



COLLEGE OF ARTS & SCIENCES
CATALOG
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2005–2006

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THE UNIVERSITY OF THE SOUTH

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2005–2006 ACADEMIC CALENDAR

ADVENT SEMESTER – 2005

August 20, Saturday, New students arrive.

August 21, Sunday, Orientation begins.

August 23, Tuesday, Returning students arrive.

August 22 & 24, Monday & Wednesday, Registration for new students.

August 25, Thursday, Classes begin.

September 5, Monday, Opening Convocation of the University.

September 30–October 2, Friday – Sunday, Family Weekend.

October 8, Saturday, College Alumni Homecoming.

October 11, Tuesday, Founders' Day Convocation.

October 12, Wednesday, Mid-Semester.

* October 14, Friday, Fall break begins at 5:00 p.m.

* October 19, Wednesday, Classes resume.

November 1, Tuesday, All Saints' Day.

November 3 & 4, Thursday & Friday, School of Theology DuBose Lectures & Alumni/ae Homecoming.

* November 23, Wednesday, Thanksgiving holidays begin at 12:15 p.m.

* November 28, Monday, Classes resume.

December 4, Sunday, Lessons & Carols.

December 6, Tuesday, Last day of classes.

December 7, Wednesday, Reading day.

December 8, Thursday, Final examinations begin.

December 14, Wednesday, Final examinations end.

December 15, Thursday, Dormitories close at noon.

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



EASTER SEMESTER – 2006

January 15, Sunday, Dormitories open at 12 noon.
 January 16, Monday, Registration for new students.
 January 17, Tuesday, Classes begin.
 January 24, Tuesday, Opening Convocation of the University.
 March 1, Wednesday, Ash Wednesday.
 March 6, Monday, Mid-Semester.
 * March 15, Wednesday, Spring vacation begins at 5:00 p.m.
 * March 27, Monday, Classes resume.
 April 14, Friday, Good Friday.
 April 16, Sunday, Easter Day.
 May 3, Wednesday, Last day of classes.
 May 4, Thursday, Reading day.
 May 5, Friday, Final examinations begin.
 May 10, Wednesday, Final examinations end.
 May 12, Friday, School of Theology Commencement and Crossing.
 May 13, Saturday, Baccalaureate.
 May 14, Sunday, Commencement Day.
 May 15, Monday, Dormitories close at noon.

SUMMER SCHOOL – 2006

June 11, Sunday, Dormitories open.
 June 11, Sunday, Registration for all students.
 June 12, Monday, Classes begin.
 July 19, Wednesday, Last day of classes.
 July 20, Thursday, Reading day.
 July 21, Friday, Final examinations begin.
 July 22, Saturday, Final examinations end.
 July 23, Sunday, Dormitories close at noon.

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

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Vice Chancellor and President

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MR. JERRY FORSTER

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MR. DAVID LESESNE

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Ph.D., Universidad Complutense of Madrid
Visiting Professor of Spanish and Fine Arts

ANDREW PAUL MOSER, '03

B.A., The University of the South; M.A.,
University of Virginia
Visiting Instructor of Philosophy

DONNA F. MURDOCK, '03

B.A., Hunter College; M.A., Graduate
Certificate in Women's Studies; Ph.D.,
Emory University
Assistant Professor of Anthropology

MARIA-JESUS MAYANS NATAL, '86

Bachelor, University of Seville; M.A.,
University of Texas; Ph.D., University of
Florida

Professor of Spanish

ERIC WOODFIN NAYLOR

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

William R. Kenan Professor of Spanish, Emeritus

JUNKO OBA, '02

B.A. International Christian University;
M.A., Wesleyan University

*Director of the Freeman Center for Asian Studies and
Visiting Instructor of Asian Studies and Music*

MITSUTOSHI OBA, '03

B.A., Chuo University and Southern
Connecticut State University; M.Phil., City
University of New York

*Visiting Assistant Professor of Asian Studies and Art
History*

JOE OSTERHAUS, '05

M.A., The University of Chicago and Boston
University

Tennessee Williams Fellow in Fiction

RICHARD ALLAN O'CONNOR, '78

B.A., The College of William and Mary;
M.A., Ph.D., Cornell University

*Biehl Professor of International Studies and Co-director
of Center for Teaching*

ELIZABETH OUTKA, '01

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

Assistant Professor of English

JOHN RAYMOND PALISANO, '93

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

Professor of Biology

TAM K. PARKER, '00

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

Assistant Professor of Religion

CHRIS PARRISH, '88

B.A., St. Mary's University; M.A., Ph.D.,
University of California, San Diego

Professor of Mathematics and Computer Science

WILLIAM BROWN PATTERSON

B.A., The University of the South; M.A.,
University of Oxford; M.Div., Episcopal
Divinity School; A.M., Ph.D., Harvard
University

Francis S. Houghteling Professor of History, Emeritus

PHOEBE STONE PEARIGEN, '87

B.A., Birmingham-Southern College;
M.F.A., Southern Methodist University

Lecturer in Theatre Arts

ROBERT WESLEY PEARIGEN, '87

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

*Associate Professor of Political Science and Vice President
for University Relations*

CHARLES RICHARD PERRY, '74

A.B., Davidson College; A.M., Ph.D.,
Harvard University

William R. Kenan Jr. Professor of History

JAMES FRANKLIN PETERMAN, '80

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

Professor of Philosophy

JAMES ROBERT PETERS, '84

B.A., Northern Illinois University; M.A.,
Ph.D., Northwestern University

Associate Professor of Philosophy

RANDOLPH STUART PETERSON, '89

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

Professor of Physics

CHARLES SAMUEL PEYSER JR., '68

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

Professor of Psychology

GARY ALLEN PHILLIPS, '98

B.A., Lynchburg College; M.Div., Vanderbilt
Divinity School; Ph.D., Vanderbilt University

Professor of Religion

JOHN JAMES PICCARD, '78

B.A., M.F.A., Florida State University

Lecturer in Theatre Arts

GEORGE WILKINSON POE, '87

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

JAMES GREGORY POND, '99

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

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

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

RAYMOND MARK PRESLAR, '91

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

WILLIAM MCGOWEN PRIESTLEY, '67

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

TROY JAMES PRINKEY, '04

B.A., University of Pennsylvania; M.A., Ph.D., University of Virginia
Visiting Assistant Professor of Spanish

WYATT PRUNTY, '89

B.A., The University of the South; M.A., The Johns Hopkins University; Ph.D., Louisiana State University
Carlton Professor of English and Director of the Sewanee Writers' Conference
Sabbatical Leave 2005 Advent Semester

EMILY PUCKETTE, '01

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

IAN B.M. RALSTON, '05

M.A., Ph.D., University of Edinburgh
Brown Foundation Fellow and Visiting Professor of Anthropology

GEORGE SHUFORD RAMSEUR

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

LAURIE ANNE RAMSEY, '92

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

STEPHEN BOYKIN RAULSTON, '98

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

REBECCA CELESTE RAY, '98

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

ERIC DOUGLAS REED, '96

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

WILLIAM WOOD REGISTER, '92

B.A., The University of the South; M.A., Ph.D., Brown University
Professor of History
Sabbatical Leave 2005-06

JOHN VINCENT REISHMAN, '69

B.A., University of Notre Dame; M.A., Ph.D., University of Virginia
Jesse Spalding Professor of English Literature and Director of Summer School
Sabbatical Leave 2006 Easter Semester

DALE EDWARD RICHARDSON, '73

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

LESLIE BUCHMAN RICHARDSON, '80

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

SUSAN JANET RIDYARD, '89

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

HOUSTON BRYAN ROBERSON, '97

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

CLAY CAMPBELL ROSS JR.

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

DONALD CHARLES RUNG, '87

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

JOSEPH MARTIN RUNNING

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

SUSAN KAY RUPERT, '78

B.M., University of Cincinnati College-
 Conservatory of Music; M.M., Northwestern
 University
*Instructor in Music
 Sabbatical Leave Easter Semester 2006*

JACK DINGO RYAN, '05

B.F.A., University of Oregon; M.F.A.,
 University of Georgia
Visiting Assistant Professor of Art and Art History

RUTH SÁNCHEZ IMIZCOZ, '95

Licenciatura en Geografía e Historia,
 Universidad de Valencia; B.A., The
 University of the South; M.A., Ph.D.,
 University of Kentucky
*Associate Professor of Spanish
 Sabbatical Leave 2005 Advent Semester*

BETSY A. SANDLIN, '04

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

ARTHUR MCCLUNY SCHAEFER

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

JACQUELINE THIBAUT SCHAEFER

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

PAIGE L. SCHNEIDER, '00

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

AMY L. SCOTT, '05

B.S.B.A., Accounting, M.A., University of
 Tulsa; Ph.D., expected 9/05
Visiting Instructor of History

JOHN DOUGLAS SEITERS, '71

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

VICKI SELLS, '00

B.A., Antioch College; M.S., University of
 Tennessee; Ed.D., University of Tennessee
*Director of Academic Technology Center, Director of
 Instructional Technology Workshop
 Adjunct Assistant Professor of Education*

ANSEL MIREE SHARP

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

STEPHEN ALLEN SHAVER, '87

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

JOHN HISASHI SHIBATA, '98

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

STEVEN WYCK SHRADER, '76

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

ELIZABETH A. SKOMP, '05

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

CHARLES KENNETH SMITH, '98

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

GERALD LAFAYETTE SMITH, '69

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

HENRY WILDS SMITH JR.

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

PETER THOMAS SMITH, '82

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

THOMAS DEAN SPACCARELLI, '74

Diploma de Estudios Hispánicos,
Universidad de Granada; A.B., University
of Illinois at Chicago Circle; M.A., Ph.D.,
University of Wisconsin
*Professor of Spanish
Leave of Absence 2005-06*

RICHARD G. SUMMERS, '01

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

SAFIA SWIMELAR, '03

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

BENITO THEODORO SZAPIRO, '94

M.S., Ph.D., University of Buenos Aires
Associate Professor of Physics

SCOTT TORREANO, '93

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

MERLE WALLACE, '96

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

KENNETH EDWARD WALSH, '04

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

BARCLAY WARD, '75

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

THOMAS R. WARD JR., '94

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

HERBERT STEPHENSON WENTZ

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

E. DOUGLASS WILLIAMS, '99

B.A., The University of the South; Ph.D.,
Northwestern University
*Frank W. Wilson Associate Professor of Economics
Sabbatical Leave 2005 Advent Semester*

SAMUEL RUTHVEN WILLIAMSON, '88

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

JOHN CHARLES WILLIS, '91

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

MICHAEL KEVIN WILSON, '05

B.A., Vanderbilt University; M.F.A.,
University of Florida
Creative Writing Administrator

SCOTT HOWARD WILSON, '94

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

JIWEI XIAO, '04

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

HARRY CLAY YEATMAN

A.B., M.A., Ph.D., University of North
Carolina
William R. Kenan Professor of Biology, Emeritus

KAREN PAO-YING YU, '96

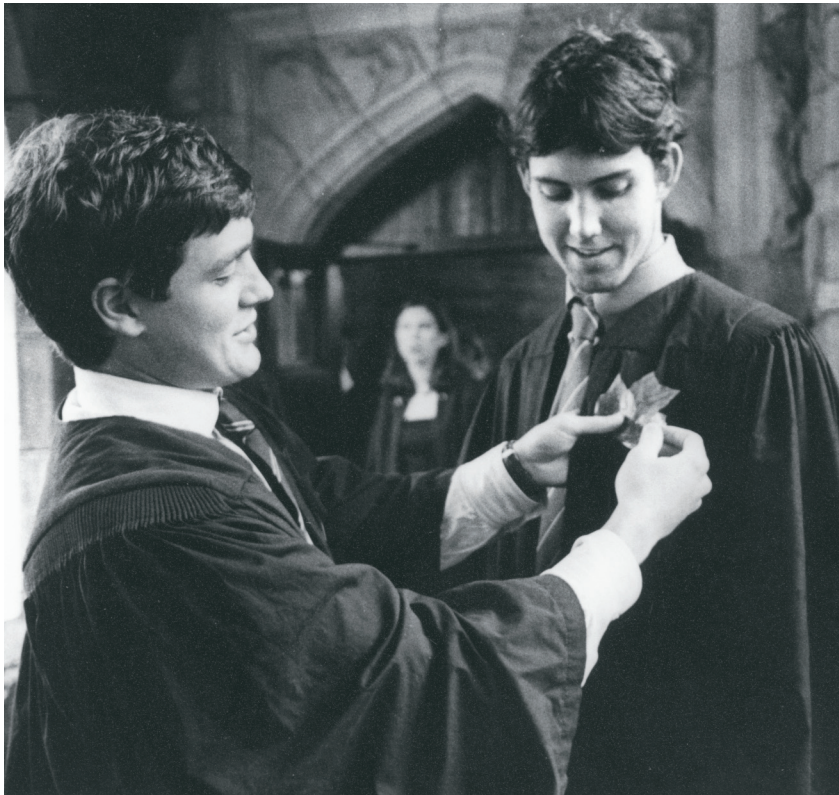
B.S., Massachusetts Institute of Technology;
M.A., Ph.D., Vanderbilt University
Associate Professor of Psychology

REINHARD KONRAD ZACHAU, '78

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

KIRK S. ZIGLER, '04

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



ENDOWED CHAIRS

F.B. Williams Professor of Chemistry

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

Francis S. Houghteling Professor of American History

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

Annie Overton Brinkley Snowden Professor of Forestry and Geology

In 1928, Mr. Bayard Snowden of Memphis, Tennessee, an alumnus of the University, endowed a chair of forestry as a memorial to his mother.

Jesse Spalding Professor of English Literature

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

William Henderson Professor of Biology

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

Brown Foundation Fellow

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

William R. Kenan Jr. Professor

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

John D. MacArthur Assistant Professor

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

Alfred Walter Negley Professor of Political Science

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

Frank W. Wilson Chair of Political Economy

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

Ralph Owen Distinguished Professor of Economics

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

Ogden D. Carlton II Distinguished Professor

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

Nick B. Williams Professor of English

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

Gaston Swindell Bruton Professor of Mathematics

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

David Edward Underdown Chair of Modern European History

This chair was established in 1991 by Gerald L. DeBlois in honor of Professor David Edward Underdown who taught in the Department of History from 1953-62.

Carl Gustav Biehl Jr. Chair of International Studies

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

Tom Costen Chair in Physics

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

Robert M. Ayres Jr. Distinguished University Chair

Established in 2000, by a gift from Gerald Louis De Blois, class of 1963, to honor the thirteenth vice chancellor of the University of the South. This chair may be held by a distinguished member of the faculty in either the College of Arts and Sciences or the School of Theology.

Samuel R. Williamson Distinguished University Chair

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

Class of 1961 Chair of the College

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

UNIVERSITY PURPOSE

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

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

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

THE UNIVERSITY

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

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

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

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

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

The University shored up its ailing finances, undertook much-needed renovations, and emerged from the eras of the Great Depression and World War II well-equipped and pre-

pared to enter its greatest period of growth. From 1950 to 1970, the endowment increased from just over \$1 million to more than \$20 million. Old buildings underwent major renovations, new buildings were constructed, and the school became coeducational in 1969.

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

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

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

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

THE DOMAIN

Located on the western face of the Cumberland Plateau approximately fifty miles west of Chattanooga, the campus, residential areas, the village of Sewanee, lakes, forests, and surrounding bluffs comprise a tract of 10,000 acres owned by the University and called the University Domain. Except for the campus and town, the Domain is preserved in a natural state as a wildlife preserve, recreational area, and site for scientific study. The unincorporated town of Sewanee, which is managed by the University administration, has a population of 2,500.

ACCREDITATION

The University 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. To contact, write to Southern Association of Colleges and Schools, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097 or online at www.sacsoc.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 Theology, Master of Divinity, Master in Sacred Theology, Master of Theological Studies, Doctor of Ministry, and various honorary degrees.

CAMPUS AND BUILDINGS

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

St. Luke's Hall (1878; 1951; 1956-57) formerly housed the School of Theology, which in 1984, moved to Hamilton Hall. St. Luke's formerly housed *The Sewanee Review*, classrooms and faculty offices for the College of Arts and Sciences, and Grosvenor Auditorium, which, in 2005, moved to Gailor Hall. The building will be renovated in 2005 to house students. The original building was a gift of an early benefactor, Mrs. Charlotte Morris Manigault.

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

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

Walsh-Ellett Hall (1890; 1959), the gift of Vincent D. Walsh, was renovated with funds bequeathed by Dr. Edward Coleman Ellett. Classrooms and faculty and administrative offices are located here.

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

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

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

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

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

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

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

The Cleveland Memorial (1965), connecting Walsh-Ellett and Carnegie, was given by the family of William D. Cleveland Jr. It houses the offices for the registrar, residential life, and minority affairs.

The Jessie Ball duPont Library (1965), named for one of the University's most generous benefactors, serves as the hub for access to an enormous array of information resources. The building houses the University's collection of 676,000 print volumes, 293,000 microforms, 6,900 records, tapes, and CDs, and over 8,000 videocassettes and DVDs. As the oldest federal documents depository in the state, beginning in 1873, the Library contains 350,000 government publications. In addition to over 2,500 print periodical subscriptions, the library also provides access to 261 online research databases and more than 18,000 electronic journals.

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

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

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

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

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

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

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

Clement Chen Hall (1991) was built to replace Fulford Hall as the residence of the vice

chancellor. It was funded by a gift of the late Clement Chen, C'53, and by private donations from members of the board of regents. The residence is also used for a variety of University activities such as receptions, dinners, meetings, lectures, and readings.

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

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

The Office of Career Services (1996) provides a spacious area for those who are using career service resources. The building has a career library, offices, and an area where students can access on-line resources or work on resumes.

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

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

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

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

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

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

Kappa Sigma House (2003) Formerly the Gilchrist residence and the Kappa Sigma House, the building has been restored by William Laurie, C'52, to house Special Collec- tions and the University Archives.

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

Gailor Hall (1952, 2005) A renovation completed in 2005, the Gailor Center for



Literature and Languages is home to the University's English literature department, as well as those of its foreign languages. In addition, it houses the offices of the Sewanee Writers' Conference, the Sewanee Young Writers' Conference, and *The Sewanee Review*. The building has 13 seminar and lecture classrooms as well as 36 offices.

Residence halls: **Hodgson** (1877; 1950), **Emery** (1916), **Hoffman** (1922), **Elliott**, formerly the Sewanee Inn (1922), **Cannon** (1925), **Johnson** (1926), **Tuckaway** (1930), **Phillips** (1951), **Quintard** (1900, 1994), **Gorgas** (1952), **Hunter** (1953), **Cleveland** (1955), **Benedict** (1963), **McCrary** (1964), **Courts** (1965), **Trezevant** (1969), and **Wiggins** (1967; 1997). **Humphreys Hall** (2003) is the newest residence hall. It is named in honor of alumnus David Humphreys, C'79, and his wife, Debra, who provided a gift to help make the project a reality. Constructed with a fieldstone exterior, in keeping with traditional Sewanee architecture, the new residence hall has rooms for 119 students. Humphreys Hall has a mix of single and double rooms and suites in a variety of sizes. The fully air-conditioned facility has thermostatic controls in each room and is fully networked for high-speed Internet access. Common areas include a large living room with a fireplace, a laundry, a kitchen, and four lounges — two with electronic equipment and two smaller, quieter lounges for studying. The facility is fully accessible for students with disabilities.

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

ACADEMIC PROGRAM

The University of the South offers a challenging program in the liberal arts. Emphasizing the mastery of fundamental disciplines, the academic program of the College of Arts and Sciences develops the intellect and character of its students to prepare them for lives of service in a rapidly changing world. Degree requirements in literature and the arts, mathematics and the natural sciences, history and the social sciences, and philosophy and religion are rigorous and extensive. The college aims to inspire personal initiative in social consciousness, aesthetic perception, intellectual curiosity and integrity, and methods of scientific inquiry while encouraging moral growth.

GENERAL DISTRIBUTION REQUIREMENTS

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

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

The required course in English prepares students to become critical readers of significant literary works, to apply a variety of interpretive approaches, and to learn effective techniques for writing clear, correct, and persuasive English prose. The required course in a foreign language at the 300 level allows students to develop an insight into the way language works, and provides an understanding of a different literature and culture. At the 300 level (the fourth semester, as languages are numbered here) a student should have considerable facility in speaking a modern foreign language and be able to read serious works of literature in that language, be it ancient or modern.

Students who begin foreign language study below the 300 level must complete each semester course in sequence before attempting a 300-level course (e.g., a student beginning in 104 must also pass 203 before entering 301). With the approval of the foreign language department concerned, a student who has completed two or more years of a foreign language in secondary school may be allowed to take the first semester of that language for full credit both in hours and in grade.

Mathematics and the Natural Sciences: one course in mathematics and two courses in the natural sciences

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

History and the Social Sciences: one course in history (History 100) and one course in the social sciences

Studying important historical themes is essential to a liberal arts education. The required history course introduces students to significant developments since classical antiquity. While it focuses primarily on the western tradition, attention is given to others. The course also introduces students to methods of approaching historical study. A course in anthropology, economics, or political science enables students to approach social issues and problems

with specific tools and techniques. Their work may also examine ways in which modern social problems can be alleviated.

Philosophy and Religion: one course in philosophy or religion

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

Art and the Performing Arts: one course in art, art history, music, or theatre

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

Writing-Intensive Courses: two courses designated as writing-intensive

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

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

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

Interdisciplinary Humanities Program: The Interdisciplinary Humanities Program, a sequence of four chronologically arranged courses ordinarily intended for freshmen and sophomores, introduces the cultural history of the western world. The team-taught program includes lectures for all students and smaller discussion sections. It focuses on major phenomena in western arts, literature, history, philosophy, and religion. Students who complete the entire humanities sequence receive credit for four college course requirements (philosophy/religion, fine arts, History 100, and English 101). These credits also satisfy 100-level prerequisites for upper-level courses in English, history, philosophy, religion, and music, and upper-level courses in art history requiring Art History 103. A student who receives credit for the full humanities sequence will not receive credit for English 101 or History 100. Those who complete only part of the humanities sequence receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Those who complete two humanities courses receive two writing-intensive course credits (and thereby meet the college requirement for two writing-intensive courses).



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

DEGREE REQUIREMENTS AND ACADEMIC REGULATIONS

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

- ◆ Complete thirty-two full academic courses (equal to 128 semester hours), plus two physical education credits;
- ◆ Meet the general distribution requirements of the college before the beginning of the senior year;
- ◆ Complete an academic major;
- ◆ Attain a grade point average of at least 2.00 on all academic work at Sewanee;
- ◆ Spend at least four semesters in residence, including the final two semesters;
- ◆ Earn a minimum of sixty-four semester hours of credit at Sewanee;
- ◆ Take a minimum academic load of three courses per semester.

