University of the South is committed to fostering respect for the diversity of the University community and its individual members. In this spirit, and in accordance with the provisions of Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide disabled students with the reasonable accommodations needed to provide equal access to the programs and activities of the University. While the University provides a number of services to support the academic work of all its students (including tutoring and study skills programs), additional accommodations can be made specifically for students with Learning Disabilities (LD) and Attention-Deficit/Hyperactivity Disorder (ADHD).

Support services for students with LD/ADHD at Sewanee are coordinated through the University Counseling Service. The office is located at 1310 University Avenue, next to Southern Tennessee Regional Health System Sewanee. The phone number is 931.598.1325. A University Counselor meets with individual students to determine specific needs and to identify appropriate accommodations and resources, and is also available to consult with faculty members regarding recommended accommodations.

Students with previously diagnosed LD/ADHD are encouraged to see the University Counselor as early as possible in their university career. A student who requests accommodation on the basis of LD/ADHD is required to submit a diagnostic report and educational recommendations made within the last three years by a professional in the field of LD/ADHD. The University also reserves the right to request an additional evaluation to be completed by a professional recommended by the Counseling Service. This information is reviewed by a University Counselor who then meets with the student to discuss appropriate support services. Students with documented learning or attention problems may receive support in a variety of ways, depending on the specific nature of the disability; reasonable accommodation is a highly individualized matter for each student. Students are expected to discuss the accommodations recommended by the counseling service with their professors at the beginning of each semester.

Any student who suspects he or she may have an undiagnosed learning disability or attention deficit, or is uncertain about a previous diagnosis, is welcome to consult with a University Counselor and develop a plan for answering these questions. The psychologists at the Counseling Service can recommend appropriate professionals if a formal evaluation is needed.

### ASSISTANCE FOR THE MEDICALLY DISABLED

Students seeking assistance based upon a medical disability must submit appropriate diagnostic documentation related to the disability and meet with the University Health Service staff. After review of submitted materials, decisions are made about accommodations, if appropriate, in consultation with the Associate Dean of the College or the Dean of Students.

**ASSISTANCE FOR THE PHYSICALLY DISABLED**

The location of some campus offices may be inaccessible to some disabled students. These students should check with the Office of the Dean of Students to obtain help reaching personnel in the necessary offices.



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931.598.1274

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