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

The college offers a broad undergraduate education in the arts and sciences rather than a

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

THE GENERAL DISTRIBUTION REQUIREMENTS FOR A BACHELOR'S DEGREE

1. Language and Literature
 - a. English 101
 - b. Two writing-intensive courses
 - c. A foreign language at the third-year level or above
 - The foreign language requirement may be satisfied by the completion of two language courses through the second-year level
2. Mathematics and Natural Science
 - a. One course in mathematics (courses in computer science and Math 204 do not count toward this requirement)
 - b. Two courses in the sciences, one of which must be a laboratory course
 - In psychology 100, 353, and 357 are laboratory science courses; courses at the 200 level (except Psyc 206 and Psyc 250) are non-laboratory science courses.
 - In forestry all courses except forestry 201 and 319 may be counted toward this requirement.
 - In biology all courses except biology 109 and 119 may be counted toward this requirement.
3. Social Science
 - a. History 100
 - b. One course in anthropology, economics, or political science
 - Economics 215, 216 do not fulfill this requirement.
4. Religion and Philosophy
 - a. One course in either religion or philosophy
 - In philosophy, any course at the 100 or 200 levels (except Philosophy 201, Logic) will satisfy this requirement.
5. Arts
 - a. One course in the arts (art, art history, music, or theatre)
 - Two half-courses in theatre or the specific combination of Music 102 and 103 can be used in fulfillment of this requirement, but quarter-courses cannot.
6. Physical Education
 - a. Two semesters of physical education

Additional Requirements for a Bachelor of Science

To earn a Bachelor of Science degree, a student must satisfy all requirements for a Bachelor of Arts degree. In addition, a candidate for this degree must be a major in the department of biology, chemistry, forestry and geology, mathematics and computer science, physics, or psychology. Majors in the interdisciplinary areas of biochemistry, environmental studies (chemistry), environmental studies (natural resources), and environmental studies (ecology and biodiversity) may also be candidates for the degree of Bachelor of Science. A total

of four courses must be presented outside the major field from biology, chemistry, geology, mathematics, computer science, physics or those courses in psychology and forestry designated under 2.b. Of four courses at least two must be laboratory courses in biology, chemistry, forestry, geology, physics, or psychology. The four courses must be taken at Sewanee and cannot be taken on a pass/fail basis.

Additional Requirements for a Second Bachelor's Degree

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

Additional Degree Policies

1. Two half-courses constitute one full course.
2. Students may not receive hours credit for the same numbered course taken twice, unless there is a specific designation indicating that the course may be repeated for credit (e.g., as for 444 courses).
3. Without specific approval from the Office of the Dean of the College, a student may not complete a general distribution requirement with an Independent Study (444) course or courses. The only exception is Physical Education in which 444 does count.
4. The faculty requires a student to have completed all general distribution courses before the beginning of the student's last two semesters, with exceptions, including for physical education, being made only by petition to the Degrees Committee. A student must request and receive Degrees Committee approval to meet any general distribution requirement, including physical education, during the student's final year before receiving a degree.
5. General distribution courses shall be taken and passed in the College of Arts and Sciences by all except transfer students. Only coursework taken by these students prior to admission to the college may be evaluated as possible substitutions for prescribed courses. Further exceptions may be considered by the Office of the Dean upon the written recommendation of the department chair concerned.



Major Fields of Study

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

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

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

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

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

1. To be accepted as a major in a particular field of study, a student must have maintained at least a 2.00 GPA in the courses already taken in that field. A student who has completed two years of study and is in good academic standing, but who has not achieved a 2.00 GPA in the intended major field of study, may be permitted to register for one additional year. A student who, at the end of an additional year, is still not qualified to declare a major will not be permitted to enroll again.
2. Each candidate for a degree will complete at least nineteen full academic courses (seventy-six semester hours) outside the major field.
3. Each candidate for a degree will pass a comprehensive exam in the major field of study. To be eligible to take the comprehensive exam, a student must have a 2.00 GPA in the major field and have been accepted as a major at the beginning of the semester before the semester in which the exam is to be taken.

4. Courses used to fulfill requirements for any major, minor, or concentration (even if one is interdisciplinary) cannot be used to fulfill requirements for any other major, minor, or concentration.

Minor Fields of Study

A student may choose to complete a minor in an academic discipline, but this is not required for graduation. A minor is designated on the student's permanent record and transcript in addition to the major. A student may declare a minor in the fourth semester, but no later than mid-semester of a student's last enrolled semester. At the time of declaration, the student must have maintained at least a 2.00 GPA in the courses already taken in that subject. In addition, the student must graduate with at least a 2.00 GPA in the minor. Each department or program has the option of requiring or not requiring a comprehensive examination in the minor subject. Should a scheduling conflict between a student's major and minor comprehensive examinations arise, this will be resolved by rescheduling the examination in the minor. Courses used to fulfill requirements for any minor cannot be used to fulfill requirements in a major, a concentration, or another minor.

Minors are currently offered in:

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

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

Academic Concentration

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

A student may declare a concentration in the fourth semester but must do so before mid-semester of a student's last enrolled semester. The student must have at least a 2.00 GPA in the courses already taken to fulfill concentration requirements at the time of the concentration declaration. Program courses may not count toward requirements for a major, minor, or other concentration. A concentration does not require a comprehensive exam, but does require some type of integrative experience.

Current concentrations are:

- Education
- Women's Studies

Degrees with Honors, Valedictorian, and Salutatorian

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

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

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

Academic Advising

Although each student has ultimate responsibility for becoming familiar with and meeting graduation requirements, the college believes that conscientious and well-informed advising on an individual basis is an important part of the academic program. Each student is assigned an advisor from the faculty or administration, whose responsibility it is to help plan and supervise the student’s academic program and to be available on other matters. An academic advisor approves the student’s schedule of courses at registration and any subsequent changes.

First-year students, or freshmen, are divided into small groups within each dormitory, and each group is assigned an academic advisor for the year. The advisor is often the instructor for the student’s First Year Program course. An upperclassman residing in the same dormitory — an assistant proctor — works with the academic advisor and the group of freshmen in dealing with academic and personal matters.

Second-year students, or sophomores, to the extent practicable, are allowed to choose an advisor from among the teaching faculty.

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

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

Grading System

Student work is evaluated according to the following system: A for excellent, B for good, C for satisfactory, D for passing, F for failing, I for incomplete work (see below), W for withdrawn, WF for withdrawn failing, and P for passing in a pass/fail course. Grades are recorded in the registrar’s office, and, with the exception of I, may not be changed except in cases of clerical error.

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

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

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

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

Dean's List

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

Student Classification

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

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

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

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

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

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

Academic Progress

All students, except first semester freshmen, must pass three full courses to re-enroll the following semester. First semester freshmen must pass two full courses to re-enroll. Students taking less than three full courses are suspended and not allowed to complete the semester. Students who do not pass at least three full courses each semester (two for first semester freshmen) are suspended and cannot return the following semester.

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

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

A second-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.60.

A third-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.80.

A fourth-year student must pass at least seven full courses for the academic year with a cumulative GPA of at least 1.90.

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

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

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

Registration

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

Adding and Dropping Courses

During the first five class days of a semester and with the approval of their advisor, students may make schedule changes online. After that, students make schedule changes by submitting a schedule adjustment form to the University Registrar’s office. This form requires three signatures: those of the instructor of the course in question, the academic advisor, and the student. Through use of this form, the instructor may be notified of the student’s intention to add or drop a course.

- a. A course may be added during the first ten class days of a semester. In exceptional circumstances, students may add courses after the tenth class day with the approval of the Associate Dean of the College; in addition, students will be assessed a late add fee of \$20 per course for each week commencing after the tenth day of class.
- b. A course dropped during the first four weeks of classes is not entered on the student’s record.
- c. A course dropped after the fourth week of classes, but before the Tuesday following the first Monday in November (for the Advent semester) or the Tuesday following the first Monday in April (for the Easter semester) is recorded on the student’s record with a grade of W, which does not count in the grade point average. After mid-semester, when changes of this kind are generally not advisable, the signature of the Associate Dean of the College is also required.
- d. A course dropped later than the first Monday in November (for the Advent semester) or the first Monday in April (for the Easter semester) will be recorded on the student’s record with the grade of WF, which is counted as a grade of F. Exceptions may be made (with the approval of the Associate Dean of the College and/or the College Faculty Committee on Degrees) only when there is clear evidence of such compelling circumstances as serious personal illness or death in the family.

Students are responsible for the accuracy of their course registrations. They may check their class schedule on the web at any time through their student account. No change in registration is official until it has been submitted and accepted online or until the proper form, bearing the appropriate signatures, has been received and recorded by the University Registrar’s office. Deadlines for any given year are published in the Student Handbook and on the University Registrar’s website.

Pass/Fail Courses

Juniors and seniors with a 2.00 GPA may take one graded course each semester on a pass/fail basis. Pass/fail designations must be made before mid-semester. No required course or pre-requisite for a required course may be taken pass/fail. Of the thirty-two full courses needed for graduation requirements, *no more than four may be taken pass/fail. The four would include "course by examination" credit described in the Course by Examination section.* (A few regular courses in the college are offered on a pass/fail basis only, but these are not restricted to juniors and seniors and will not affect a student's eligibility to take other courses on this basis.)

Students should establish as early as possible in the semester which if any, courses will be taken on a pass/fail basis. Up until mid-semester a course may be established as pass/fail with the approval of the faculty advisor and the course instructor. Rare exceptions to the mid-semester deadline may be made when reasons are sufficient, by approval of the associate dean of the college. With the permission of the instructor, a student may change from pass/fail to normal grading up to two weeks after mid-semester.

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

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

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

Repeating a Course

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

Course by Examination

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

Transfer Credit and Study Abroad Credit

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

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

Of course, the college allows some transfer credits for students who have been enrolled as degree seekers at another accredited college or university prior to registering at Sewanee. The registrar assesses such credits for transfer students with the approval of the associate dean of the college. Academic work, with a grade of C or above, from other institutions is generally accepted for credit hours only. (No credit will be accepted for a grade of C minus or lower). Grades will appear on the transcript, but they will not be figured for GPA, final class ranks, academic honors, or Order of Gownsmen status. 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: the Oak Ridge Semester, British Studies at Oxford, International Studies in London, European Studies in Britain and on the Continent, Vanderbilt-in-Spain, the Semester in Liberia, Classical Studies in Rome through the Intercollegiate Center, programs of the Institute for the International Education of Students (IES), and the programs of the Associated Colleges of the South in Costa Rica and Turkey.

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

Quarter hours are converted to semester hours at $\frac{2}{3}$ their face value (example: five quarter hours equal three semester hours).

Release of Student Information

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

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

1. Eligible students have the right to inspect and review their own education records (providing they have not waived this right) within forty-five days of the day the University receives a request for access. Students should submit to the registrar a written request identifying the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records requested are not maintained by the registrar, then he or she shall so advise the student.
2. Students may ask the University to amend a record that they believe is inaccurate or misleading. To challenge the accuracy of an educational record, the student should confer informally with the registrar and, if appropriate, with the originator of the document in question, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. Thereafter, the student may confer with the Office of the Dean of the College. If the results are unsatisfactory, the dean will arrange a formal hearing with officials of the college who have no personal or official interest in the challenged item. Decisions of the hearing panel will be final.

3. All undergraduate students are considered independent unless satisfactory proof (certified copy of the parents' most recent federal income tax form) is given to the University Registrar within the first two weeks of a semester.
4. Personally identifiable information about a student will not be released from an educational record without the prior written consent of the student except as permitted by law. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University; a person serving on financial aid committees; a person or company with whom the University has contracted; a person serving on the boards of trustees or regents; or a student serving on an official committee. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her responsibilities.
5. The following personally identifiable information is deemed to be directory information and is subject to disclosure without consent at the University's discretion, including publication of some of this information in the annual Campus Directory: student's full name, class, home address and telephone number, campus address and telephone number, campus e-mail address, advisor, major, place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most previous educational institution attended, and parents' names. Photographs are also considered directory information. Any student or parent who objects to the University's designation of any or all of this directory information must so notify the registrar in writing within the first week of the Advent (fall) semester of each academic year.
6. Eligible students may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the Family Educational Rights and Privacy Act. The office that administers FERPA is: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

PREPROFESSIONAL PROGRAMS

Premedical, Predental, and Preveterinary Medical Programs

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

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

Students who expect to apply to professional programs in the health sciences during their senior year must take the appropriate admissions test before the beginning of their senior year. Preparation for both the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) include a year of biology (Biology 131 and Biology 132 or an advanced biology course chosen by the committee), a year of general chemistry (Chemistry 101 and 102), a year of organic chemistry (Chemistry 201 and 202), and a year of physics

(Physics 101 and 102). These courses need to be completed prior to the senior year. Although not required, additional courses in biology can provide excellent preparation for the MCAT. Students who are planning to take the Veterinary Admissions Test (VAT) may postpone physics until the senior year, since physics is not required for the VAT. Pre-veterinary students should note, however, that many veterinary schools require the MCAT or the Graduate Record Exam (GRE) instead of the VAT.

Courses that medical and dental schools are most likely to require, in addition to the eight listed above, include math (or calculus), English (or humanities), psychology, and biochemistry. Courses that veterinary medical schools are most likely to require, in addition to the ones above, are microbiology, biochemistry, and animal science. A student who expects to apply to a school with an animal science requirement will need to consult the committee about methods of meeting this requirement. For admission to schools requiring animal science courses, a student may attend summer school at, or take a correspondence course from, a university with a program in this field. In addition to completing these courses, premedical students are expected to complete the general requirements of the college and the requirements of their major.

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

Students in the college who plan to register with the Health Professions Advisory Committee for its evaluation, and who plan to take at another institution any of the courses required for admission to a professional school, must consult the chair of the corresponding Sewanee department. The department chair, the Health Professions Advisory Committee, and the associate dean of the college will approve another institution's courses when comparable to those offered here.

A suggested sequence of courses for medical preprofessional students:

First Year

Chemistry, Physics, or Biology*, Language, Mathematics, Humanities (or other requirements), Physical Education

Second Year

Two courses from Biology, Chemistry, and Physics, Language, Humanities (or other requirements),

Third Year

Completion of the Chemistry, Physics, and Biology requirements, Major Courses College Requirements

Fourth Year

Advanced Sciences Major Courses Electives

**At least one year of biology, two years of chemistry, and one year of physics should be completed by the end of the junior year in order to take most admissions tests.*

Prenursing Program

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

from Sewanee, students successfully completing the program will earn a master of science in nursing from Vanderbilt.

Prelaw Preparation

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

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

Prebusiness Advising Program

The faculty provides guidance for students who wish to pursue a graduate degree in business by outlining appropriate courses to take while an undergraduate at Sewanee. These include a two-semester accounting sequence, microeconomic theory, money and banking, financial markets, industrial psychology, business ethics, and several math and statistics courses.

In addition to appropriate coursework, employers and graduate schools both consider leadership skills crucial in applicants. Students at Sewanee are afforded many opportunities to develop and sharpen leadership skills through athletics, outreach programs, dorm staff, and many other extracurricular programs.

Engineering Program

Engineers put to practical use the discoveries of science and, by so doing, alter our way of life. Because of the narrow scope of many engineering programs, several leading engineering schools cooperate with selected liberal arts colleges to combine the professional training found in the usual four-year engineering curriculum and the breadth of education given in liberal arts colleges. Such a program requires five years — three years in the liberal arts college and two years in the engineering school.

The University of the South has such programs in association with the following institutions: Columbia University, Rensselaer Polytechnic Institute, Vanderbilt University, and Washington University in St. Louis.

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

This is a compact program. It is not always easy for a student to arrange a schedule in such a way as to include all necessary preprofessional courses as well as all courses that Sewanee requires for the degree. Entering students who are considering engineering as a profession should consult a member of the engineering committee *before* registering for their first classes. In general all freshmen in this program take a foreign language, Physics IO1, IO2, or Chemistry IO1, IO2, and Mathematics IO1, IO2. Physics is preferable to chemistry the first year, except for those students who plan to study chemical engineering or some related field.

Forestry and Environmental Management Program

The college offers a cooperative program with Duke University in environmental management and forestry. Students earn a bachelor's and master's degree in five years by spending three years at Sewanee, as an environmental studies (natural resources) major, and two years at the Duke School of the Environment. (Students apply for admission to Duke early in their junior year.) Students must fulfill Sewanee degree requirements by the end of the junior year. The first year of work at Duke completes the BA or BS requirements, and the degree is awarded by the University of the South at the end of that year. Duke University awards the professional degree of master of forestry or master of environmental management at the end of the second year. Students in this program must complete a total of sixty units at Duke, which normally requires four semesters.

The major program emphases at Duke are forest resource production, resource science, and resource policy and economics; however, programs can be individually tailored with other emphases.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the sixty-unit requirement may be reduced for relevant course work of satisfactory quality already completed at Sewanee. All credit reductions are determined individually and consider both the student's educational background and objectives.

Programs in Education and Teaching

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

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

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

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

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

visual and theatre arts.

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

SPECIAL EDUCATIONAL OPPORTUNITIES

Special (Student-Initiated) Majors

Interdisciplinary majors, which are individualized to meet a student’s needs and goals, may be initiated by students. Such majors must provide benefits not obtainable through an established major. After consultation with the associate dean of the college, a student may complete a form designed for special majors and submit this for consideration by the curriculum committee. If the proposal is accepted by the curriculum committee, it goes on to the faculty for approval.

A specified faculty coordinator, with other participating faculty (usually two additional), is responsible for advising students and administering comprehensive exams in each independent major. These majors adhere to the rules of other majors. No pass/fail courses can be included in the interdisciplinary major, and major courses cannot be counted toward a major, minor, or concentration in another field.

Student-Initiated Courses

During second semester, as many as three special courses may be offered based on student proposals. Students may request courses in departmental, interdepartmental, or extra departmental areas. Proposals must be submitted during the first month of the preceding semester to the dean of the college.

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

French, German, Spanish, and Russian Houses

A certain number of students are accepted as residents in the French, German, Spanish, and Russian houses each year. Students enter at the beginning of the semester and agree to speak only the language of the house when in the house to enrich their language experience. Cultural and social events are also scheduled in each house.

Academic Technology Center

The Academic Technology Center (ATC), housed in duPont Library, provides a collection of twenty-first century resources for both classroom and personal use. The main lab serves as the primary student computing facility for the College of Arts and Sciences, and hosts fifty-eight seats in roomy carrels and open tabletop areas. PCs and Apple computers occupy all but eight of these seats, which are reserved for laptop computer docking. Ten of the fifty-eight seats host multimedia workstations, equipped with multimedia software, flatbed or slide scanners, CD burners, or other special peripherals. The Informational Resource Center (IRC) serves as a space for training and assisting students and faculty in the discovery, use, and management of electronic information resources. The Faculty Technology Development Center (FTDC) supports faculty activities of all ATC units, including the Instructional Technology Workshop (ITW), Academic Computing, and Media Services. The ATC also includes two classrooms that are equipped with desktop computers for students and an instructor’s station. There is one classroom each for Mac- and PC-based computing platforms. The ATC is open 24/7.

Landscape Analysis Lab

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

Language Laboratory

The Edith Lodge Kellerman Language Laboratory houses audio, video, and computer equipment in an attractive language learning center.

University Observatory

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

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

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

Oak Ridge Semester

Students interested in experimental science may apply to spend a semester in residence at the Oak Ridge National Laboratory (ORNL). The student receives a semester of credit, the experience of working with an ORNL researcher, and the opportunity to develop original research. Participants are considered *in absentia* in the college and pay normal tuition but no other fees.

Lilly Theological Exploration of Vocation

Through a grant from Lilly Endowment, Inc., in 2001, Sewanee initiated a comprehensive program aimed at assisting students to seek a career path that is truly fulfilling and of service to the world. The grant sponsors fellows and visiting lecturers who talk with students about issues of vocation and service and virtues and values. There is also an eight-week summer program of vocational exploration, which includes a six-week internship, for either the ordained ministry or work with service or non-profit organizations. The website www.sewanee.edu/lillyproj has more information.

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

Students in this program explore the fields of ecology and sustainable agriculture through



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

Island Ecology Program

The Island Ecology Program is an interdisciplinary summer field school in the sciences. Following a seminar during the Easter (spring) semester, students study geology, marine biology, botany, and wildlife ecology for five weeks on St. Catherine's Island, an undeveloped barrier island off the coast of Georgia. The experience emphasizes the interdependence of these disciplines by exploring how the fragile ecosystem of the island functions. The program is limited to ten Sewanee students but is open to non-science as well as science majors. Four faculty members from three departments teach in the program each spring and summer.

FACES, Freeman Asian Cultural Experience in Sewanee

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

During the two-week session, students participate daily in two Asian studies seminars taught by the college faculty. These seminars will focus on easily accessible and topical subjects in Asian cultures such as Asian religions and philosophies as practiced in everyday life, the role of the family in Asian societies, and the images of Asia in traditional arts and contemporary popular cultures. They are taught in a discussion format, designed to offer

a typical Sewanee classroom experience. After completing the seminars, students receive a good preparation for college courses and are well positioned to pursue an Asian Studies major in college.

Theatre Semester in New York

Theatre Arts majors or minors in their junior year may apply to spend a semester in intensive theatre study in New York City. The program is based at the Michael Howard Studio, a small professional theatre school. Participants generally take courses in acting, voice and speech, and movement. The program is flexible and can accommodate students with diverse interests, such as playwriting, directing, design, dance, or stage management. Students, as part of their study, may also arrange internships with professional theatre organizations in New York.

Those who successfully complete the program receive four course credits (sixteen semester hours) for Theatre 444. Students who wish to apply must have at least a 2.5 GPA and must have completed at least three of the courses required of the Theatre Arts major: Elements of Production, Elements of Performance, Elements of Design, and at least one, preferably two, studio courses in their area of interest (acting, directing, design, etc.). Individuals interested in the program may apply, usually in the second semester of their sophomore year, by writing to the program director.

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 www.sewanee.edu/academics/summer provides more information.

Study Abroad

Students in good academic and social standing are encouraged to broaden their educational experience with study in another country for a semester, a summer, or a full year. Study abroad takes place, most often, during the junior year.

The associate dean of the college approves all study abroad and serves as the coordinator of foreign study. All students who intend to study abroad must complete and have approved the application forms necessary for a leave of absence for study abroad. Forms are available from the Office of the Dean of the College and must be submitted by deadlines announced by that office. Failure to submit these forms appropriately means that the student must apply for readmission to the college. Applications must be approved by the associate dean and the chair of the department in which the student is majoring.

To be recommended for a semester, year, or summer program, students must have made normal academic progress, have achieved a 2.5 GPA, and possess the necessary language skills to carry out the proposed program.

The University of the South is actively affiliated with a number of programs, including but not restricted to those listed below.

SUMMER PROGRAMS

British Studies at Oxford and International Studies in London are sponsored by Rhodes College, in affiliation with the Associated Colleges of the South and Vanderbilt University,

respectively. The British Studies program, conducted at St. John's College, Oxford University, for five weeks in July and August, emphasizes the humanities and social sciences. It focuses on a specific cultural era each summer. The International Studies program, conducted in facilities of the University of London for five weeks, emphasizes the social, economic, and political aspects of contemporary international problems. A particular theme is followed each summer.

Summer programs at Barcelona, Beijing, Dublin, London, Madrid, Melbourne, Milan, Paris, Salamanca, and Tokyo are sponsored by the Institute for the International Education of Students (IES). These programs, conducted in a university setting, offer four or five weeks of study in languages, literature, art history, politics, and other subjects. IES is formally affiliated with forty-five colleges and universities (including The University of the South) and less formally associated with over fifty others.

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

Summer in South Asia Program centers on a course entitled “Microfinance Institutions in South Asia,” which has a service-learning component. The program is over three weeks in duration and includes 7 days of study in Sewanee, 9 days in Bangladesh, 6 days in Italy, and 3 days of travel. It offers credit for one full academic course. Students visit the renowned Grameen Bank in Bangladesh and get the unique opportunity to observe, review, and evaluate operations of the Grameen Bank in remote villages and to conduct interviews and focus group discussions with poor women borrowers. They also go on extended field trips to United Nations World Food Program projects and sites that are often inaccessible to tourists and even to educational tour groups. The visit to Rome focuses on meetings with officials of United Nations agencies, such as the WFP (World Food Program) and IFAD (International Fund for Agricultural Development) that have played a crucial role in funding microfinance programs.

Sewanee in France is a five-to-six-week program, sponsored biennially by the Department of French, offering an opportunity for students to live with a French family and to study the language, culture, and literature of France. The two-course program is based in Hyères, in Mediterranean Provence, with follow-up travel to places of cultural and literary interest before culminating in a few days in Paris.

Sewanee in Spain offers an interdisciplinary approach to the study of medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain between early June and late July. The program offers credit for two full courses — Spanish 314: Introduction to Medieval Spain and The Road to Santiago; and Art 214: Spanish Art, Western Art, and The Road to Santiago. In addition, students who walk 200 of the 280 miles of the proposed route may receive credit for Physical Education 214: The Road to Santiago.

Sewanee in Russia takes students on a cultural and educational tour of Russia. This includes lectures by Sewanee faculty and many other professionals from Moscow State University, Petersburg State University, as well as museum specialists. Students visit a large number of cultural locations such as indoor and outdoor museums, churches and cathedrals, cemeteries, and attend a number of cultural events including but not limited to the ballet, folk dance, the theater, the opera, the symphony, the circus, the movies, and more. The program takes place in late May during the years that it is offered.

SEMESTER OR YEAR PROGRAMS

European Studies, which takes place during the first semester each year, is jointly sponsored by Rhodes College and the University of the South. Students begin the program with four weeks in Sewanee in the summer, then two weeks in the north of England (York or Durham), and six weeks in Oxford. Subsequently, one group travels to a variety of medieval or Renaissance sites on the European continent, while the other focuses on the roots of classical civilization in Italy, Greece, and Turkey. The program ends before Thanksgiving, allowing additional travel time.

Sewanee Semester in Spain focuses on Muslim Spain and its legacy in contemporary Spain. It is interdisciplinary in nature, and particularly during the first six-week orientation period classes, papers, cultural activities, and writing involves a variety of topics. The program consists of four full courses — Spanish 306: Advanced Spanish language; Spanish 310: Contemporary Spanish Culture and Civilization; History 369: Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain; and Art History 315: Islamic Spain and Spanish Art.

The Institute for the International Education of Students (IES) provides opportunities to study for a semester or a year in the following European locations: Austria and Germany (Berlin, Freiburg, and Vienna); France (Dijon, Nantes, and Paris); Ireland (Dublin); Italy (Milan and Rome); The Netherlands (Amsterdam); Spain (Madrid, Salamanca, Grenada, and Barcelona); and the United Kingdom (London). There is also a special program on the European Union, held in February. The faculty in each of these programs is composed principally of European scholars. Courses are available in most undergraduate subjects. Special programs are available dealing with the European Economic Community at Freiburg and art history and archaeology at the École de Louvre in Paris. Internships are available with Parliament in London and with businesses and international organizations in other locations.

The Institute for the International Education of Students (IES) also enables students to study for a semester or a year in university programs in Argentina (Buenos Aires), Australia (Adelaide, Melbourne, and Sydney); China (Beijing); Chile (Santiago); Ecuador, (Quito), Japan (Nagoya and Tokyo); and New Zealand (Auckland and Christchurch). In Nagoya, previous study of Japanese is not required for students entering in the fall. For spring semester applicants, at least one year of Japanese is required. Lecture classes are taught in English.

Study in Canada is available through a new student exchange program with Renison College of the University of Waterloo.

Study in France is also available in Aix-en-Provence through the Institute of American Universities. More information about study in French-speaking countries is available in the Office of the Dean of the College.

Study in Spain is also available in Seville through the Center for Cross-Cultural Study in Spain and in Madrid through the Vanderbilt-in-Spain program in which the University of the South cooperates. Students in the Vanderbilt program spend one or two semesters at the University in Madrid studying Hispanic language, history, art, and literature.

Study in Sweden is available in English, in the fields of biology, forestry, natural resources, and economics through an exchange agreement with the Swedish University of Agricultural Sciences in Uppsala.

Study in Germany is also available for a full year or for the second semester at the University of Bamberg. Sewanee students pay the regular fees at the University of the South and take normal university courses at Bamberg in various areas of the humanities. Intensive language preparation in Bamberg is a required part of the program. A German student spends a year at Sewanee under the provisions of this exchange.

The Federation of German American Clubs and the Department of German administer a full scholarship for a Sewanee student to study for a year at one of the German universities. Students are guests of the federation at a variety of academic and social functions.

Study in Japan is also made possible by an exchange agreement between the University of the South and Rikkyo University in Tokyo. Rikkyo (originally St. Paul's) sends a student annually to Sewanee. Some knowledge of Japanese is required for admission to Rikkyo.

Direct enrollment in an institution abroad benefits many students who choose locations like England, Scotland, Ireland, Northern Ireland, Australia, or New Zealand. This may be arranged independently or through the Institute for Study Abroad (IFSA) at Butler University or the Center for Education Abroad (CEA) at Arcadia University. Internships in the Scottish Parliament are available. In addition, others choose the interdisciplinary integrative approach of the School for International Training, with locations worldwide.

The Associated Colleges of the South (ACS), of which Sewanee is a charter member, has a study abroad program in Costa Rica which emphasizes sustainable development and a new program in Turkey. In addition, affiliated ACS programs are located in Zimbabwe, Kenya, Senegal and Sierra Leone, Hong Kong, Japan, Melbourne (Australia), Oxford (British Studies), Copenhagen (Denmark), Athens (Greece), Rome (Italy), and Israel (archaeological excavation at Sepphoris).

Service-Learning is sponsored by the Association of Episcopal Colleges, a consortium of twelve colleges with historic and present ties to the Episcopal church. Students may enroll for a summer, a semester, or a full year, choosing from domestic and foreign locations. Through lectures, reading, field trips, and study of language and literature, students learn about the history and culture of their chosen country or region while exploring its contemporary needs and customs through their service placements. The program combines

community service with formal academic study in the Czech Republic, Ecuador, England, France, India, Israel, Jamaica, Mexico, the Philippines, Scotland, and South Dakota.

Numerous additional study abroad options are available to Sewanee students. Information is available from the associate dean of the college.

ACE (A Career Exploration) Internships

Internship opportunities, in any field, brought to the attention of Career Services by alumni or friends of the University. Opportunities include internships with sponsors such as Yale Medical School, Smith Barney, federal judges, and many others. The list is available to Sewanee students through a secure, on-campus website.

Biehl Program in International Studies

A self-directed social science research internship conducted outside of the United States and other English-speaking First World countries. Projects should facilitate substantial contact with the society to be studied and should be focused in one area, or a few closely related locales, rather than several sites. Open to returning majors in the departments of anthropology, Asian studies, economics, history, political science, social science-foreign language, and third world studies.

Lilly Endowment Internships for Religious Service

The Lilly Summer Discernment Institute allows students to develop internships of vocational exploration in either church or church-related organizations or within service and non-profit spheres.

Medical Internships

Internships with alumni of the University in medical practices, research centers, or laboratories. Open to majors in all fields and to undergraduates and immediate graduates.

Raoul Conservation Internships

Internships developed by majors in the department of forestry and geology for the direct application of their studies of the environment. Open for undergraduates and immediate graduates in the department of forestry and geology through the Raoul Fund.

Environmental Studies Internships

Sewanee's environmental studies program offers stipends for environment-related summer programs in and outside of the United States thanks to the generosity of the Brewster Fund and the Leroy Fund. Open to students majoring in environmental studies.

Stephenson Internships

Summer internships open to any major for any type of internship are made possible by the Stephenson Fund. A minimum of three informational interviews in the field of work for the internship are required. These interviews, and how they impacted the choice of the study of that field, should be fully discussed in the proposal.

Internships in Public Affairs

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

Internships in Economics

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

Academic Credit for Internships

A student awarded academic credit for a supervised internship through an 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. Public affairs internships may serve as the basis of enrollment in Political Science 445 through which credit may be earned. Internships that are associated with such programs of study but are outside the discipline of the major are considered on a case-by-case basis by the degrees committee. Internships offered independently of programs of study do not receive academic credit unless the internship has been recommended for credit by the Committee on Curriculum and Academic Policy and approved by the college faculty.

LEAVE OF ABSENCE

The college may grant a leave of absence for up to two semesters for intellectual or personal development. A formal request for leave must be given to the associate dean of the college stating specific plans for the period of absence and the planned date of return. If the associate dean approves, and terms of leave are met, the student is guaranteed readmission. The deadlines for submission of leave-of-absence applications for the Advent and Easter Semesters are August 10 and January 10, respectively. Students who do not meet these deadlines but who do spend a semester or more away from Sewanee must apply for readmission. When reapplication is necessary (and even in the rare event that the associate dean should approve a leave-of-absence request submitted after the deadline) the reservation deposit is retained. A second reservation deposit is necessary to reserve a space in the college for the semester of planned re-entry.



LIFE ON THE MOUNTAIN

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

ADMINISTRATION OF THE COLLEGE

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

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

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

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

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

The Office of Financial Aid oversees applications for financial aid and the distribution of need-based awards. The University makes every effort to provide funding sufficient to enable enrollment.

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

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

The Director of Minority Student Affairs works to help minority students adjust to

University life, both academically and socially, and assists the dean of admission in representing the college to prospective minority students.

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

Academic Schedule

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

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

Academic Year

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

HONOR CODE AND STUDENT GOVERNMENT

Honor Code

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

The code requires that each Sewanee student not lie or cheat or steal. Plagiarism is a form of cheating because the plagiarist copies or imitates the language of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.

Student Government

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

The executive officers of the assembly are the speaker, secretary, and treasurer, elected from the student body. The assembly represents student opinion and makes recommendations to the faculty and administration. It legislates matters of student affairs, subject to ratification by the faculty and administration, and, through the Student Activities Fee Committee, it recommends to the dean of students and the provost how student activity funds should be allocated.

The chief executive officer of the Order of Gownsmen (OG) is the president, elected by members of the OG. Members are inducted into the body when they receive the appropriate grade point average. The OG advises the Student Assembly and strives to maintain and

promote the spirit, tradition, and ideals of the University. The OG has legislative authority through its appointments to student and faculty committees and its ability to investigate student problems or concerns.

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

Student Trustees

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

Student Handbook

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

HOUSING AND MEALS

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

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

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

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

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

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

ACTIVITIES AND ORGANIZATIONS

Orientation Program

The dean of students and a student committee plan orientation activities each year. The schedule, which runs for several days before the college opens in the fall, includes social events, academic orientation, and information on all aspects of Sewanee life. Dining with the faculty advisor, signing the Honor Code, attending the induction of new students, and participating in a discussion of the summer reading are among the highlights of orientation. Through these activities, students and parents become familiar with the Sewanee

community, upperclassmen, and faculty members. Before orientation begins, the Sewanee Outing Program offers an optional pre-orientation, popularly known as the PRE. During the PRE, students have the opportunity to try different outdoor activities including camping, climbing, caving, hiking, community service and a ropes course, all of which are available on the Domain.

Bishop's Common

The Bishop's Common, known as the BC, is a center of extracurricular activity. It contains the Student Post Office (SPO), the Tiger Bay Pub, lounges, conference rooms, a photographic darkroom, games, and student organization offices. The Niles Trammell Communications Center on the upper level houses WUTS, the University's student-operated radio station.

Sewanee Outing Program

The Sewanee Outing Program (SOP) promotes outdoor activities both on and off the Mountain. Canoeing, kayaking, climbing, backpacking, caving, mountain biking, cycling, and skiing trips are all arranged through the SOP office throughout the year. Trips are conducted for various skill levels. Equipment is loaned out for student use.

The Bike Shop is a self-help repair facility staffed by students for minor repairs and maintenance. Arrangements can be made to have bikes worked on or to get help in learning bike repair.

The Carter Martin Whitewater Club Boathouse serves as a storage facility and meeting site for boating activity at the University. Groups such as the canoe team and weekend paddlers depart from this site for practice and paddling trips. For more than twenty years, the canoe team has been highly successful in competition and in promoting the sport of canoeing.

The twenty-mile Perimeter Trail is a marked and maintained multiple-use path that follows the bluffs around campus and occasionally dips down into the hollows. The trail is open to foot travel with certain sections available for mountain biking. Secondary trails and dirt fire lanes make up another great way to explore the woods on campus and are used by hikers, runners, mountain bikes, and horses.

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

Honor and Recognition Societies

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

Phi Beta Kappa, a national honor society founded in 1776, encourages active scholarship and achievement. The Sewanee chapter, Beta of Tennessee, continues the fine tradition of the society. Students are eligible for election to the society after five consecutive semesters.

Omicron Delta Kappa, Alpha Alpha Chapter, is a national leadership society. It chooses members from the Order of Gownsmen who have distinguished themselves in scholarship, athletics, or publications.

Pi Sigma Alpha, Gamma Sigma Chapter, is the national political science honor society that encourages intellectual interest and action in government. Prominent political science speakers are presented at its open meetings.

Sigma Pi Sigma, the national physics honor society, accepts members from physics and related fields who attain high standards of scholarship, professional merit, and academic distinction.

Omicron Delta Epsilon, Gamma Chapter of Tennessee, is the national honor society of economics. Students with outstanding records in economics are selected for membership.

Sigma Delta Pi, Kappa Chapter, is the national Spanish honor society. Members are elected based on academic merit and interest in Hispanic culture.

Alpha Epsilon Delta, Tennessee Epsilon Chapter, is the national premedical honor society. It rewards excellence in premedical scholarship. Associate members are welcome from premedical, predentistry, and preveterinary fields. Members are elected from junior and senior associate members.

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

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

Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to students who have distinguished themselves in scholarship and are majoring or minoring in psychology or a program that is psychological in nature.

Social Organizations

A variety of social organizations allow students to find a place to share their interests. Organizations sponsor events that are open to all. Sewanee's eleven national fraternities, one local fraternity, and eight local sororities and one national sorority provide intellectual and social enrichment. They serve as an outlet for athletic interests through intramural competition, provide a training ground for leadership and fiscal management, and help offset the academic routine with social events. The fraternities and sororities also sponsor the Annual Fall Fest and participate in service projects such as the Red Cross Blood Drive, the AIDS Walk, Big People for Little People, Habitat for Humanity (Housing Sewanee), and the School Tutors programs. Annual evaluations assure that their operations meet stated expectations in areas of academic achievement, group citizenship, fiscal management, property maintenance, alumni support, and community service.

Eleven national social fraternities have chapters at Sewanee. They are; Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha Order, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha Epsilon, and Sigma Nu. Gamma Sigma Pi is the only local fraternity. Most fraternities maintain a house that is used for meetings, social events, and everyday recreation. There are eight local sororities at Sewanee; Alpha Delta Theta, Alpha Tau Zeta, Gamma Tau Upsilon, Kappa Omega, Phi Kappa Epsilon, Theta Kappa Phi, Phi Sigma Theta, and Theta Pi. Kappa Delta is the only national sorority. The nine sororities each have a dedicated residential house or apartment for meetings and small social events.

The fraternity and sorority rush programs are supervised by the Interfraternity and Intersorority Councils and held at the beginning of the Easter semester. Rush activities are designed to help those who take part become acquainted with all the fraternities and sororities. About seventy percent of men and women belong to fraternities or sororities.

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

Service Organizations and Activities

Increasing numbers of Sewanee students in the college and seminary help others through the All Saints' Chapel Outreach Program and the student Community Service Council.

The campus chapter of Habitat for Humanity works with local and regional organizations building new and repairing older homes for low-income families in this Southern Appalachian region.

During each academic break, the outreach program offers several service projects in various cultural settings. In the spring, there are six trips — three abroad and three domestic: Jamaica, Costa Rica, Ecuador; and New York, New Orleans, and Miami. The outreach office, in conjunction with career services, also assists with summer and career job opportunities and internships in nonprofit, community service, and ministerial fields.

The Community Service Council has many different organizations serving the needs of a diverse University and rural population. Its organizations include:

- Sewanee AIDS Awareness Association (SAAA)
- BACCHUS
- Appalachian Women's Guild Volunteers
- Children's Story Hour
- Waste Not: Environmental Forum; Re-Cycling; and Environmental Education
- Waste Reduction
- Big People for Little People
- Community Kitchen in Chattanooga
- Trinity United Methodist Church Shelter/ Atlanta, Ga.
- Senior Citizen's Outreach
- Girl Scouts
- Headstart
- School Tutors
- Extended School Program (ESP)
- Community Action Committee
- Youth Soccer Coaches and Referees
- Youth Baseball Coaches, Umpires, & Field Maintenance
- English as a Second Language/General Education Degree Tutoring
- Tutoring English as a Second Language in Winchester
- Housing Sewanee Inc./ Habitat for Humanity

Extended Service/Learning Trips — Summer

See "*Sewanee in Southeast Asia*" under *Study Abroad Programs*.

Siberia, Russia — The summer trip to Russia this year focuses on teaching English and working with children at summer camps in southeast Siberia. The trip will include transportation via the Trans-Siberian Railroad, sightseeing in Moscow, and visits to Lake Baikal, the national park "Alkhanai," area Buddhist temples and shamanic holy sites.

Student Newspaper, Yearbook, Radio Station

All students are welcome to join publications staffs.

The *Sewanee Purple* is the bimonthly campus newspaper. The yearbook, the *Cap and Gown*, is issued each September. Positions are generally available on each publication to write, edit, photograph, design, sell, and manage. The editors are elected by the student body and the Order of Gownsmen from a list of nominees who have met the requirements for each office. Once elected, an editor has responsibility for selecting a staff. The Publications Board, a joint faculty/student committee, advises staffs, mostly in financial matters.

Other publications include the *Mountain Goat*, a journal that publishes poetry, fiction, and scholarly writing by students and faculty members.

The student-operated radio station, WUTS, has staff openings for college and seminary students. All musical tastes are welcomed, and emphasis is given to alternative music that is unavailable on commercial stations. No experience is required, and positions are open for disc jockeys, announcers, writers, and technically inclined students.

CULTURAL OPPORTUNITIES

Lecture Series

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

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

Sewanee Conference on Women

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

Performing Arts Series

The Performing Arts Committee is a faculty and student organization that presents six or more plays, concerts, dance performances, and other arts events each year. Recent presentations have included *Bela Fleck*, *New York Gilbert & Sullivan Players*, *Peter Schickele* with the *Lark String Quartet*, *Chanticleer*, the *Ahn Trio*, and the *Chaksampa Tibetan Dance and Opera*.

Student Music Opportunities

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

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

In addition to the music offered through the Performing Arts Series, there are frequent musical productions by the Department of Music.

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

The Jessie Ball duPont Library has a collection of more than 22,000 recordings and CDs, including all types of music, a complete collection of Shakespearean performances,

and many other recordings of literary works.

International Students

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

Films and Drama

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

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

University Art Gallery

The art gallery is a popular source of ideas and culture in Sewanee, presenting contemporary art exhibitions of interest to students, faculty, staff, and the surrounding community. Its reputation for excellence also draws on regional audiences from Nashville, Huntsville, Chattanooga, Birmingham, and Atlanta.

Five exhibitions between August and May feature solo and group shows of painting, sculpture, drawing, printmaking, lens- and time-based photography, and installations by living artists. In addition, "Works on Paper I" Biennial was inaugurated in 2004 featuring works by internationally acclaimed printmakers, to be followed in 2006 with a focus on "Artists' Books."

Below the gallery the "Art Underground" offers temporary studio space for short term artists-in-residence who give demonstrations and workshops in their specialized mediums, extending opportunities for further cultural enrichment. For a virtual tour of the gallery and its programs, please visit <http://www.sewanee.edu/gallery/>.

The Sewanee Review

The Sewanee Review, founded in 1892, is the oldest literary quarterly in continuous publication in the United States. Its subscribers include more than 3,000 libraries, with about 500 subscriptions sent abroad, along with several hundred bookstores.

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

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

The Sewanee Review annually awards four prizes for distinguished writing: the Lytle Prize for the best short story, the Spears Prize for the best essay, the Tate Prize for the best poem, and the Heilman Prize for the best book reviewing.

The Sewanee Theological Review

The Sewanee Theological Review is one of only two significant Anglican theological quarterlies in

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

Medieval Colloquium

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

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

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

Sewanee Summer Music Festival

The Sewanee Summer Music Festival has achieved an enviable reputation among musicians internationally, both for its training opportunities and performances. The five-week program attracts about 250 students along with a staff from around the globe. The program is in conjunction with the department of music.

Most students are high school and college age. All participate in the orchestra and chamber music programs and study privately. In addition, classes are offered in theory, harmony, composition, and conducting. College credit is available for college students.

The program boasts three full symphony orchestras and a plethora of chamber groups. Weekend concerts take place throughout the session. A gala "mini-fest" concludes the summer's activities. During the final four days, nine concerts are presented by various organizations.

Sewanee Writers' Conference

The Sewanee Writers' Conference is a twelve day program designed to bring together from all over the country and abroad talented apprentice writers of varying degrees of experience in fiction, poetry, and playwriting, who work with writers of national and international reputation in a mentoring environment. The conference offers four fiction workshops, as well as two on poetry, and one in playwriting. In addition to being a member of a workshop (which meets for a minimum of ten hours), a participant has an hour-long individual conference with his or her manuscript reader. A full schedule of readings, craft lectures, panel discussions, and question-and-answer sessions afford other valuable opportunities, as does the chance to meet with editors, publishers, and agents, and other writers, in formal and informal settings. Numerous social events offer opportunities for writers to

cultivate contacts with those who can help them in their pursuit of the craft of writing as a profession. It is held annually from mid to late July and draws more than 110 participants who are selected from a competitive admission process.

Sewanee Young Writers' Conference

The conference meets for two weeks each July, and offers workshops in poetry, fiction, and sometimes playwriting, for about 40 high school students. The workshops are taught by younger writers who are completing or have just published a first book. The conference also features lectures by faculty members from Sewanee's English department and readings by major writers: Horton Foote, Ernest Gaines, Alice McDermott, Romulus Linney, Mark Jarmon, Andrew Hudgins, Padgett Powell, and many others.

University Book & Supply Store

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

Language Clubs

Organizations which provide cultural and academic opportunities focused on a particular language include the Spanish Club, Le Cercle Français, Der Deutsche Verein, and the English Speaking Union.

ATHLETIC PROGRAM

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

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

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

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

Equestrian Center

The University offers a riding program for all experience levels. Facilities include a spacious barn, outdoor rings, a dressage arena, stadium and cross country jumps, pasture, individual paddocks, indoor riding arena, and easy access to the Perimeter Trail.

Instruction is offered in balance-seat equitation from beginning to advanced levels.



Special courses are also offered in training, management, and teaching. Clinics with guest instructors are offered to more serious students each semester, and students participate in a number of shows, fox hunts, and endurance rides. The Sewanee Equestrian Team enjoys a national reputation.

The University has been given several outstanding show horses available for use in the program. There is also some boarding space for student-owned horses. Arrangements to board horses may be made with the director of the center.

Classes offered for all levels of riding activity may earn physical education credit.

The Equestrian Center includes a 32-stall school horse barn, a 14-stall boarder barn, a 100' by 250' indoor riding arena with permaflect footing, a 100' by 200' outdoor riding arena, 30 acres of pasture and individual paddocks. Boarding for students and community members is available. Group lessons for physical education credit are offered each semester. Private lessons for boarders are also available. The University owns horses which are available to students in lessons. The varsity Equestrian Team is a member of the Intercollegiate Horse Show Association.



ADMISSION AND FEES

Admission

The Committee on Admission considers each applicant on the basis of high school academic performance, standardized test scores, activities, letters of recommendation, and the personal essay.

Admission Calendar

November 15	Early Decision I application deadline.
December 15	Early Decision I notification. Reservation deposit due by January 15.
January 2	Early Decision II application deadline.
February 1	Early Decision II notification. Reservation deposit due by February 15.
December 9	Merit Scholarship application deadline.
February 1	Regular decision/international application deadline.
March 1	Sewanee's Application for Financial Aid and FAFSA Deadline.
April 1	Regular decision notification.
May 1	Reservation fee due for regular decision.

Transfers

April 1	Fall semester application deadline.
December 1	Spring semester application deadline.

Readmission

May 1	Fall semester application deadline.
December 1	Spring semester application deadline.

Secondary School Preparation

Sewanee admits students who are prepared for its challenging academic environment. The following are recommendations for competitive applicants.

A challenging high school curriculum including at least:

- ◆ four years of English
- ◆ two or more years of a foreign language
- ◆ three or more years of math including algebra I and II and geometry*
- ◆ two or more years of lab science (most students have four)
- ◆ two or more years of social science, including history
 - *Three years of college preparatory mathematics (two years of algebra, one of geometry) are considered the minimum preparation for a student to attempt the required mathematics course at Sewanee; most entering students have taken four years of math.
- ◆ full high school transcript with strong high school GPA showing consistent or increased strength in class work
- ◆ competitive standardized test scores (ACT or SAT)
- ◆ extracurricular activities such as clubs, sports, church groups, or work experience
- ◆ admission essay written clearly and passionately
- ◆ positive recommendations from teachers and school counselors with an optional recommendation from church leaders, work supervisors, or volunteer coordinators
- ◆ \$45 application fee

College Entrance Examination

The SAT and ACT are given in centers throughout the world at various times during the year. An applicant should take one of these tests — preferably once during the second half of the junior year and again during the fall of the senior year. The college does not guarantee consideration if a test is taken after January of the senior year. Information on the SAT and ACT is available from the applicant's secondary school or counselor. Students for whom English is not the native language should take the Test of English as a Foreign Language (TOEFL) by February of the year of application.

Campus Visits, Interviews

Campus visits and interviews for prospective students are not required but are strongly recommended. It is to the student's advantage to see the Sewanee campus and community before making a formal decision. The interview is actually an opportunity to exchange information. The admission officer is interested in learning about the student's courses, grades, test scores, activities, and interests. The student, in turn, has the opportunity to ask about the academic program, extracurricular activities, student life, and financial aid.

The Office of Admission, located in Fulford Hall, is open from 8 a.m.-4:30 p.m. (central time), Monday through Friday. Saturday appointments are available during the school year. A visit may be arranged by calling the Office of Admission at (931) 598-1238 or (800) 522-2234. Interviews or group information sessions are available year round. Campus tours are given regularly during the year at 10 a.m. and 2 p.m. on weekdays. A group information session and campus tour are available at 10:30 a.m. on select Saturday mornings during the academic year for students and parents unable to arrange an individual interview.

Overnight visits in dormitories are available to high school seniors at certain times during the academic year. Prospective students wishing to experience an overnight stay in a dormitory must call the Office of Admission at least ten days in advance.

Early Decision Plan

Early Decision is a viable option to those students who list Sewanee as their number one choice. As an early decision applicant, you agree to withdraw all applications to other colleges and universities to which you have applied and enroll at Sewanee if admitted under Early Decision. There are two Early Decision opportunities for which students may apply. Early Decision candidates are eligible to be considered for all potential financial aid awards through both the merit scholarship and/or need-based financial aid processes.

The student applying for early decision should:

1. Indicate "early decision" on the application, confirm that the University of the South is the first choice school, and promise that admission will be accepted if offered. Please carefully read and then sign the Early Decision Agreement found on Part II of your application.
2. Present all credentials necessary for admission on or before November 15 for Early Decision I or January 2 for Early Decision II. If all necessary information has not been postmarked by these respective dates (except October/November test score results for Early Decision I or December test score results for Early Decision II as noted below) the college does not guarantee an early decision.
3. Fulfill all testing requirements no later than the November test date of the senior year for Early Decision I or the December test dates of the senior year for Early Decision II. Applicants taking the October SAT or November ACT for Early Decision I, or the December SAT or ACT for Early Decision II should indicate this on the admission ap-

plication. Applicants should also request on the standardized test registration that the score results be sent directly to Sewanee. Application decisions will not be made until the scores are received.

4. If accepted, the applicant must confirm by January 15 for Early Decision I, or by February 15 for Early Decision II, by returning the enrollment decision form with a \$300 deposit. The applicant must also withdraw applications from all other colleges.

Under this plan, the University of the South agrees:

1. To reach a decision on admission by mid-December for Early Decision I or by early February for Early Decision II.
2. To guarantee an applicant who is not admitted early, full consideration under the regular admission procedure with freedom to consider other colleges. These deferred candidates should submit other appropriate materials to the Committee on Admission – especially senior year grades and additional standardized test scores, if applicable.

Early Admission After the Junior Year

Students may apply for admission after the junior year of high school. Although Sewanee does not encourage early admission to the college, this plan is sometimes appropriate for select students. The early admission candidate should have exhausted most of the academic courses offered by his or her high school and be ready academically, emotionally, and socially for the college environment.

An early admission candidate must complete the same requirements and meet the same deadlines as a regular candidate with the following additions:

1. An interview is required on campus with either a member of the admission staff or a member of the Committee on Admission.
2. Written recommendation and approval must be received from the candidate's counselor, principal, or headmaster for early admission action, including a statement that the student is prepared emotionally, academically, and socially for success in the college environment.
3. The candidate should present academic credentials as strong or stronger than the average student who typically enrolls at Sewanee (i. e., an A-/B+ average in academic courses from high school and at least 1240 on the SAT or 27 on the ACT).
4. The candidate must state (in writing to the Committee on Admission) why he or she wants to forego the senior year in high school and enter college as an early admission student.

Although the committee prefers that the candidate meet all requirements for the high school diploma, this is not a requirement for acceptance as an early admission candidate.

Transfer Applicants

Students seeking to transfer to the college from other accredited colleges complete the same forms as applicants from secondary schools and must include two letters of recommendation from college instructors. In addition they must submit official transcripts from each college attended.

Credit for transfer students is subject to approval by the Associate Dean of the College. The Degrees Committee, in consultation with the chair of departments concerned, may be called upon to evaluate transfer credit for courses of uncertain interpretation.

Quarter hours are converted to semester hours at two-thirds face value. Thus five quarter hours equal three semester hours.

To receive a degree, students transferring from other institutions must meet the

college's graduation requirements. Each such student must spend at least four semesters in residence in Sewanee enrolled on campus as a full-time student. Because each student must earn at least sixty-four semester hours of credit at Sewanee, transfer credit is limited to sixty-four semester hours.

The application deadline for transfer candidates is April 1 for the fall semester and December 1 for the spring semester.

Readmission

Former students requesting to return to the College of Arts and Sciences are asked to complete an application for readmission and to submit a record of academic work in the form of official transcripts from other colleges attended. Failure to submit these transcripts will invalidate the reapplication.

The application deadline for readmission candidates is May 1 for the fall semester and December 1 for the January semester.

Advanced Placement

Graduation credit for elective courses may be obtained through almost every Advanced Placement (AP) or International Baccalaureate (IB) Higher Level test option. AP test scores of 4 or 5 and IB test scores of 5 or higher on higher level exams, which do not represent the same academic area (explained below), will earn semester hours of credit for entering students. Credit will not be given for organization and management studies or for studio art courses.

Credit for one elective course (four semester hours) may be earned in any of the following: anthropology, art history, biology, chemistry, classical languages, computer science, economics, English, French, German, mathematics, music, philosophy, physics, psychology, and Spanish.

When a student presents both IB and AP test results in the same area, only one course credit will be given. However, credit for two elective courses (eight semester hours) may be earned in the field of political science should a student present results in both American and comparative government and/or in history, when test results reflect a knowledge of the history of more than one area of the world.

Students may earn up to eight full-course/thirty-two-semester-hour credits through AP or IB. An incoming student who appears to have earned more should consult with the associate dean of the college to determine in which areas credits will be given for maximum benefit to the student.

AP and IB course credits may not be used to fulfill general distribution requirements; however, a student with such credits may request permission of a given department to use a higher level course to meet the related requirement.

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

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

Audit Statement

Some students, particularly non-degree-seeking students, may wish to audit or "sit in" on a class for the sake of learning. To register for an audit, a student obtains written permission

from the instructor and from the Associate Dean of the College. Auditors are expected to attend class regularly. The extent to which an auditor participates in graded exercises (e.g., submits papers, takes tests) and the extent to which an instructor grades an auditor's work are by mutual agreement between the instructor and the auditor. Although neither formal academic credit (semester hours) nor grade is given for auditing, the designation AU may be recorded on an official college transcript for a registered auditor whose instructor indicates that the student has met the instructor's expectations for auditing by submitting to the registrar an AU designation on a grade sheet provided at the end of the term in which the audited course occurred. The charge to non-degree-seeking students for auditing is determined each year and for 2005-2006 is \$640 per course.

COSTS OF A SEWANEE EDUCATION 2005-2006

	ADVENT SEMESTER	EASTER SEMESTER	Totals
Tuition.....	\$ 13,437	\$ 13,437	\$ 26,874
Fees.....	221	0*	221
Room.....	1,930	1,930	3,860
Board.....	1,845	1,845	3,690
Totals	\$ 17,433	\$ 17,212	\$ 34,645

*For students not enrolled for Advent semester, the fee is \$221.00 for the Easter semester. Fees cover expenses for activities, services, and programs that are not separable by semester.

This schedule shows the costs charged each student for the academic year 2005-2006. These amounts are approximately two-thirds of the actual cost per student of providing a student's education; endowment and gift revenues pay the other one-third.

Approximately forty-percent of Sewanee's students receive need-based financial aid to help pay their share.

Tuition, fees for activities, a post office box, and room and board are mandatory charges. These amounts provide for costs of instruction, continuous dining and a dormitory room while school is in session, admission to athletic events and cultural performances, subscriptions to student publications, green fee, and rental of a box at the student post office (SPO). Services of the health and counseling offices are also covered, but prescriptions, casts, splints, and medical expenses such as X-rays, emergency room visits, surgery, hospitalization, and the like are not covered.

Almost all undergraduate students live in college residence halls or in facilities associated with the residential life program.

All undergraduate students who live in college residence halls or in facilities associated with the residential life program of the college are required to purchase the University board plan.

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

A reservation deposit of \$300 is payable before pre-registration each semester to reserve a place in the college. The semester tuition bill is reduced by payment of this deposit. The deposit is not refundable after the published refund dates, except for serious illness, loss of financial aid, or academic suspension. In planning college expenses, families should also take into consideration such items as books, supplies, and personal items; the cost of

such expenses is estimated to be \$1,700 per year.

SPECIAL CHARGES

In addition to mandatory charges, a student may incur these charges:

Audit, per credit hour	\$160
Automobile registration, per year	\$40
Part-time students, per semester hour	\$975
Special examinations, per course	\$25
Golf Club membership for use of the golf course per academic year	\$75
<i>A student may pay daily greens fee of \$3.75 (\$7.50 weekends) instead of buying a student membership.</i>	
Riding for riding lessons at the University Equestrian Center, per semester	\$525
Physical Education Classes — some courses require extra fees — see “Courses of Study”	

FINES & PENALTIES

Failure to check out	\$25
Late registration fee	\$50
Late add fee per course for each week commencing after the tenth day of class	\$20
Late payment of semester tuition	\$50
Returned check and returned phone payments	\$20
Replacement of lost Campus ID card	\$25
Replacement of lost authorization code/Long distance	\$10
Replacement of lost residence hall key.....	\$25

Damage to property

When a student is assigned to a dormitory, it is understood that the assignment carries with it an obligation to protect University property. A student who intentionally or carelessly destroys dormitory property will be fined \$25, will be charged for any damages and may lose priority for room assignment the next year. Whenever the deans of students are unable to determine the person(s) responsible for dormitory damage, which is clearly not the result of normal use, the cost of damage and repairs will be split among the residents of the building.

Payment

The University bills students each semester for the full amount of the semester tuition and room and board. Fees for activities and a post office box are billed upon initial enrollment for the academic year. Payment in full, less the reservation deposit and any financial aid actually awarded is due August 15, 2005, for the Advent semester, and January 9, 2006, for the Easter semester. Failure to pay by these dates will result in a \$50 late charge. Because of the substantial amounts that must be paid in August and January, the University offers the following ways to assist families in making payments:

1. Significant amounts of financial aid and loans are available to students who qualify.
2. Payment plans are offered in cooperation with commercial lending organizations.
3. Credit cards are accepted for tuition through Tuition Management Systems.

Students and parents are strongly advised to seek further information about financial aid and loan plans from the Office of Financial Aid, and make such arrangements in time for credit from aid or loan to be posted to the student bill. Such arrangements usually

require up to six weeks for completion. Delays at registration can be avoided by timely application for aid or loan.

Any balance remaining on the student bill, after credit for financial aid or deferred payment plans, must be paid in full by the due date; the University accepts monthly or other deferred payment only by means of the plans mentioned above. Satisfactory handling of a student's account is necessary to register and obtain a transcript of grades.

The Student Accounts Office mails tuition bills well in advance of the payment due dates. Bills are mailed to the student's home address unless another billing address has been given.

CAMPUS IDENTIFICATION CARD

A SEWANEECard will be issued to all students as a means of identification. It may also be used to open an optional student debit account at AmSouth Bank and for small purchases at vending machines, copiers, and at several retail locations on campus.

1. The card must be presented for cashing checks at the University Cashier's Office, using the library, entering the McClurg Dining Hall and using the Fowler Center.
2. The card is not transferable — its loss should be reported immediately to the Telecommunications Office for replacement. There will be a \$25.00 charge for replacing the card. Cash stored on the low dollar CashStripe will be lost.
3. The card becomes void upon interruption or termination of enrollment.

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

OTHER CHARGES

Students who have traffic, library or other fines, or have account balances will have their monthly statement sent to their home address unless requested to be sent to a different address. This statement is due within 30 days to avoid a late payment charge.

Long Distance Phone Calls

Students who wish to take advantage of the University's discount rate on long distance calls will be issued a personal long distance authorization code that can be charged back to their student account, credit card or banking account. Monthly credit limits can be setup so students can easily control their long distance bills. Also available are pre-paid calling cards — ranging from \$20 to \$50. In addition, special telephone features, such as call waiting, may be purchased at an extra charge. Additional information about long distance plans will be mailed during the summer months or you may call extension 1095.

Refunds

A student may withdraw from the college only through consultation with the associate dean of the college. Withdrawal is official only upon approval by that office. The following policy applies:

Financial Aid recipients without Federal Title IV aid and non-aid recipients

Refund of fees is made only for reasons of illness and if the percentage of the term completed is 60% or less. The refund is calculated by prorating fees for the period from the date of withdrawal to the end of the semester. The amounts to be prorated are one-half of

the semester's total tuition and room charges, and three-fourths of the board charge. No refund is made for any other fees, or if more than 60% of the term has been completed.

Financial Aid recipients with Federal Title IV aid

Refund of fees is made only if the percentage of the term completed is 60% or less. Refunds to Federal Title IV funds are calculated according to the applicable Federal regulation (34 CFR 668.22). A student is not eligible for a refund of personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the college have been cleared. No refund is made if more than 60% of the term has been completed.

Examples of refund and repayment calculations may be seen in the Student Accounts Office.

Refund insurance is available through an outside vendor. Information is sent to you with the fall semester billing. You may also obtain applications through the Student Accounts Office.

Other Financial Matters

Students should take precautions to protect personal belongings from theft, fire, water damage, or other loss. University insurance does not cover personal losses; however, the family homeowner insurance may provide coverage for these losses. If separate coverage is desired, applications for student personal property insurance from an independent carrier will be mailed to all students over the summer.

A student using a personal automobile for a class field trip or other University business should have vehicle liability insurance. The University does not cover the vehicle, owner, driver, or passengers if an accident occurs.

A student who participates in athletics must use his or her family insurance to pay for injury, which occurs during practice, play, or travel. In such instances, University insurance may cover a portion of medical expenses in excess of family coverage. University insurance does not, however, cover medical expenses for injuries incurred in a student activity or in off-campus programs.

Checks may be cashed at the cashier's office. AmSouth representatives will be available on campus at the beginning of the year to assist students in setting up a bank account which can be linked to their SEWANEECard.

Special arrangements will be made available for any student who is unable by reason of disability to go to the Cashier's Office. Notify the dean of students to request such assistance at extension I229.

FINANCIAL AID

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

Sewanee allocates a number of aid funds to students for whom aid is a necessity in order to provide the maximum number of students with funds. No student should hesitate to apply for admission to Sewanee for lack of personal and family funds.

In determining eligibility for aid, a student's total budget is considered, including tuition, fees, room and board, books and supplies, personal expenses, and travel.

How to Apply for Financial Aid

1. Complete a Sewanee Application for Financial Aid and return it to the Office of Financial Aid. This application is available from the Office of Financial Aid and at www.sewanee.edu/FinancialAid/FAapp0506.pdf
2. Complete the Free Application for Federal Student Aid (FAFSA). Send the completed form to the national processor whose address is on the form, or submit online at www.FAFSA.ed.gov. The required Title IV code for Sewanee is 003534.

The priority deadline for applying for Financial Aid is March 1 for all students, current and prospective. Institutional applications must be postmarked and the FAFSA submitted to the processor by March 1 to ensure consideration for aid for the following academic year.

Whenever possible, students should apply for scholarships from local sources or other programs to augment Sewanee's aid. All applicants are required to apply for relevant state grants and for the Pell Grant awarded by the federal government. Failure to apply for aid from outside sources may result in the loss of eligibility for assistance from Sewanee. Receipt of aid from any source or of any type (including loans) must be reported to the Office of Financial Aid at Sewanee.

Financial aid awards are made to first-time applicants during March and April. Early decision applicants may, prior to January 1, go to www.finaid.org and obtain a working estimate of their financial obligation.

Renewal of Aid

All students must reapply for aid each year. The procedure for reapplying is the same as outlined above. The priority deadline for renewal of aid applications is March 1 prior to the academic year for which aid is required.

Renewal applicants will receive their financial aid awards in June. Should they miss the March 1 financial aid deadline, their awards must wait until on-time applicants receive their awards.

Conditions for Renewal and Continuation of Aid

1. The student must enroll and complete a minimum number of hours during each semester for which aid is received. For scholarships this minimum is twelve semester hours. For all other financial aid programs, this minimum is six semester hours. It should be noted that to meet retention standards of the college, degree seekers must be enrolled in at least twelve hours each semester.



2. The student and family must reapply and establish eligibility for each academic year.
3. The student must make satisfactory academic progress defined as: a) maintenance of a minimum GPA of 2.0 average on a 4.0 scale; b) achievement of a passing grade for semester hours attempted; and c) completion of a degree in not more than eight semesters.
4. All fees and charges due the University must be paid prior to the beginning of each semester unless arrangements satisfactory to the treasurer have been made in advance.

Financial Aid Awards

Most financial aid awards consist of a combination of scholarship, grant, loan, and work-study assistance. However, students with exceptional academic achievement or promise may receive much or all of their award in gift assistance. The University participates in all the U.S. Department of Education financial aid programs for which its students are eligible. These programs are fully described in the *Student Financial Aid Guide*, which may be obtained from the Office of Financial Aid. In addition, the University awards scholarships and loans from University appropriations and annual gifts, and participates in two tuition exchange programs.

SPECIAL PAYMENT PROGRAMS

Sewanee Educational Assistance Loan (SEAL)

Offered by the University of the South and the local Regions Bank, this loan program assists a range of middle-income families in borrowing a portion of their college contribution at no interest while their son or daughter is enrolled at Sewanee. Repayment on the low-interest SEAL begins thirty days after the student is no longer enrolled at the University. Information on this plan may be obtained from the Office of Financial Aid.

Ten-Month Payment Plan

The University participates in an installment payment plan whereby parents can pay the annual cost of a Sewanee education over a ten-month period. Information on this installment payment plan may be obtained from the Office of Financial Aid.

SCHOLARSHIPS AND NEED-BASED AWARDS

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

Scholarships and merit-based awards are administered through the Office of Admission, while need-based grants, loans, and work programs are administered through the Office of Financial Aid.

SPECIAL PROGRAMS

Benedict Scholars Program

The Benedict Scholars Program provides three exceptional freshmen with full-cost scholarships, covering tuition, fees, and room and board — a total package worth \$34,645 during the academic year 2005-2006. Established in 1991, this most prestigious of Sewanee's scholarship programs attracts students to the University who have demonstrated tremendous potential as scholars.

Wilkins Scholarship Program

Each year, approximately twenty-five students receive Wilkins Scholarships, which cover half of tuition and are renewable for four years, regardless of family income. Those Wilkins Scholars who demonstrate aid eligibility beyond half-tuition will receive awards for the full amount of their eligibility. Wilkins Scholars combine academic achievement with leadership abilities and have graduated from the University to distinguish themselves in their vocations and their communities.

Baldwin Scholarship Program

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

Regents' Scholarship Program

Reflecting an ongoing institutional commitment to enrolling a diverse student body, funding has been provided for four merit-based Regents' Scholarships to be awarded to entering minority freshmen. All minority applicants for freshman admission are eligible for these scholarships, but to be considered a student must submit the merit scholarship application. Regents' Scholarships are awarded in an amount of no less than one-half of the University's tuition and are renewable for four years.

Franklin County High School Scholarship Program

Established in 1998, this scholarship program awards two renewable full-tuition scholarships to exceptional graduates of Franklin County High School. All other Franklin County High School graduates enrolling at the University are eligible to receive a renewable \$2,000 scholarship.

Robert S. Lancaster Scholarship

Established by a group of alumni as a living memorial in honor of the revered professor for whom it is named. The recipient shall exemplify the characteristics of academic excellence, service, and personal leadership embodied by Dr. Lancaster.

Lilly Foundation Scholarship

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

ENDOWED SCHOLARSHIPS**Scholarships with Nomination Restrictions**

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

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

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

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

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

Charles M. Binnicker Classical Studies Foreign Study Endowment Fund Established in honor of Professor Charles M. Binnicker by a grateful student to assist worthy students in classical languages with educational costs associated with foreign study. The Department of Classical Languages will select the most deserving student.

Robert V. Bodfish Memorial Scholarship Established in memory of Mr. Bodfish, Class of 1941, with nomination by the Rev. Dr. James Savoy or the bishops of Tennessee.

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

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

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

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

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

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

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

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

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

Herbert Eustis and Orville B. Eustis Memorial Scholarship Established by the Sewanee Club of the Mississippi Delta in memory of alumni of the classes of 1928 and 1935, respectively, with nominations by the Sewanee Club of the Delta or by the bishop of Mississippi.

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

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

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

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

Louis George Hoff Memorial Scholarship Established by his parents as a living memorial to their son, Class of 1938, who lost his life in the Texas City disaster of April 16, 1947. The scholarship is awarded, as designated by the vice chancellor and president and head of the Department of Chemistry, to a senior of academic attainment in that field.

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

Charles Pollard Marks Memorial Scholarship Given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship Given to honor his mother by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

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

Mighell Memorial Scholarship Established by Mabel Mighell Moffat as a memorial to her father and great-nephew. Preference is given to students from Christ Church Parish, Mobile, Alabama, and from Mobile County, or to a student from Alabama; nominated by the bishop of the Central Gulf Coast.

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

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

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

Edwin Hagan Reeves Scholarship Established in 1998 by a bequest from Tabitha Johnson Reeves. It is to be given to other than first-year students who are in need of financial assistance to continue to attend Sewanee.

Merrill Dale Reich Scholarship Given by the Sewanee Club of Atlanta, friends, classmates, and teammates, in memory of Lieutenant Reich, Class of 1966, killed in Vietnam. The recipient is selected by the Sewanee Club from nominations of the Committee on Scholarships.

Charles H. Russell Jr. Memorial Scholarship for Children of Clergy Established in 2003 by a bequest from the estate of Charles H. Russell Jr., Class of 1945, and gifts by Isabel Russell McCarty and Emily Russell Clark, his sisters, in memory of their brother, to provide scholarships for children of Episcopal clergy enrolled in the College of Arts and Sciences, based on financial need.

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

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

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

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

UNIVERSITY SCHOLARSHIPS, GRANTS AND LOAN FUNDS

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

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

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

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

Robert Moss Ayres Jr. Scholarship Established in 1996 by a gift from his children Robert A. Ayres, Class of 1980, and Vera Ayres Brown, Class of 1983, and their respective spouses, Margaret Bowers Ayres, Class of 1980, and Stuart W. Bowen Jr., Class of 1982, in honor of their father Robert M. Ayres Jr., Class of 1949, Honorary Degree 1974. Awards are made on the basis of financial need to students from the Diocese of Texas or the Diocese of West Texas.

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

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

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

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

Grace Mahl Baker Loan Fund Initiated by the Class of 1927 as a tribute to the wife of a former dean of the college. The fund is to enable students, in case of financial emergency, to remain in the college.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Robert C. and Deborah R. Clark Scholarship Established in 1998 by a gift from Robert C. Clark, Class of 1976, and Deborah R. Clark, Class of 1977. Awards are made on the basis of financial need.

Class of 1939 Scholarship Established by gifts from the Class of 1939. Awarding of the scholarship is based on demonstrated financial need.

Anne Wingfield Claybrooke Scholarship Established by Misses Elvina, Eliza, and Virginia Claybrooke in memory of their sister.

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

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

Tom Costen Memorial Scholarship Established in honor of Lt. William Thompson Costen, Class of 1985, killed in action during Operation Desert Storm. Awarding of the scholarship is based on demonstrated financial need.

Mary Lou Flournoy Crockett Scholarship Established by the bequest of Nathan A. Crockett with preference to students from Giles County and Middle Tennessee. This fund has been used for both scholarships and loans.

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

Jackson Cross, Class of 1930, European Study Abroad Scholarship Established in 1997 by a gift from Anne Meyer Cross, in memory of her husband, Jackson Cross, Class of 1930. Awards are made on the basis of financial need for study in Europe under the University's study-abroad program, with preference to students who study in Germany.

Myra Adelia Craigmiles Cross Scholarship Established by a bequest from Mrs. Cross.

James Robert Crumrine Memorial Scholarship Established through gifts from family and friends in memory of James Crumrine, Class of 1987. Awards are made on the basis of financial need to a rising junior or senior majoring in classics or religion with preference to members of the Episcopal Church.

Mary Susan Cushman Scholarship Initiated in 1994 by a group of alumnae to commemorate 25 years of women at Sewanee and in honor of Mary Susan Cushman, longtime dean of women and dean of students who retired in 1994.

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

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

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

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

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

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

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

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

Bishop Dudley Memorial Scholarship Established by Mrs. Herman Aldrich in memory of her son-in-law, former bishop of Kentucky and chancellor of the University.

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

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

duPont Minority Summer Scholarship Established by the Jessie Ball duPont Fund to assist minority students with summer school expenses.

Jessie Ball duPont Scholarship Established by Mrs. duPont.

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

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

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

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

Fooshee Scholarship for Freshmen Established in memory of his parents and brother by Malcolm Fooshee, Class of 1918, to assist outstanding incoming freshmen from Tennessee, New Mexico, and Kentucky public high schools and New York public and private high schools.

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

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

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

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

James Voorhees Freeman and Leslie Butts Freeman Memorial Scholarship Established in memory of Dr. and Mrs. Freeman by their sons, with preference to premedical students.

O.A. Gane and Vida F. Gane Memorial Scholarship Established under the will of Mrs. Vida F. Gane to assist deserving students from Florida, with a preference given to residents of Palm Beach County, Florida.

Peter J. Garland, Katie Flynn Garland and Thomas Payne Govan Memorial Scholarship Established by Thomas J. Tucker, Mary Ann Garland Tucker, and Peter J. Garland Jr. in memory of Peter J. Garland, former French teacher and football coach at Sewanee Military Academy, his wife, Katie Flynn Garland, and Thomas Payne Govan, former professor of history at the University. The income from the fund is to provide financial aid to students in Franklin and surrounding counties in Tennessee with preference given to students who reside within the University Domain, whose parents are not employed by the University.

The C.S. and Sidney C. Gooch Scholarship Established by Anthony C. Gooch, Class of 1959, and Robert S. Gooch in loving memory of their parents and generously allowed to be awarded at the complete discretion of the University of the South.

William A. and Harriet Goodwyn Scholarship Established by Judge and Mrs. Goodwyn.

Bishop Harold Gosnell Scholarship Established by friends as an expression of their appreciation of Bishop Gosnell's long and dedicated service to his church, country and community.

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

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

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

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

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

Hall Family Scholarship Established by an alumnus of the college to assist worthy students in the college who have demonstrated financial need.

William Bonnell Hall and Irene Ellerbe Hall Memorial Scholarship Established by their daughter, Landon Hall Barker, for premedical students or, when not so needed, for students majoring in chemistry or biology.

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

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

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

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

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

Hearst Foundation Minority Scholarship Established by the William Randolph Hearst Foundation to assist minority students in the college. Awarding of the scholarship is based on demonstrated financial need.

James Hill Scholarship Established by a bequest from Mr. Hill. This is the earliest scholarship endowment in the college.

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

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

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

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

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

Norman and Ruth K. Jetmundsen Scholarship Established in 1998 as a tribute to their parents by a gift from their sons, Norman Jetmundsen Jr., Class of 1976, and Howard Walker Jetmundsen, Class of 1985. Awards are made on the basis of financial need with preference to students from Alabama.

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

Elise Moore Johnstone-Henry Fraser Johnstone Scholarship Established for deserving college students by Mrs. Mary Lee Johnstone DeWald and the Hon. Edward H. Johnstone to honor Elise Moore Johnstone, dedicated supporter of the University, and her son, Henry Fraser Johnstone, who graduated with distinction from the college in 1923.

Caldwell C. Jones Memorial Scholarship Established by Mr. and Mrs. Frank C. Jones, Class of 1962, in memory of their son Caldwell, Class of 1995. Preference in awarding is to "someone who loves the outdoors, and the woods, as Caldwell did."

Thomas Sublette Jordan Scholarship Bequeathed by Mr. Jordan, Class of 1941, for students from West Virginia.

Charles James Juhan Memorial Scholarship Established by Mrs. Alfred I. duPont in memory of Lieutenant Juhan, Class of 1945, who died in Normandy in World War II.

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

George Shall Kausler Scholarship Established by Mrs. Kausler in memory of her husband, Class of 1881, with preference to a New Orleans or Louisiana resident.

Frank H. and Mabyn G. Kean, and Frank H. Kean Jr. Memorial Scholarship Established by Frank Hugh Kean Jr., Class of 1936, and his sister, Mrs. Edward Duer Reeves, in memory of their parents. This fund was later increased regularly by Mrs. Frank Hugh Kean Jr. in memory of her husband.

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

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

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

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

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

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

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

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

Sara Taylor Kitchens Memorial Scholarship Established by Mr. William J. Kitchens, with preference to a student from South Carolina coming from a family with three or more children either attending or yet to attend college.

Overton Lea Jr. Memorial Scholarship Bequeathed by Mr. Lea in memory of his son, Class of 1900.

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

Diocese of Lexington Scholarship Established in 1997 by alumni and friends in the diocese in recognition of the occasion of the Rt. Rev. Don Wimberly's election as chancellor of the University — the first bishop of the Diocese of Lexington to be so named. Recipients are selected, based on financial need, from students enrolled in the College of Arts and

Sciences from the geographical boundaries of the Diocese of Lexington.

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

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

Hinton Fort Longino Scholarship Established by Mr. Longino, Trustee, Regent and honorary alumnus, with the hope that recipients would later contribute an equal amount for the benefit of other students.

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

Elizabeth and Shirley Majors Memorial Scholarship Established by family, friends, and former athletes in memory of the head football coach at the University from 1957-77 and his wife, a longtime teacher at the elementary school. Preference is given to students from small, rural high schools who show academic promise and financial need.

Charles S. Martin Scholarship Bequeathed by Mrs. Marion H. Hollowell in memory of her father, an alumnus and trustee.

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

McDonald Family Scholarship Established in 1995 by Annette McDonald of Birmingham, Alabama, in memory of her husband, Allan J. McDonald, and in honor of her children who attended the University of the South, Kathryn Annette McDonald, Class of 1992, and John Leslie McDonald, Class of 1996. Awarding of the scholarship is based on demonstrated financial need and can cover up to one-half of the total cost to attend Sewanee for each academic year.

John Maxwell Stowell McDonald Scholarship Established by the bequest of Mrs. Louise S. McDonald for students of academic promise.

Rewella McGee Scholarship Established by Rewella McGee in memory of James W. and Josephine Wheeler McGee, Oliver McGee, and Rewella McGee for students from Kentucky and Tennessee.

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

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

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

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

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

Thomas Rowan Moore Family Scholarship Established by William W. Moore, Class of 1959, in memory of his mother and father, with preference to students from the State of Mississippi.

Morris and Charles Moorman Scholarship Established by Mrs. Charles H. Moorman in memory of her twin sons, Morris and Charles, who died in World War II.

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

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

Nabit Family Scholarship Established by Charles J. Nabit, Class of 1977, in honor of his parents, Mr. and Mrs. Merwin James Nabit, for the purpose of providing financial assistance to deserving young people whose prior academic achievements portend intellectual promise and leadership ability but who need financial assistance in order to attend the University.

Frank Chadwick Nelms Scholarship Established by the William A. and Madeline Welder Smith Foundation to benefit students from Houston and, when that is not possible, any student from the State of Texas.

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

Stanford J. Newman Scholarship Established by his sons, Eric M. Newman, Class of 1970, and Robert C. Newman, Class of 1973, as a tribute to their father in loving appreciation for the many wonderful educational and life experiences he afforded them. The scholarship is need-based and preference is given to a well-rounded, outstanding student, preferably athletic — first from the Tampa Bay area and then from the State of Florida.

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

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

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

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

Thomas O'Conner Scholarship Established by a bequest from Mrs. Fannie Renshaw O'Conner in memory of her husband. Awarded annually on the basis of academic attainment to a member of the junior class.

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

Douglas Paschall Scholarship Established in memory of Dr. Douglas Paschall and his many achievements in and contributions to the life of the University. Awarding of the scholarship is based on demonstrated financial need.

George V. Peak Memorial Scholarship Established by his sister, Florence C. Peak, and cousin, Ruth May Rydell.

William P. Perrin Memorial Scholarship Bequeathed by Mrs. Adele Landry Perrin in memory of her son. Awarding of the scholarship is based on demonstrated financial need with preference given to male students from Tennessee, Mississippi or Louisiana.

Dr. Lance C. Price Memorial Scholarship Established in memory of Dr. Price, Class of 1930, by his family and friends.

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

Curtis Blakeman Quarles and Ella Blaffer Quarles Memorial Scholarship Established by the bequest of Curtis Blaffer Quarles, Class of 1926, in memory of his parents.

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

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

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

Robert Peterkin Rhoads Scholarship Bequeathed by Mr. Rhoads in memory of Lyle Irvine Burbank, Kyle Trimble Burbank, Lt. Samuel McKee Burbank and Alice Irvine Burbank. Awarding of the scholarship is based on demonstrated financial need.

Roberts Scholarship Established in memory of the Rev. Leland Hyle Roberts, Mrs. Ellen M. Roberts and Mr. William E. Roberts, Class of 1954, with preference to students from the Diocese of West Texas.

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

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

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

Drs. Arthur M. and Jacqueline T. Schaefer Scholarship Established in honor of Dr. Arthur M. Schaefer, professor of economics and former provost of the University and Dr. Jacqueline T. Schaefer, professor of French at the University.

Conley J. and Margaret D. Scott Scholarship Established by John B. Scott, Class of 1966, and C. Jay Scott II, Class of 1965, in honor of their parents and designated to provide assistance to the sons and daughters of Episcopal clergy attending the college.

Armistead Inge Selden Jr. Scholarship Established by family and friends in loving memory of Armistead Inge Selden Jr., Class of 1942, United States congressman from Alabama (1952-68); principal deputy assistant secretary of defense for international security affairs (1970-72); United States ambassador to New Zealand, Western Samoa, Tonga, and Fiji (1974-79); and the University of the South's distinguished alumnus (1983). Awarded to a needy student chosen by the family from University recommendations with preference given to Episcopalians from Alabama.

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

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

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

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

South Kent School Scholarship Established by a dutiful alumnus of the South Kent School and the University of the South in appreciation of the fine education received at both institutions and to ensure that a similar opportunity is available to other deserving students who might wish to partake of this singular and enlightening experience.

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

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

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

Thomas Bates Stovall Memorial Scholarship Established by friends of Mr. Stovall, to be awarded each year to a student who best exemplifies the attitudes and quality of character for which he was noted while a student at Sewanee.

Algernon Sydney Sullivan Foundation Scholarship A need-based award given on the basis of demonstrated aid eligibility and academic promise. Preference is given to students who demonstrate high personal character and a commitment to public service.

Templeton-Franklin County Scholarship Established by Mr. John M. Templeton to benefit needy students from Franklin County, Tennessee.

Will Trahan Scholarship Established in 1996 by William D. Trahan, Class of 1963, and supported by William D. and Carol J. Trahan, in loving memory of William Dorsett Trahan Jr., and in remembrance of all the sons and daughters of Sewanee who died in their youth. Selection is based upon demonstrated financial need by declared majors in economics, forestry, or natural resources who are entering their junior or senior years.

Vernon Southall Tupper Scholarship Established as a tribute to an alumnus of the Class of 1902, former trustee and chairman of the Board of Regents.

Bayly Turlington Scholarship Established in 2002 in grateful memory of this professor and mentor. The Department of Classical Languages will select the most deserving student, with preference given to those majoring in the Department of Classical Languages.

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

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

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

Johnson Bransford Wallace Scholarship Established in 1996 by a gift from the Louise Bullard Wallace Foundation in honor of J. Bransford Wallace, Class of 1952. Additional gifts were made by Mr. Wallace. Awards are made on the basis of financial need, with first preference to students from Montgomery Bell Academy or Harpeth Hall School, with second preference to students from Middle Tennessee.

Thomas Richard Waring and Anita Rose Waring Memorial Scholarship Established by Mr. and Mrs. Edmund B. Stewart in memory of Mr. Waring, Class of 1925, head of the Foreign Language Department, Sewanee Academy, and Mrs. Waring, matron of Tuckaway. Preference is given to a Spanish-speaking student.

Watkins Scholarship Given by Patricia Finley Watkins in memory of Dr. Miles Abernathy Watkins Sr., Miles Abernathy Watkins Jr., and in honor of Miles Abernathy Watkins III. This scholarship is intended to benefit needy students who otherwise would be unable to attend Sewanee.

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

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

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

Linda Wheat Grant for French Graduate Study in France Bequeathed by Marjorie Warner Wheat, in honor of her daughter, to help defray the cost of graduate study in France for up to three consecutive years. The recipient shall be chosen by the Department of French on the basis of academic performance in the French or French Studies major. Selection is made at the end of the first semester of the senior year to allow the grantee adequate time to plan the following year.

James L. and Marjorie Williams Scholarship Established in 1995 in memory of James L. Williams, an alumnus of the Class of 1943, and in honor of his wife Marjorie Williams of Kansas City, Missouri. Awarding of the scholarship is based on demonstrated financial need with preference given to students enrolled in the 3/2 Engineering Program.

Laurence Moore Williams Scholarship Established by the wife, son, and daughter of a devoted alumnus of the University, Class of 1901.

Tennessee Williams Scholarship Established by the estate of playwright Tennessee Williams. Funds are awarded to rising junior and senior English majors as chosen by the department.

B. Franklin Williamson Scholarship Established by Edwin D. Williamson, Class of 1961, in honor of his father, Mr. B. Franklin Williamson, for the purpose of providing financial assistance to deserving young people from the Pee Dee area of South Carolina who need financial assistance in order to attend the University.

Joan and Samuel Williamson International Scholarship Established by the University Board of Regents to honor the vice chancellor and his wife for their leadership and dedication during The Campaign for Sewanee, and to honor their commitment to Sewanee's international students.

Woods Leadership Award Established by Granville Cecil and James Albert Woods, to recognize and encourage the students, without respect to need, who make the most significant contributions to the quality of life in the University.

Eben A. and Melinda H. Wortham Scholarship Established in memory of Mrs. Wortham, wife of Eben A. Wortham, Class of 1918.

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

Jerry Edwin Yates Memorial Scholarship Established in memory of Jerry E. Yates by his family. Awarding of the scholarship is based on demonstrated financial need.

ANNUAL SCHOLARSHIPS AND AWARDS

Deans' Scholarship Established in 1997 by the Wright-Bentley Foundation of Chattanooga. The recipients should be conscientious students who participate in programs such as music, sports, or other University sponsored activities. Preference will be given to those students who are active contributors in civic and/or religious causes.

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

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

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

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

MEDALS AND PRIZES

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

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

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

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

The Jackson Cross, Class of 1930, Memorial German Prize Established in 2000 by the family of Jackson Cross and friends of the German department. The prize is awarded to a graduating senior for their outstanding work in German studies.

Robert Woodham Daniel Prize in Expository Writing is awarded for the best freshman essay on a set text submitted in a writing-intensive course.

Clarence Day Award for community service is awarded to a senior who has had extensive

involvement in and shown an immeasurable commitment to community service.

Arthur B. Dugan Memorial Prize for political science is awarded to the outstanding junior in political science in memory of the former chair of the department.

Isaac Marion Dwight Medal for philosophical and biblical Greek, founded by H. N. Spencer, M.D., of St. Louis, Missouri, is open to all students of the University.

Allen Farmer Award for natural resources is awarded to a senior major in the Department of Forestry and Geology who has demonstrated outstanding interest and leadership in the study of the natural environment.

Freshman Prize for the student completing the freshman year with the highest academic average.

Gilchrist Music Award was established through gifts from family and friends in memory of Dr. Gilbert F. Gilchrist, Class of 1949 and Professor of Political Science. Awarded at commencement to the student or students who give the best applied musical performance either in recital or in jury.

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

Charles Hammond Memorial Cup for scholarship, leadership and athletics was founded by Mrs. Mary Hammond Fulton and R. Prentice Fulton Jr., in memory of Mr. Hammond, a member of the Class of 1920.

The Robert Hooke Prize for Achievement in Calculus is awarded to a student exhibiting special achievement after completion of the calculus sequence.

Eugene Mark Kayden Award for economics is awarded to the outstanding economics graduate, in honor of Professor Kayden, founder of the Department of Economics, who taught from 1924-1955.

Andrew Nelson Lytle Award Established to honor Andrew Lytle's contributions to American Literature as novelist, critic and man of letters, and to Sewanee as professor of English and editor of *The Sewanee Review*. Awarded annually to a graduating senior for academic excellence. Preference will be given to students who have demonstrated knowledge and appreciation of the literature and history of the American south.

Charles Pollard Marks Memorial Scholarship given to honor his father by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding man in the junior class, selected by the faculty for his qualities of leadership and integrity.

Isabel Caldwell Marks Memorial Scholarship is given to honor his mother by C. Caldwell Marks, Class of 1942. A major award from this fund is made to an outstanding woman in the junior class, selected by the faculty for her qualities of leadership and integrity.

John McCrady Prize in fine arts, established by Dr. and Mrs. Edward McCrady in memory of Dr. McCrady's brother, is awarded annually to a fine arts major.

A.T. Pickering Prize for excellence in Spanish, in recognition of the work of Emeritus Professor Pickering, former chair of the Department of Spanish, is awarded to a senior who exhibits merit above and beyond departmental honors.

E.G. Richmond Prize for social science, founded by the late E.G. Richmond of Chattanooga, Tennessee, is awarded to the student with the best record for two years of work in political, sociological and economics study.

Ruggles-Wright Prize for French was founded by Mrs. Ruggles Wright of New Jersey. Awarded for the best performance of a senior major on the comprehensive exam in French or French Studies.

Judy Running Memorial Prize is awarded annually to the outstanding music student.

The Susan Miller Selden Award is given to an honors graduate pursuing a Bachelor of Science degree who has also demonstrated academic excellence in courses in the humanities as well as a commitment to community service.

Robert Bowden Shepard Jr. Photography Award was established by Mr. Shepard's daughter, Elizabeth Thompson Haywood Shepard, Class of 1998, in her father's memory. It is Ms. Shepard's intent for this award to provide photography students with financial relief for the additional expenses they incur in taking photography.

Alex Shipley Jr. Award was established by his mother, Virginia Shipley, in memory of her son, an outstanding 1963 political science graduate of the University, a lawyer, a gentleman, and a true son of his alma mater. The fund assists the brightest and best graduating senior within the political science department as determined by the head and two senior members of the department.

South Carolina Medal for Latin was founded by Walter Guerry Green of Charleston, South Carolina.

Jack L. Stephenson Internship was established in 1998 to honor Jack L. Stephenson, Class of 1949, a former President of the Associated Alumni (1981-84), by his son Hugh L. Stephenson, Class of 1980. The purpose of the Jack L. Stephenson Internship is to encourage undergraduates to research a career field of interest and to gain experience within it through a summer internship.

Algernon Sydney Sullivan Medallion for character was founded by the New York Southern Society, New York City.

Harry C. Yeatman Award in Biology established to honor Professor Yeatman, is given to the senior major exhibiting leadership and inspiration in the study of biology.

UNIVERSITY ENDOWED LECTURESHIPS

The Alfred I. duPont Lecture Series These lectures were established by a gift from Mrs. Alfred I. duPont. They are designed to allow the University to annually invite four distinguished speakers in the fields of the humanities, philosophy and theology, the natural sciences and the social sciences.

The Sherwood F. Ebey Lecture Fund Named in honor of Sherwood F. Ebey, professor emeritus, in order to allow the University to annually host a lecture on subjects relating to mathematical sciences.

Georgescu-Roegen Lecture Fund Established by Otilia and Nicholas Georgescu-Roegen from Nashville, Tennessee to support an annual guest lecturer in the social sciences. The lecturer should be a distinguished scholar in the social sciences.

Anita S. Goodstein Endowed Lectureship in Women's History Established by the University in honor of Dr. Anita S. Goodstein in recognition of her service to the University and education. The annual lectures are to serve to enrich the learning environment on

campus by presenting to students and faculty the latest thinking and research of outstanding historians.

Stacy Allen Haines Memorial Lectureship Established through gifts from family and friends in memory of Stacy Allen Haines, who became a Sewanee resident following his retirement from Sears, Roebuck and Co. in Chicago. To honor Mr. Haines' deep love of language, ideas, and the life of the mind, this lectureship will support visiting lecturers and imaginative young writers, who come to read from their works, whose subjects are pertinent to the English literature program.

Michael Harrah Wood Memorial Lecture Fund Established by the Wood family in memory of Michael Harrah Wood to provide for a lecture to be given by outstanding men or women in public, private, religious or academic life on topics of lasting interest or importance in the fields of the arts, literature, science, history, religion, business, government, or contemporary events. It is the family's intent that these speakers will stimulate students to realize the importance of service to one's community.



ACADEMIC DEPARTMENTS AND MAJORS

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

Department faculty is listed in ranking order. An alphabetical list of faculty members with the year they joined the faculty begins on page 7. The information in the catalog was correct as of June 15, 2005. An updated version of the catalog may be found at <<http://www.sewanee.edu/catalog/>>.

American Studies

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

Professor O'Connor, Anthropology

Professor Register, History

Professor J. Grammer, English, Chair

Associate Professor Ray, Anthropology

Associate Professor McKeen, Political Science

Visiting Assistant Professor E. Grammer, English

Interdisciplinary Faculty

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

To be admitted to the major, the student must have a GPA of at least 2.00 in courses that qualify for the American studies major. The requirements of the program are as follows:

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

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

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

332. Twentieth Century American Culture (also Hist 332)

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

333. Junior Seminar

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

420. Senior Research Seminar

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

444. Independent Study

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

American Studies:

American Studies 332: Twentieth Century American Culture

American Studies 333: Junior Seminar for Majors

American Studies 420: Senior Research Seminar

American Studies 444: Independent Study

Anthropology:

Anthropology 301: American Culture

Anthropology 302: Cultures of Appalachia and the South

Anthropology 306: Archaeology of Southeastern United States

Anthropology 411: Research Seminar: Campus Life and Academic Culture

Art History:

Art History 212: American Animation, 1910-1960

Art History 310: "Far East" in American Visual Culture

Art History 340: American Art

Art History 347: Matthew Barney's Cremaster Cycle

Art History 348: Reframing Architecture and the Decorative Arts:

Arts and Crafts, Art Nouveau, and Art Deco

English:

English 212: Studies in Literature

English 377, 378: American Literature I and II

English 379: The American Novel

English 391: Modern American Poetry

English 392: Modern American Fiction

English 393: Faulkner

English 394: Literature of the American South

English 395: African-American Literature
 English 397: Contemporary American Fiction
 English 398: Contemporary American Poetry

History:

History 201, 202: History of the U.S.
 History 226: Politics and Society in Contemporary America
 History 227, 228: Intellectual and Cultural History of the United States
 History 231: African-American History to 1865
 History 232: African-American History Since 1865
 History 237: Women in U.S. History, 1600-1870
 History 238: Women in U.S. History, 1870 to the Present
 History 279: History of American Education
 History 301: Ancient Greece
 History 322: Southern Lives
 History 323: The Depression-Era South
 History 325: Revolutionary America
 History 327: The Old South
 History 329: The New South
 History 332: Twentieth Century American Culture
 History 333: Colonial North America
 History 334: Mass Culture and Popular Amusements in the United States, 1870 to 1945
 History 339: The Making of Modern America, 1877 to 1920
 History 347: The American Civil Rights Movement
 History 393: America's Civil War
 History 394: Reconstructing the South

Music:

Music 210: Music in Multicultural America
 Music 223: American Music

Political Science:

Political Science 203: The Presidency
 Political Science 204: Legislative Process
 Political Science 205: The Judicial Process
 Political Science 304: American Political Thought
 Political Science 308: Public Policy
 Political Science 322: U.S. Foreign Policy
 Political Science 331: Introduction to Constitutional Law
 Political Science 332: Contemporary Constitutional Law
 Political Science 344: Myth America
 Political Science 390: The United Nations

Religion:

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

ANTHROPOLOGY

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

Professor O'Connor

Professor Kipp

Adjunct Professor Hamer

Adjunct Professor McCollough

Associate Professor Wallace

Associate Professor Ray, Chair

Assistant Professor Murdock

Visiting Assistant Professor Leggett

Major in anthropology: A student major is required to take Anthropology 104, either 106, 107, or 202, and 39I, 40I, and 403. Majors must additionally take five electives for a minimum of ten courses in anthropology. No more than one 444 may count towards the five required electives. A major must also designate a department-approved area or a topical specialty by either: 1) spending a semester abroad to acquire experience in another culture, or 2) taking two upper-level courses outside of anthropology, either a) in a single discipline (e.g. history, religion, economics, political science, art, theatre, music, psychology) or b) related to a single area of the world (Asia, Oceania, Africa, Europe, or Latin America). Majors must normally complete 104 by the end of the first semester of their Junior year. Introduction to Cultural Anthropology 104 is a pre-requisite for the required Junior Tutorial 39I, which majors take in the second semester of their junior year (exceptions require departmental permission). Majors are strongly urged to take a course in statistics.

Comprehensives will be given in two parts during the student's last semester; a written exam on anthropology, and an oral defense of both the written exam and the ethical, methodological, and theoretical integrity of the research done in 40I. Students with a B or better average in anthropology and a B or better in 39I may be invited to write an honors paper.

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

104. Introductory Cultural Anthropology

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

106. Introductory Physical Anthropology and Archaeology

An introduction to the processes of human and cultural evolution. Physical anthropology

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

107. Human Evolution and Variation

A critical anthropological perspective on evolutionary thought, human evolutionary history, and contemporary human variation. Key issues explored include the cultural context of evolutionary science, competing scientific theories of modern human emergence, the relevance of primate studies for human evolutionary history, and a comparison of cultural and biological notions of human race, sex, and intellectual capacity. The course addresses current debates surrounding the cultural and biological forces involved in human evolution and variation. This course is not open for credit to students who have received credit for Anth 106. No prerequisite. (Credit, full course.) Murdock

108. Introductory Anthropological Linguistics

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

201. Global Problems: Anthropology and Contemporary Issues

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

202. World Prehistory

An introduction to world prehistory, this course begins by examining human origins in Africa and the spread of hominid populations across Africa, Asia, and Europe and considers the origins and spread of agriculture and complex societies, beginning with those in Mesopotamia, Egypt, the Indus Valley, and China. Course topics also explore transitions from tribal societies to chiefdoms and proto-states in pre-Roman Europe. The course concludes by examining the varied paths to state-level societies in North America, Andean South America and Mesoamerica. (Credit, full course.) Ray

203. The Anthropology of Gender

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

204. Anthropology of Education (Also Education 204)

A study of the cultural contexts of education, which includes both the formal learning settings of schools and classrooms, and the informal learning settings of families and youth cultures around the world. Students read ethnographic and theoretical texts, and also

conduct their own ethnographic field studies in local schools and other learning settings. Course topics include literacy, social class, multicultural education, and adolescence. (Credit, full course.) Wallace

205. International Development in Anthropological Perspective

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

206. Medical Anthropology

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

222. Celtic Culture and Archaeology

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

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. We consider various ecosystems and landscapes as palimpsests that reveal cultural “footprints” to the archaeologist and human choices to the ethnographer. We explore how an understanding of both can greatly inform ecological studies and further new thinking about environmental policy. (Credit, full course.) Ray

300. Cross-Dressing Cross-Culturally: Gender in Reverse (also Women’s Studies 300)

The phenomenon of cross-dressing in theatrical, ritual, or everyday settings implies a gender division and reveals how gender is culturally constructed. Readings and films explore cross-dressing and gender in a variety of cultures, including one’s own. Two related goals animate the course: to examine cross-dressing itself as an interesting phenomenon that appears in many cultural settings; and to see what cross-dressing reveals about gender systems. Prerequisite: None. (Credit, full course.) Kipp

301. American Culture

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

302. Cultures of Appalachia and the South

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

303. Peoples and Cultures of Europe

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

305. Cultures of Latin America (also Third World Studies)

An introduction to Latin American cultural traditions as they relate to social identities, religious beliefs, economic practices, political systems, and natural environments. Students examine diverse regional contexts, including the Peruvian Andes, Central American urban centers, and the Brazilian Amazon. Legacies of inequality and political violence are contrasted with powerful social movements and creative cultural productions. No prerequisite. (Credit, full course.) Murdock

306. Native Peoples of North America

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

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

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

308. Myth, Ritual, and Meaning

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

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: one of the following (Anth 307, 309, or 313). (Credit, full course.) McCollough

312. Place, Ritual, and Belief: The Phenomenology of Landscape

An upper division seminar designed to enhance students' research skills and engage students in thoughtful examination of the relationship between religious beliefs and practices, and natural environments. While including the major religious traditions, the course focuses on indigenous traditions at the band, tribe, chiefdom and state levels. The influence on human-environmental relationships of religious syncretism due to historical conquest or latter twentieth century globalization is a special focus of the course as is the continuation and revival of outdoor ritual associated with pilgrimage and "saint cults." While avoiding deterministic and reductionistic explanations, the course invites students to look for correlations between subsistence strategy, environmental perspectives, and religious ritual in contemporary societies through ethnographic accounts and in historic/prehistoric societies through interpretations of the archaeological record. (Credit, full course.) Ray

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

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

314. Colonialism and Culture (also Third World Studies)

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

317. The Anthropology of Development (also Third World Studies)

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

320. Marriage, Family, and Kinship

A brief review of cross-cultural differences in kinship and marriage exchange, together with historical analysis of family development and marriage in England and America. The course ends by considering contemporary communal and alternative family styles. (Credit, full course.) Hamer

321. Women in Cross-Cultural Perspective (also Women's Studies, Third World Studies)

A comparison of women's experiences of family, work, religion, development and war across diverse world regions to see how these can differ widely from one society to another. Anthropological writings and films are used to learn the concepts and perspectives necessary for the exploration of women's similarities and differences. Discussion-centered learning and student research papers help involve students actively in the collective construction of knowledge about women's lives around the world. No prerequisite. (Credit, full course.) Murdock

340. Families in Asia

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

341. The Culture and History of Southeast Asia

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

342. Southeast Asia: An Introduction through Literature (also Asian Studies, Third World Studies)

Starting with a general overview of the geography and history of the region, the course focuses primarily on Vietnam and Indonesia and secondarily on the Philippines and Singapore in the twentieth century. Its theme is the rise of nationalism in the colonial period and then the disillusionments or disappointments that have occurred after independence. Texts include an early nineteenth-century epic poem from Vietnam, two childhood memoirs from Sumatra, and a number of novels by indigenous writers. Prerequisite: Anth 104. (Credit, full course.) Kipp

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: one of the following (Anth 307, 309, or 313). (Credit, full course.) McCollough

366. Power and Violence: The Anthropology of Political Systems

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

379. Ethnicities

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

391. Junior Tutorial

This is a second semester junior year course. The course involves students intensively reading and critiquing ethnographies to prepare them for writing one in the fall of their senior year. A pre-requisite for 391 will be Anth 104 (Introduction to Cultural Anthropology). (Credit, full course.) Staff

401. Anthropological Field Methods (Writing-Intensive)

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

403. Social Theory

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

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

How do social and academic life interact on our campus? Using interviews, observation and other anthropological methods, the class explores how enduring academic traditions interact with changing collegiate experience and American culture. Specific foci include spatial culture; styles in studying, writing, class participation and academic engagement; and various discipline/indulgence scenarios like the "work hard, party hard" attitude. Those in the course also consider how students choose and adapt to majors, and how majors differ in work culture and value orientation. Working collaboratively, students contribute to ongoing research as well as generate individual research papers. No prerequisite. (Credit, full course.) O'Connor

444. Independent Study

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

ART AND ART HISTORY

Professor Malde

Professor Clark

Brown Foundation Fellow and Visiting Professor Bucklow

Associate Professor Mansfield, Chair

Associate Professor Brennecke

Assistant Professor Pond

Visiting Assistant Professor Oba

Visiting Assistant Professor Ryan

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

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

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

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

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

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

In addition, art history majors are required to complete three full courses in three different fields related to their Area of Special Interest. Areas of Special Interest include: Ancient, Medieval, Renaissance, Baroque/18th Century, 19th Century, American, British, Modern, Contemporary, and Asian. Majors must inform their advisors of their Area of

Special Interest before the end of their sophomore year, ideally prior to registration for Advent semester courses. Once the Area of Special Interest is chosen, majors must provide their advisors with a list of at least three complementary courses outside art history. These three complementary courses may be taken at Sewanee, at another institution, or in a study-abroad program and may be taken on a pass-fail basis.

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

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

Subject to approval by the art history faculty, the department will accept up to two courses (eight hours) in art history from other institutions. Exceptions to this limit will be decided by the chair. Students interested in advanced placement into upper-division art history courses should consult the department.

Minor in Art History: The following requirements apply to classes to 2005: Students may minor in art history with six courses: (a) two art-history surveys (ArtH 103 and ArtH 104), (b) the Junior Seminar (ArtH 317); and (c) three upper-division (200-level or above) lecture or seminar courses. The following requirements apply to classes graduating beginning class of 2006: Students may minor in art history by passing both halves of the art-history survey (ArtH 103 and ArtH 104), four upper-division (200-level and above) art history courses, and Part I (slide identification) and Part II (art-historical terms and concepts) of the art history comprehensive examination. To assure that requirements are met in a timely manner, minors must complete both surveys by the time they take the Junior Seminar, that is, by their sixth semester. Subject to approval by the art history faculty, the department will accept up to two courses (eight hours) in art history from other institutions, two of which may be beyond the introductory level. Exceptions to this limit will be decided upon by the chair.

Major in Art: The degree requirements for students majoring in art consist of ten full courses (forty semester hours) — nine full courses in Art and one full course in Art History — and a comprehensive examination. At least sixteen courses (sixty-four semester hours) must be taken outside the department. The Studio Art program offers classes in six disciplines: Sculpture, Digital Arts, Photography, Video, Drawing, and Painting.

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

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

Students with a college as well as department GPA of at least 3.2 by the end of their junior year are eligible to apply for departmental honors. To apply for honors, a student must submit a proposal for a thesis project by the middle of the first semester of his or her senior year. A committee of studio and art history faculty members will review the proposals. Those students whose proposals have been approved will be required to complete the

honors seminar (Art 430), prepare a thesis exhibition, write an accompanying paper, give a public presentation and defense of the exhibition, and pass the comprehensive examination. Final determination of honors will be based on the quality of the thesis exhibition and presentation.

There is no minor in art.

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

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

Art History Courses

102. Introduction to Film (also Theatre 102)

Study of basic film techniques, vocabulary, themes, and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) Staff

103. Survey of Western Art I

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

104. Survey of Western Art II

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

106. History of Film (also Theatre 106)

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

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

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

207. The Arts of Asia (also Asian Studies and Third World Studies)

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

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

A chronological examination of the most significant and influential short and full-length

animated features made in the United States between 1910 and 1960. This course begins with the experiments of Winsor McCay ("Little Nemo," 1911) and ends with the rise of the made-for-television cartoon in the early 1960s. Emphasis is placed both on major studios in New York, Kansas City, and Los Angeles and on pioneering directors and animators working in those studios. The course also situates the work of those studios, directors, and animators within the larger contexts of twentieth-century American history and popular culture. No prerequisite. (Credit, full course.) Clark

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

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

307. Japanese Art (also Asian Studies)

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

310. "Far East" in American Visual Culture (also Asian Studies, American Studies)

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

312. Greek and Roman Art

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

315. Islamic Spain and Spanish Art

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

317. Junior Seminar

This seminar addresses the history and methods of art history by exploring its philosophical development. The current state of the discipline as it negotiates the theoretical challenges of poststructuralism and postmodernism is also explored. In this seminar, written and oral

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

318. Spanish Medieval Art

A survey of Spanish art from the Visigothic period through the fifteenth century. Topics include pre-Romanesque, Romanesque, Gothic, and *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.) Mompelt

320. Medieval Art

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

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

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

325. Italian Renaissance Art

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

326. Northern Renaissance Art

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

332. 17th- and 18th-Century Art

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

335. 19th-Century Art

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

338. British Art

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

340. American Art

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

345. Modern Art

This course examines various trends in Western art from the 1860s through the 1950s. The role of the visual arts and the means of their production and reception underwent tremendous change during this period. Critics and historians have long referred to this century as the era of modernism. Understood variously as a stylistic, philosophic, social, political, or economic category, the notion of modernism and the significance of this concept for the visual arts provides a guiding theme for lectures and in-class discussions. Prerequisite: ArtH 104 or Interdisciplinary Humanities sequence. (Credit, full course.) Mansfield

346. Contemporary Art

An examination of the critical and thematic issues raised by visual artists working during the second half of the twentieth century. The changing definition of modernism and its relationship to contemporary artistic practice is analyzed. Toward this end, the class seeks to define “modernism” and “postmodernism” as well as some of the myriad other “isms” that have emerged in art and critical theory over the past fifty years. (Credit, full course.) Mansfield

347. Matthew Barney’s Cremaster Cycle (also American Studies)

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

348. Reframing Architecture and the Decorative Arts: Arts and Crafts, Art Nouveau, and Art Deco (also American Studies)

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

350. Spanish Painting from El Greco to Picasso

A critical and historical survey of Spanish painting from the sixteenth through twentieth century, this course focuses on major artists against the backdrop of Spain’s unique cultural traditions. (Credit, full course.) Momplet

440. Independent Study in Art History

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

Art Courses

103. Introduction to Lens and Time-based Media

An introduction to lens and time-based media, which have a distinct and specific expressive and socio-political vernacular. The course incorporates the fundamental theoretical, technical and aesthetic principles of working with photography, video, digital and interactive art. Assignments include studio projects, papers, and presentations. No prerequisite. (Credit, full course.) Malde

104. Introduction to Three- and Four-Dimensional Media

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

105. Introduction to Painting and Drawing Processes and Theory

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

131. Introduction to Digital Arts

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

143. Beginning Video Production

Video techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Videos are analyzed with written reviews and studied in terms of imagery and metaphor, narrative development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. (Credit, full course.) Pond

151. Beginning Drawing

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

161. Beginning Photography

The course introduces students to the fundamental technical, aesthetic and theoretical concepts of photography as an expressive medium. Class projects and discussions center around the cultural and socio-political impact of the medium, as well the deeply personal and expressive aspects of photographic art. (Credit, full course.) Malde

**181. Beginning Sculpture**

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

191. Beginning Painting

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

231. Intermediate Digital Arts

Students receive instruction in using software and hardware towards the production of time-based and interactive digital arts. Studio assignments are designed to synthesize concepts with technique; students are asked to participate in project critiques and write project papers. Contemporary theory and practice in digital arts is explored via lectures and student presentations. Prerequisite: ArtS 103 or 104. (Credit, full course.) Malde

243. Intermediate Video Production

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

251. Intermediate Drawing

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

261. Intermediate Photography

A continuation of ArtS 161, this course also introduces students to large format photography, color and alternative photographic processes. Class projects and discussions center around the cultural and socio-political impact of the medium, as well the deeply personal and expressive aspects of photographic art. (Credit, full course.) Malde

263. Documentary Studies in Lens and Time-based Media

The course introduces students to documentary methods and issues pertaining to photography, video and sound. Class projects and discussions examine the cultural and socio-political impact of this genre, as well as its core triangulation points of subjectivity, objectivity, and truth. Prerequisite: ArtS 103, any video class or permission of instructor. (Credit, full course.) Malde

281. Intermediate Sculpture

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



291. Intermediate Painting

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

331. Advanced Projects in Digital Arts

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

342. Scene Design (also Theatre 342)

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

343. Advanced Video Production (also Theatre 343)

Further study in video techniques and aesthetics emphasizing style, theme, and content. Students develop a series of individual projects from personally selected themes and motifs. Prerequisite: ArtS 243. (Credit, full course.) 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: Theatre 342 or 345, ArtS 342 or 345, and permission of instructor. (Credit, full course.) Backlund

351. Advanced Drawing

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

361. Advanced Photography

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

38I. Advanced Sculpture

A continuation of ArtS 28I with further study of the art of sculpture through both assigned and independent projects executed in new and traditional media. Instruction through group discussions and individual critiques. Prerequisite: ArtS 28I. (Credit, full course.) Pond

39I. Advanced Painting

A continuation of ArtS 29I. Prerequisite: ArtS 29I. (Credit, full course.) Ryan

418. Junior Tutorial in Art I

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

419. Junior Tutorial in Art II

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

420. Seminar in Creativity

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

430. Senior Seminar

Participants have already developed advanced skills in at least one of the five media offered (drawing, painting, photography, sculpture, video production). This seminar further enhances studio skills by referencing individual, self-defined project work to readings that explore the theory and practice of the visual arts, the societal role of the artist, contemporary issues and interdisciplinary approaches. Majors only. (Credit, full course.) Staff

432. Directed Projects with Visiting Artists

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

444. Independent Study in Studio Art

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

ASIAN STUDIES

Professor Goldberg, History

Professor O'Connor, Anthropology

Professor Peterman, Philosophy

Professor Mohiuddin, Economics

Associate Professor Wilson, Political Science, Chair

Associate Professor Wallace, Anthropology

Associate Professor S. Brown, Religion

Assistant Professor Xiao, Chinese

Visiting Assistant Professor M. Oba, Art History and Japanese

Visiting Assistant Professor Leggett, Anthropology

Visiting Instructor J. Oba, Music, Director of the Freeman Center for Asian Studies

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

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

- a. Completion of ten or more courses in Asian Studies from the lists below (requirements c-g) or from a study-abroad program (with the approval of the Asian Studies chair).
- b. Study abroad for a summer or semester in an Asian country.
- c. Completion of one or more courses in an Asian language at or above the 300 level or completion of an intensive language program abroad approved by the Asian Studies chair. (Meeting the major's language requirement does not necessarily meet the college's language requirement.)
- d. Asian Studies 100: Introduction to Asian Studies
- e. Three or more courses on Asia in at least two of the humanities fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad. At least one of these courses must be
 - Religion 162: Introduction to Asian Religions;
 - Religion 205: Women and Religion;
 - History 211 and 212: History of China and East Asia;
 - Philosophy 215: Chinese Philosophy;
 - Religion 262: Buddhism;
 - Religion 263: Chinese Religion;
 - Religion 264: Hinduism;
 - Religion 364: Buddhist Ethics;
 - Religion 361: New Religions;
 - Religion 363: Zen;
 - History 375: British India;
 - History 388: The United States and Vietnam since 1945.

- f. Three or more courses on Asia in at least two of the social science fields, drawn from the following list (which may be amended as new courses on Asia are added to the curriculum) or approved courses taken abroad:
- Political Science 250: States and Markets in East Asia;
 - Economics 309: Women in the Economy;
 - Economics 310: Economic Development in the Third World;
 - Political Science 326: Comparative Asian Politics;
 - Anthropology 340: Families in Asia;
 - Anthropology 341: Culture and History of Southeast Asia;
 - Economics 345: Policies for Economic Development;
 - Political Science 360: Chinese Politics.
- g. Asian Studies 444. A senior reading and research paper on a topic agreed upon by a sponsoring faculty member and the student.
- h. A comprehensive exam in two parts: a) a written set of questions that integrate courses taken by the student(s) b) a written set of questions on specific courses taken by the student(s).

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

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

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

Summer Program in China: Under the direction of Professor Yasmeen Mohiuddin, Sewanee students may take advantage of summer study in China. The continuing focus of the program is the issue of economic development, with other subjects also included in different summers. The students have the opportunity to visit a farm project and interview peasants about their changing economic lives.

100. Introduction to Asian Studies

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

110. Asian American Experience (also American Studies)

This course provides an overview of social-cultural experiences of Asian Americans, considering various influences that shape the identity and social position of individuals in this diverse population group. Through readings, films, guest lectures, and field experiences, students explore the heterogeneity of Asian American experiences in the United States while integrating theoretical and methodological concerns including concepts of race, ethnicity, migration, identity, power, class, generation, gender, and community. Prerequisite: none. This is a First Year Program course. (Credit, full course.) Leggett

204. Introduction to Contemporary Chinese Cinema (also Third World Studies)

A survey of contemporary cinema in China, Taiwan and Hong Kong, the topics include: cinema's contribution to the formation of "China" and "Chinese-ness;" representation of modern Chinese historical events; film's relationship with literature and art; aesthetic style; attempts to deal with censorship; market economy; competition with Hollywood; and the audience's shifting tastes. Students view art-house favorites, documentaries, and films of popular genres such as martial arts, romance, comedy, and gangster movies. Movies have subtitles, and readings are in English. This course does not fulfill a general distribution requirement. Prerequisite: none. (Credit, full course.) Xiao

205. Reading Modern China through Fiction and Film (also Third World Studies)

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

307. Japanese Art (also Art History 307)

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

311. Modern China in Literature and Films: Memory, Identity, and Modern Narratives (also Third World Studies)

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

444. Independent Study

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

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 34I. The Culture and History of Southeast Asia

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

Art History 207. The Arts of Asia

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

Art History 310. "Far East" in American Visual Culture

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

Chinese 104. Elementary Chinese

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

Economics 309. Women in the Economy

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. (Credit, full course.) Mohiuddin

Economics 310. Economic Development in the Third World

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

Economics 345. Policies for Economic Development

A study of the nature of the "development" problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets

and human capital formation, women's empowerment, and international trade. (Credit, full course.) Mohiuddin

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

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism. (Credit, full course.) Goldberg

History 216. History of Japan

A survey of the history of Japan from earliest times to the present. Topics include early Chinese influence, Buddhism, the rise of feudalism, unification in the 15th century, the era of isolation, the intrusion of the west, the Meiji Restoration, the rise of Japan as a military power and World War II, and postwar recovery. (Credit, full course.) Goldberg

History 375. British India (also Third World Studies)

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

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

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

Philosophy 215. Chinese Philosophy (also Third World Studies)

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

Philosophy 226. Philosophical Issues in Daoism (also Third World Studies)

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

Political Science 249. China and the World

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out "barbarian invaders." Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization. Prerequisite: None. (Credit, full course.) Wilson

Political Science 250. States and Markets in East Asia

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students read and discuss dependency, statist, and cultural theoretical approaches to the political economy of the cases. What explains the dynamic growth of this region of the world during the postwar period? (Credit, full course.) Wilson

Political Science 326. Comparative Asian Politics

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

Political Science 360. Chinese Politics

A survey of Chinese political movements and institutions during three periods: the Republican period (1911-49), the Maoist collective era (1949-78), and the reform period (1978-present). The course focuses on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) Wilson

Religion 205. Women and Religion

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

Religion 262. Buddhism

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

Religion 263. Chinese Religion

An exploration of the native Chinese religions of Daoism and Confucianism with attention also to gods, ghosts, and ancestors. Emphasizes the examination of texts including Confucius' *Analects*, *The Daodejing*, and *The Zhuangzi*. (Credit, full course.) Brown

Religion 361. New Religions

A comparative study of new religious movements of the twentieth century including Japanese New Religions, selected cult phenomena, "New Age" and spiritual movements, and new religions from South Asia and the Middle East. Some attention to North American quasi-religious movements such as occult spiritualism, religiously inspired political movements, and paramilitary religious movements. (Credit, full course.) Smith

Religion 363. Zen

A philosophical and historical introduction to Zen Buddhism as it arose in China as Ch'an, moved and changed through East Asia, and came to the West. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

Religion 364. Buddhist Ethics

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of ahimsa, the inviolability or sanctity of life. Attention is paid to ethical beginnings with the birth of Buddhism (563 B.C.E.) and ending with modern Buddhist contributions to issues such as environmentalism. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

BIOCHEMISTRY

Professor H. Croom, Biology

Professor Kirven, Chemistry

Professor Palisano, Biology

Associate Professor Summers, Chemistry, Chair

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

Group A

Biology 306: Biochemistry
Chemistry 201: Organic Chemistry I
Chemistry 202: Organic Chemistry II
Chemistry 307: Mechanistic Biochemistry
Chemistry 352: Thermodynamics and Kinetics

Group B

Chemistry 308: Inorganic Chemistry
Chemistry 311: Chemical Analysis

Group C

Biology 301: Genetics
Biology 321: Cellular Biology
Biology 330: Immunology
Chemistry 417: Advanced Biochemistry

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

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

In order to receive honors in biochemistry, a student must have a 3.00 or higher GPA in the major courses, pass the comprehensive exam with distinction, and complete a research project that the biochemistry committee considers worthy of honors. The research project may be done as part of a course (usually Biol 444 or Chem 444), or it may be done in the context of a summer research program at this University or at another institution. The honors project must involve some original work. A formal written report and seminar presentation on the research are required. Students must inform the biochemistry committee of their intention to seek honors no later than October 1 of their senior year.

Minor in Biochemistry: A minor in biochemistry requires the successful completion of Biology 306 and Chemistry 307, and at least three of the following courses: Biology 132, 301, 321, 330, and Chemistry 201, 202, 417. Students majoring in either biology or chemistry should be aware that no course from their major field that is used to satisfy the requirements of their major may also be counted toward the biochemistry minor.

For course descriptions, please refer to the appropriate department.

BIOLOGY

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

Professor H. Croom

Professor Jones

Professor Palisano

Professor Berner

Associate Professor Evans

Associate Professor Haskell, Chair

Assistant Professor McGrath

Assistant Professor Zigler

Assistant Professor Lively

Visiting Assistant Professor Butler

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

The biology department offers the following three majors:

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

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

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

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

ering professional careers in biology or medicine should be aware that most graduate and medical schools specify physics and organic chemistry among their entrance requirements. Students contemplating a career in research should consider taking courses in statistics and computer science.

Minor in biology: The requirements for the minor in biology may be met by choosing one of the following two options: 1. Successful completion of Biology 131, 132, and three additional biology courses at the 200 or 300 level. 2. Successful completion of four courses at the 200 or 300 level. No comprehensive examination is required for a minor in biology. Biology majors or minors who propose taking any of their required courses in biology elsewhere must seek prior approval for each such course taken after matriculating in the college. (Please refer to “Major in Biology” to see the physics requirement.) No student may take more than one of the following courses for credit: Biology 100, 105, 106, and 116; and credit for even one will not be granted for a student who has already completed 131 or 132.

100. Biology and Human Affairs

A general course that studies the biological nature of people and their role in the biosphere. This course has a laboratory component and may count toward fulfilling the college’s laboratory science requirement. It cannot be taken for credit if the student has already received credit for Biology 105, 131, or 132. (Credit, full course.) Staff

105. Biology and People

An exploration of the biological nature of people and their role in the biosphere that includes such topics as anatomy; physiology; and the genetic, nutritional, infectious, and environmental aspects of diseases. This course may count toward fulfilling the college’s requirement for a non-laboratory science course. It cannot be taken for credit if the student has already received credit for Biology 100, 131, or 132. (Credit, full course.) Staff

107. People and the Environment

An exploration of how human activities such as food and energy production, resource extraction and waste disposal affect our natural environment and other organisms living in it. Students learn about how the earth works, how we are stressing the earth’s life support systems, and how to deal with the environmental challenges humans face. Specific topics include biodiversity loss and conservation, agriculture and biotechnology, toxicology and environmental health, air and water pollution, and climate change. Not open for credit to students who have completed Biol 131. Non-laboratory course. (Credit, full course.) McGrath

108. Biology of Birds

An introduction to the science and natural history of birds. Students explore major themes in avian ecology, evolution, conservation, physiology, and anatomy, with an emphasis on the birds of the southeastern United States. The course includes field trips emphasizing methods used to study wild bird populations. This course fulfills the college’s requirement for a non-laboratory science course. May not be taken for credit if the student has already received credit for Biology 201. (Credit, full course.) Haskell

109. Food and Hunger: Contemplation and Action

A study of food and hunger from a biological perspective. The interactions among scientific, ethical, and cultural aspects of hunger are also examined. The readings, lectures, and discussions in the course are supplemented with work with local aid organizations and exploration of the contemplative practices that motivate and sustain many of those who

work with the hungry. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. (Credit, full course.) Haskell

110. Biology and Women

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

113. Great Ideas in Science

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

114. An Introduction to Botany

Phylogenetic survey of the plant kingdom and a study of flowering plant structures and functions with emphasis on the role plants play in human life. Non-laboratory course. (Credit, full course.) Evans, Jones

115. Conservation Biology

A study of the natural processes that control patterns of biological diversity in evolutionary and ecological time and a comprehensive examination of how human activity has resulted in the loss of biodiversity both regionally and globally. Non-laboratory course. (Credit, full course.) Evans

119. The Human Mind: Artistic and Scientific Creativity

The course examines brain anatomy and physiology, investigates the contributions of artificial intelligence and neural networking in understanding brain function, and explores an interdisciplinary approach to understanding human creativity. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. This is a Freshman Year Program course. (Credit, full course.) Palisano

131. Evolution, Ecology and Biodiversity

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

132. Cellular, Molecular and Physiological Biology

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

200. Entomology

A study of insects and related arthropods, with special emphasis on the role of insects in forest and freshwater ecosystems. Lecture topics also include environmental, physiological, medical, veterinary, and agricultural entomology. Life history, ecology, and behavior

are studied through field trips. Functional morphology and taxonomy are studied through laboratory exercises, including the use of scanning electron microscopy. Non-laboratory course. Prerequisite: Biology 131 or permission of instructor. (Credit, full course.) Staff

201. Ornithology

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

202. Invertebrate Zoology

A survey of the invertebrate phyla with an emphasis on natural history, functional morphology, embryology, ecology, and phylogenetic relationships. This course has a laboratory component, which requires experimental and field observation, a semester project, and a field trip to a marine laboratory. Laboratory course. Prerequisites: Biology 131 or 132 or permission of instructor. (Credit, full course.) Staff

203. Comparative Vertebrate Anatomy

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

206. Plant Ecology

A study of plants and their interaction with the environment, with other plants, and with animals emphasizes how plant populations change in size and spatial distribution, how they respond to herbivores and pollinators, and the ecological and evolutionary consequences of plant traits. Laboratories focus on methods for analyzing population and community dynamics. Laboratory course. Prerequisite: one course in biology or permission of instructor. (Credit, full course.) Evans

207. Biology of Lower Plants

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

208. Neurobiology

A comprehensive study of the vertebrate nervous system covering its overall organization and development, function, control of homeostatic systems, and mechanisms of sensory perception. Non-laboratory course. Prerequisite: one semester of biology or psychology, or permission of the instructor. (Credit, full course.) Berner

209. Advanced Conservation Biology

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

210. Ecology

A survey of the principles and applications of ecological science. Lecture covers the ecology

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

213. Evolutionary Biology

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

214. Bioterrorism

This introductory course examines the biology of microorganisms as agents of bioterrorism beginning with a historical perspective from ancient Greece to the present time. Among topics covered are the pathophysiology and epidemiology of selected microorganisms, genetic modification of these microorganisms, and the role of information mining (literature-based discovery) and bioinformatics in the war on bioterrorism. Topics include the use of microorganisms to contaminate the food, water, or air and measures protecting these resources. Non-lab course. Prerequisite: Biol 132 or permission of the instructor. (Credit, full course.) Palisano

215. Fungi

A survey of the characteristics, classification, economic, and biological importance of these organisms together with lichens and slime molds. This course counts as a non-laboratory half-course but includes some field and laboratory work. (Credit, half course.) Jones

216. Algae and Bryophytes

A survey of these groups of organisms emphasizes their distinguishing features, evolutionary trends, and economic and biological importance. This course counts as a non-laboratory half-course, but includes some field and laboratory work. (Credit, half course.) Jones

220. The Molecular Revolution in Medicine

A survey of major molecular mechanisms of human disease, which includes approaches to testing, prevention, treatment, and cure of disease conditions. Among the topics covered are cancer, inborn errors of metabolism, microbial and viral pathogenesis, immune disorders, neurological, skeletomuscular, and cardiovascular disease. Laboratory class. Prerequisite: Biology 132 or permission of the instructor. (Credit, full course.) Croom

221. Environmental Physiology of Plants

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

222. Advanced Conservation Biology

An examination of the negative impact of human activity on biological diversity and an exploration of how conservation science can be used to ameliorate that impact. Case studies are used to investigate such issues as deforestation, exotic species invasions, habitat fragmentation, endangered species protection, natural area management, and habitat restoration. Students examine critically the role of science in public policy decision-making as it relates to the protection of biodiversity in the United States. The course involves student-led discussions, guest speakers, field trips and independent research. Laboratory exercises explore the use of field techniques, GIS analysis, and population modeling as problem-solving tools in conservation biology. Not open for credit to students who have completed Biol 209. Laboratory course. Prerequisite: Biol 131 or consent of instructor. (Credit, full course.) Evans

250. Molecular Evolution

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

301. Genetics

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

302. Plant Growth and Development

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

304. Plant-Animal Interactions

A study of interactions between plants and animals that examines the natural history, theory, and experimental study of the major types of interactions (herbivory, pollination, seed dispersal), and explores the ecological and evolutionary importance of these interactions at various levels of biological organization. Prerequisites: Biology 131 and either one other biology course or permission of instructor. (Credit, full course.) Staff

305. Plant Physiology

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

306. Biochemistry

A one semester survey of biochemistry. The following topics are addressed: biochemical primary literature and internet resources, bioenergetics, acid-base balance, protein structure and function, enzyme function and kinetics, metabolism, topics in physiological biochemistry, and topics in molecular biology. Non-laboratory course. Prerequisite: Chem 201 and Biol 132, or permission of instructor. (Credit, full course.) Croom

310. Plant Evolution and Systematics

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

311. Behavioral Ecology

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

313. Ecosystems and Global Change

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

320. Comparative Vertebrate Physiology

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

321. Cellular Biology

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

330. Immunology

An introduction to the vertebrate immune system with emphasis on molecular and cellular events. Topics include organization of the immune system, structure and function of immunoglobulins, genetics of immunoglobulin diversity, clonal selection theory, complement-mediated processes, the major histocompatibility complex, cell-mediated responses, immunization, innate immunity, autoimmunity, and immunodeficiency. Laboratory course. Prerequisites: Biology 132 or permission of instructor. (Credit, full course.) Palisano

333. Developmental Biology

A study of animal development with an emphasis on gametogenesis, morphogenesis, and differentiation of the primary germ layers and their derivatives, as well as developmental mechanisms at cellular and subcellular levels. Laboratory course. Not open for credit to students who have completed Biol 334. Prerequisite: Biol 131 and Biol 132. (Credit, full course.) Zigler

**334. 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. Non-laboratory course. Not open for credit to students who have completed Biol 333. Prerequisite: Biol 131 and Biol 132. (Credit, full course.) Zigler

340. Microbiology

This survey of the structure and functions of bacteria/viruses and introduction to immunology emphasizes the characterization and classification, cultivation, reproduction and growth, chemical and physical control of growth, microbial metabolism, and microorganisms and disease. Other topics of discussion include microbiology of foods, soil, and wastewater. Laboratory course. Prerequisites: Biology 132 and one year of college chemistry. (Credit, full course.) Palisano

401. Biology Tutorial

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

444. Independent Study

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



Chemistry

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

Professor Bordley

Professor Kirven, Chair

Professor Durig

Associate Professor Shibata

Assistant Professor Summers

Assistant Professor Bachman

Assistant Professor Miles

Visiting Assistant Professor Walsh

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

Major in Chemistry: Minimum requirements for a major :

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

Two of the following: 307, 308, 311

One 400-level course

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

Mathematics 102. [Mathematics 207 is strongly recommended]

Physics 101, 102

In order to receive honors in chemistry, a student must have a 3.00 or higher GPA in chemistry, pass the comprehensive with distinction, and complete a research project that the chemistry faculty considers worthy of honors. The research project may be done as part of a course (usually Chemistry 444), or it may be done in the context of a summer research program at this University or at another institution. The honors project must involve some original work. A formal written report and a seminar presentation on the research are required. Students must inform the department of their intention to seek honors no later than the middle of the first semester of their senior year.

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

101. General Chemistry

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

102. General Chemistry

Models of the atom leading to trends in the periodic table; bond properties and models; thermochemistry; thermodynamics; chemical kinetics; acids and bases; equilibrium of

slightly soluble salts and complex ions; electrochemistry; chemistry of representative elements; organic functional groups; polymers — both biochemical and man-made. Lecture, three hours; laboratory, three hours. Prerequisite: Chemistry 101, placement exam, or permission of instructor. (Credit, full course, each semester.) Staff

103. Earth, Air, Water and Fire

An Introduction to Environmental Chemistry. Both the natural environment and modern society run on innumerable chemical processes. This course examines the natural chemistry responsible for our environment and some of the anthropomorphic processes that have the potential to disrupt it. The course also examines how understanding this chemistry does or does not inform public perception and policy. Lecture, three hours; laboratory, three hours. Prerequisite: None. This course is a Freshman Year Program course. (Credit, full course.) Bachman

108. Chemistry and Art

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

III. Advanced General Chemistry

An introduction to fundamental chemical concepts using a case study approach. The case studies will examine topics such as everyday materials (metals, plastics, etc.), the environment, and life sciences. The course is intended as a one-semester alternative to the one-year general chemistry sequence for students with some previous background in chemistry. The keeping of a laboratory notebook and writing of formal laboratory reports will be a part of a writing-intensive approach. Lecture, three hours; laboratory, three hours. (Credit, full course.) Bachman

201. Organic Chemistry

A study of the nomenclature and the properties of the most important classes of organic compounds with an emphasis on concepts relating molecular structure and properties. Stereochemistry, functional group transformations and reaction mechanisms are studied in depth. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 102. (Credit, full course.) Walsh

202. Organic Chemistry

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

301. Chemistry Seminar for Juniors

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

306. Biochemistry

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

307. Mechanistic Biochemistry

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

308. Inorganic Chemistry

A survey of the inorganic and organometallic chemistry of the elements. Corequisite: Chemistry 202. Lecture, three hours; laboratory, three hours. (Credit, full course.) Bachman

311. Chemical Analysis

An introduction to the theory and practice of the fundamental principles of chemical analysis and the use of chemical instrumentation in research. Course topics include solution equilibria in acid-base and complex-ion systems; electrochemical fundamentals and electroanalytical techniques; spectrophotometric and spectroscopic methods; and chromatographic and separation methods. Lecture, three hours; laboratory, three hours. Prerequisite: Chem 102. (Credit, full course.) Miles

352. Thermodynamics and Kinetics

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

401. Chemistry Seminar for Seniors

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

408. Advanced Topics in Inorganic Chemistry

Selected topics in modern inorganic chemistry, such as bioinorganic chemistry, materials chemistry, and organometallic chemistry. The course surveys relevant primary literature. Topics may vary from year to year, and the course may be repeated for credit, depending upon the topic. Lecture, three hours. Prerequisite: Chem 308 or permission of instructor. (Credit, full course.) Bachman

417. Advanced Biochemistry

An exploration of contemporary issues in biochemistry based largely on primary literature. Topics such as the biosynthesis and mode of action of antibiotics, protein engineering, signal transduction, chemical carcinogenesis, and isotope effects in enzyme kinetics are addressed in detail. Prerequisites: Chemistry/Biology 306 or Chemistry 307, or permission of instructor. Lecture, three hours. (Credit, full course.) Summers

422. Quantum Chemistry and Spectroscopy

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

424. Topics in Physical Chemistry

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

425. Introduction to Organometallics

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

426. Polymer Chemistry

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

428. Advanced Topics in Analytical Chemistry

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

430. Materials Science

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

444. Research/Independent Study

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



CHINESE

Assistant Professor Xiao

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

103. Elementary Chinese

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

203. Intermediate Chinese

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

301. Advanced Chinese

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



CLASSICAL LANGUAGES

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

Professor Seiters, Chair

Associate Professor McDonough

Assistant Professor Bruss

Visiting Assistant Professor Huber

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

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

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

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

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

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

A student accepted to any of these majors in the Classics Department will be assigned a reading list of ancient authors and modern works bearing on the languages, literatures, and civilizations of ancient Greece and Rome. Part of the comprehensive examination will be based on these readings. To be eligible for departmental honors, a student majoring in Classical Languages, Greek, or Latin is required to pass all courses in the major with an average of B, to pass the comprehensive examination with a grade of A or B, and to complete an acceptable honors paper.

Departmental Programs and Opportunities: The University is a member of the Intercollegiate Center for Classical Studies in Rome, and majors are encouraged to study there for one semester. The James M. Fourmy Jr. Scholarship is awarded annually to a deserving and

qualified graduate of this University for graduate study in classical languages. The Charles M. Binnicker Endowment Fund for foreign study of classical languages provides aid to our students who wish to study abroad.

Greek Courses

103, 104. Beginning Greek

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

203. Intermediate Greek

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

301, 302. Homer

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

303, 304. Greek Historians

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

305. Greek Lyric Poets

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

307, 308. Greek Orators

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

310. New Testament

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

401, 402. Greek Tragedy

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

403. Greek Comedy

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

440. Directed Reading

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

444. Independent Study

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

Latin Courses

103, 104. Beginning Latin

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

203. Intermediate Latin

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

301. Introduction to Latin Epic

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

303, 304. Lyric Poetry

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

305. Elegiac Poets

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

306. Roman Satire

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

307. Ovid

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

308, 309. Roman Historians

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

401, 402. Roman Drama

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

404. Cicero

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

405. Medieval Latin

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

407. Vergil

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

409. Caesar

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

440. Directed Reading

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

444. Independent Study

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

Classical Studies 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. This is a Freshman Year Program course. (Credit, full course.) Huber

207, 208. Classical Archaeology

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

301. Classical Etymology in English

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

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

A study of the use of classical myth in the literature of the Western World through an examination of selected works from the classical, medieval, and renaissance periods. Special attention is given to the development and literary history of the Trojan War legend. Prerequisite: Classical Studies 101 or permission of the instructor. (Credit, full course.) Seiters

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

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

351. Greek Literature in Translation

Survey of ancient Greek literature in English translation emphasizing the development of the major genres. Readings are selected from epic, lyric, tragedy, comedy, history, and oratory. (Credit, full course.) Staff

**353. Latin Literature in Translation**

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

354. Sacred Spaces in and around Rome

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



ECONOMICS

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

Professor Ingles

Professor Gottfried, Interim Chair

Professor Mohiuddin

Visiting Professor Formby

Associate Professor Williams

Visiting Associate Professor S. Ford

Assistant Professor Bradbury

Visiting Assistant Professor B. Ford

Lecturer Heinemann

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

Major in economics: The major requires a minimum of nine courses in economics. Four courses are prescribed for all majors: 101, 305, 306, and either 410 or 411. Economics 305 and 306 should be completed in the junior year and 410 or 411 during the senior year. Five electives at the 300 level or above are required. In addition, Mathematics 101 (calculus) and Mathematics 204 (statistics) are also required for the economics major and should be completed during the sophomore year. Courses in accounting do not count toward the nine-minimum-course requirement, not do such grades count in the grade point average in the major. All majors in this department are required to pass a written comprehensive examination.

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

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

101. Introduction to Economics

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

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

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

113. Economics of Social Issues

Through an issues-oriented approach to the study of economics, basic economic concepts and principles are introduced and developed through the study of various social issues such as human misery, government control of prices, higher education, energy, crime, pollution, "bigness," trade protection, health, discrimination, unemployment, inflation, and the national debt. (Credit, full course.) Staff

201. Quantitative Methods in Economics

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

215. Fundamentals of Financial Accounting

The instructional objective is to provide students with an understanding of the concepts that are fundamental to the use of accounting. A decision-making approach is employed which involves critical evaluation and analysis of information presented. Important analytical tools are integrated throughout the course. (Credit, full course.) Heinemann

216. Fundamentals of Managerial Accounting

The course focuses on the internal use of accounting information in the formulation of management decisions. Students learn how financial systems can add value to a company. Different costing systems, budgetary planning, and incremental analysis are among the course contents. A field trip is included. Prerequisite: Economics 215. (Credit, full course.) Heinemann

301. Money and Banking

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

302. Economics of Financial Markets

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

304. Labor Economics

This course uses microeconomic theory to analyze the economics of work. The demand for and the supply of labor are the basis for analyzing a wide range of observed outcomes in the labor market, including wage determination and employment. Topics with important policy implications include human capital and educational investments, economics of the highly paid, unions, immigration policy, fringe benefits, unemployment insurance, race and gender discrimination, minimum wage policies, welfare policy, and the distribution of income. (Credit, full course.) Williams

305. Microeconomic Theory

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

306. Macroeconomic Theory

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

309. Women in the Economy

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women. (Credit, full course.) Mohiuddin

310. Economic Development in the Third World

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

315. Industrial Organization and Public Policy

Discusses the economic performance of firms and industries; the importance of industrial structure in determining performance; the problem of monopoly, business behavior, and performance; public policies to promote competition; and public regulation. (Credit, full course.) Staff

316. Public Policies toward Business

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

326. Growth Theory

This course examines classical and modern theories of long run economic growth. Emphasis is placed on the comparative experience of developed and less developed countries. Relevant topics include capital formation, investment, technology, deficits, graft, and institutional analysis. Prerequisite: Economics 101. (Credit, full course.) Bradbury

329. Law and Economics

This course examines how legal rules and institutions create economic incentives and affect behavior. The course is organized around the three major areas of the common law — property, tort, and

contract law — and criminal law. Both a jurisprudential and an economic theory of the law are introduced and developed. Economic analysis is used to predict the behavior and outcomes that will result from various legal rules and to evaluate which legal rules are “best” in terms of economic efficiency. (Credit, full course.) Williams

330. Dynamics of the Financial System

Considers origins and performance of the dual and central bank system of the United States with particular emphasis on the postwar financial experience and financial innovation relative to financial crises and panics. Also contemplates necessary changes, developments, and theories for the future. Prerequisite: Econ 301. (Credit, full course.) Staff

331. Public Finance and Fiscal Policy

Examines the economic function of government: allocation of resources, distribution of income, stabilization. Revenue structure: federal, state, and local taxation. Government expenditure: the federal budget, criteria for evaluating government expenditures, specific programs. Fiscal policy. (Credit, full course.) Bradbury

333. Econometrics

This course introduces economic research methods and requires development of an individual research effort. Econometric (quantitative) analysis is also introduced and applied with the use of econometric software. Prerequisites: Economics 101 and either Math 204 or Econ 201. (Credit, full course.) Staff

335. Environmental Economics

A study of the causes of and solutions for pollution and environmental degradation weighs the value of ecosystems and their role in sustaining economic activity. Applies cost/benefit analysis to environmental issues and provides an introduction to economics of nonrenewable and renewable resources such as mines, forests, and fish. (Credit, full course.) Gottfried

337. International Economics

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

340. Introduction to Mathematical Economics

Studies the mathematical formulation of economic theory by examining selected topics drawn from micro and macroeconomic models, general equilibrium analysis, input/output analysis, static and dynamic analysis, and linear programming. (Credit, full course.) Staff

345. Economic Development in China

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

A study of the nature of the “development” problem and of policy issues facing the heterogeneous category of developing economies focuses on the contemporary Chinese economy, in transition and undergoing reform. Applies theoretical and fieldwork-based analysis to issues pertaining to agricultural and industrial development, income distribution and poverty alleviation, privatization and development of the market, labor markets and human capital formation, women’s empowerment, and international trade. (Credit, full course.) Mohiuddin

346. Emerging Capital Markets in East Asia

This course provides a generic introduction to the various kinds of financial markets such as the

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

347. Microfinance Institutions in South Asia

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

The course provides an overview of the microfinance industry: its origins, evolution, theoretical underpinnings, and empirical evidence. It focuses on both the tools of microfinance operation such as financial management and lending methodologies, and on the basic issues and policy debates in microfinance, such as impact assessment, poverty targeting and measurement, and sustainability. The course cannot be used in fulfillment of the general distribution requirement in social science. This course is being offered as part of the Summer in South Asia Program. (Credit, full course.) Mohiuddin

38I. The Political Economy of Sustainable Development (Also PolSci 38I)

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 46I with the exception that special attention is given to research in 46I. Students taking this course may not take PolS 46I. (Credit, full course.) Brockett

40I. History of Economic Thought

Presents economic thought throughout history, but primarily the classical, Marxian, neoclassical, and Keynesian schools. Leading writers are considered chronologically, with emphasis on Smith, Ricardo, Malthus, Marx, J.S. Mill, Marshall, and Keynes. (Credit, full course.) Ingles

410. Research Seminar in Economics

An introduction to specific fields of literature and the empirical methods of research used to produce that literature. The first half of the semester is devoted to learning econometric modeling methods and the second half to applying these methods. All students are required to produce a major paper based on original empirical research. This course is restricted to senior economics majors. Prerequisites: Economics 333 and senior standing. The prerequisite of Econ 333 applies only to students entering Sewanee in the advent semester of 2002 and after. (Credit, full course.) Bradbury

41I. Literature Seminar in Economics

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

444. Independent Study

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

EDUCATION

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

Associate Professor Wallace, Chair

Adjunct Assistant Professor Sells

Assistant Professor Bateman

Visiting Instructor Lyle

CSMP-Brown Fellow Visiting Instructor Good

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

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

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement, which allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary and special education in as little as three semesters. Peabody representatives come to campus each fall to discuss opportunities for graduate studies in education and to help students plan for them.

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

Sewanee's Teacher Education Committee establishes policy for the licensure and concentration programs and recommends requirements and improvements. The committee also makes admissions decisions and determines eligibility for student teaching and recommendation for licensure.

The Concentration in Education

This is an organized course of study in education that entails five full courses (20 hours).

Course Requirements:

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

OR Education 355: Methods and Materials of Teaching Theatre (four hours).

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

Admission to the Concentration

Students may apply for admission to the concentration from the third through the middle of the eighth semester at Sewanee. The concentration declaration form is available from the education office and the University registrar. We encourage students to contact the program chair early in their academic careers so we may tailor the program best suited to each student's goals. University policy stipulates that students must complete all courses in the concentration with a "C" or higher.

The Tennessee Teaching Licensure Program

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

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

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

Program Admission:

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

The Teacher Education Committee requires applicants to have:

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

General Licensure Requirements:

1. Students must fulfill the requirements of the core curriculum.
2. Students major in the content area/s they wish to teach. Economics and political science are the only exceptions to this. In these areas students major in history and minor in economics or political science. For most majors and minors, the Education Program requires that students take particular courses that will help to prepare them for teaching. These course requirements are available at the program office in Thompson Union Annex and are also listed on the program website <http://www.sewanee.edu/Education>.

3. Students are also required to complete thirty-two hours of professional education coursework successfully, which culminates with a full-time, semester-long student teaching apprenticeship in the spring of the senior year. The education course requirements are: Education 161: Introduction to Educational Psychology (four hours), Education 201: Instructional Technology: Digital Literacy and Learning (four hours), Education/Anthropology 204: Anthropology of Education (four hours), Education 255: Introduction to Special Education (four hours), Education 341: Methods and Materials of Teaching (four hours), OR Education 343: Materials and Methods for Teaching Art (four hours), OR Education 355: Methods and Materials of Teaching Theatre (four hours), Education 342: Student Teaching (eight hours), and Education 401: Senior Seminar (four hours)
- This is a new curriculum that began in 2004-5. Students graduating in 2005, 2006 and 2007 may substitute Ed 163 and 164 for Ed 255, and/or Ed 279 for Ed 201. Credit will not be given for both Ed 163 and Ed 255. See course descriptions to follow.
4. In addition to the satisfactory completion of the required program and a final grade point average of 2.50, passing scores on the Pedagogy and Specialty Area tests of the PRAXIS Examinations (of the Educational Testing Service) are also required for licensure.

On-going advising and assessment:

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

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

161. Introduction to Educational Psychology

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. Includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity and cognitive and behavioral learning theories. 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

204. Anthropology of Education (also Anthropology 204)

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

220. Methods of Teaching Writing

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

255. Introduction to Special Education

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

279. History of American Education (also History 279)

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the "family," the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education. (Credit, full course.) Register

341. Methods and Materials of Teaching

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

342. Student Teaching

A full time, fifteen-week student teaching apprenticeship experience in the student's major field(s). The student is supervised by effective teachers at the middle and high school levels. Art and theatre students, working toward K to 12 certification, also work with teachers at the elementary school. Prerequisite: Education 341 and permission of the Teacher Education Committee. This course must be taken concurrently with Education 401: Senior Seminar. (Credit, two full courses.) Staff

343. Materials and Methods for Teaching Art

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

355. Methods and Materials of Teaching Theatre

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

**401. Senior Seminar**

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

444. Independent Study

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



ENGLISH

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

Professor Reishman

Professor D. Richardson

Professor Carlson

Professor Benson

Professor W. Clarkson, Chair

Professor Prunty

Professor Macfie

Adjunct Professor Core

Professor J. Grammer

Visiting Professor Gatta

Associate Professor Michael

Assistant Professor Outka

Assistant Professor Malone

Visiting Assistant Professor E. Grammer

Visiting Assistant Professor Craighill

Visiting Assistant Professor Engel

Instructor Wilson

Visiting Instructor Hutton, Tennessee Williams Fellow in Fiction

Visiting Instructor Osterhaus, Tennessee Williams Writer in Residence

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

A student majoring in English is required to pass a written comprehensive examination, which must be taken in the final semester. Majors who intend to qualify for teacher certification should check on the specific requirements for the program. At the beginning of the final semester, an English major with an average of 3.5 or better in English courses may, at the discretion of the chair, elect a course of independent study — the English Tutorial. The student must be enrolled in English 452, assigned a tutor for direction, and write a major essay as a step toward departmental honors. Students enrolled in English 452 who demonstrate excellence in their tutorial papers and in the written comprehensive examination are invited to take a one-hour oral examination in order to qualify for departmental honors.

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

101. Literature and Composition

This introduction to literature written in English focuses on several plays by Shakespeare, introduced by an examination of lyric poems — either by Shakespeare or by one of his contemporaries. The course is designed to develop the student's imaginative understanding of literature along with the ability to write and speak with greater clarity. It is intended to be of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. There are at least six writing assignments, with students writing a frequent topic for classroom discussion. Most sections are writing-intensive. A student who receives credit for the Humanities Sequence 101 through 202 may not receive credit for English 101. (Credit, full course.) Staff

200. Representative Masterpieces

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

210. Studies in Poetry

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

211. Studies in Fiction

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

212. Studies in Literature

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

216. Studies in Literature: American Literary Journalism

Students examine, compare, and analyze the journalistic and literary writings of 19th and 20th century American writers such as Walt Whitman, Mark Twain, Fanny Fern, Ernest Hemingway, and Katherine Anne Porter. They also study 20th century "New Journalism" (Wolfe, Thompson, Didion, Mailer) and conclude with an examination of contemporary journalism, creative non-fiction, personal essays, and multi-media journalism. Students are required to analyze literary and journalistic writing with an eye towards discerning the difference between news writing, editorials, and literary journalism. They write journalistic pieces as well as analytical essays. Prerequisite: None. (Credit, full course.) Craighill

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

Study of a broad range of imaginative writings, from ancient to modern, concerned with the human search for God, transcendence, and ultimate meaning. Literatures influenced by Jewish and Christian traditions figure prominently in the reading list but works inspired by Buddhism and Native American religion are included as well. Texts include writing by at least one medieval mystic and by authors such as George Herbert, Leo Tolstoy, Black Elk, Elie Wiesel, Flannery O'Connor, T.S. Eliot, and Marilynne Robinson. Prerequisite: None. (Credit, full course.) Gatta

351. Non-Chaucerian Medieval Literature

A study of several key works in translation from the Anglo-Saxon and Middle English,

chiefly *Beowulf*, *Sir Gawain and the Green Knight*, some extracts from Malory, and a number of shorter Anglo-Saxon poems. (Credit, full course.) Benson

352. Chaucer

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

353. English Drama to 1642

A study of the drama of Elizabethan and Jacobean England, excluding the works of Shakespeare but including tragedies by Kyd, Marlowe, and Webster, and comedies by Jonson and Beaumont. Offered in alternate years. (Credit, full course.) Engel

357. Shakespeare I

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

358. Shakespeare II

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

359. Renaissance Literature I

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*. (Credit, full course.) Macfie

360. Renaissance Literature II (writing-intensive)

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell. (Credit, full course.) Macfie, Malone

362. Milton

A study of Milton's poetry and prose in the context of religious and political upheavals in mid-seventeenth-century England. Particular emphasis is on *Lycidas* and *Paradise Lost*. Offered in alternate years. (Credit, full course.) Staff

365. Restoration and Earlier 18th Century

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

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

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

369. Classicism to Romanticism: the Late 18th Century

A study of the literature from 1750 to 1800. Included is an examination of such writers as Johnson, Boswell, Burke, Gray, Collins, Goldsmith, Burns, and Blake. (Credit, full course.) Michael

370. British Romanticism: the Early 19th Century

A study of the poetry and poetic theory of British romanticism. Included is an examina-

tion of such writers as Wordsworth, Coleridge, Byron, Shelley, and Keats. (Credit, full course.) Michael

371. Blake

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

373. Victorian Prose and Poetry

A study of selected poems of Tennyson, Browning, Arnold, Swinburne, and D.G. Rossetti and selected prose of Carlyle, Newman, Arnold, and Ruskin, which constitute the central texts for classroom discussion. (Credit, full course.) Reishman

374. Origins and Development of the English Novel II

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

377. American Literature I

A study of American writing from the seventeenth century to the 1850s, emphasizing major works of the American renaissance by Emerson, Thoreau, Hawthorne, Melville, Stowe, and Whitman. (Credit, full course.) J. Grammer

378. American Literature II

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

379. The American Novel

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

381. Modern British Poetry (writing-intensive)

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

382. Modern British Fiction, 1900-1930

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

383. Contemporary British Fiction, 1930-present

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

386. Joyce (writing-intensive)

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

390. Modern Drama

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

391. Modern American Poetry

The origin and development of the modern period in American poetry, concentrating on the work of the major modernist poets: Frost, Pound, Stevens, Williams, and Eliot. The course includes a brief examination of their influence in poems by Berryman, Bishop, Brooks, Hughes, Lowell, Moore, Rich, Roethke, Wilbur, and others. (Credit, full course.) Clarkson

392. Modern American Fiction

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

393. Faulkner (writing-intensive)

A study of *As I Lay Dying*, *The Sound and the Fury*, *Sanctuary*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. The main business of each class meeting is the presentation and peer criticism of one or more student papers. (Credit, full course.) Carlson

394. Literature of the American South

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

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

A study of the major traditions of African-American writing from the nineteenth century to the present, including Frederick Douglass, Linda Brent, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Ernest Gaines, Toni Morrison, and Rita Dove. (Credit, full course.) E. Grammer

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

A study of writings from the colonial era to our own day reflecting diverse ways of imagining humanity's relation to the natural environment. Readings include both traditional literary texts by authors such as Thoreau, Cather, and Frost and seminal nonfiction by figures such as Aldo Leopold, John Muir, Rachel Carson, and Wendell Berry. Prerequisite: none. This course is offered Easter Semester of 2005 only. (Credit, full course.) J. Gatta

397. Contemporary American Fiction (writing-intensive)

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

398. Contemporary American Poetry

A study of American poets whose major work was published after World War II, concentrating on Elizabeth Bishop, Anthony Hecht, Donald Justice, Robert Lowell, Howard Nemerov, Sylvia Plath, Theodore Roethke, Richard Wilbur, and Mona Van Duyn. Among others, John Berryman, Maxine Kumin, Adrienne Rich, X.J. Kennedy, and Derek Walcott are also considered. (Credit, full course.) Osterhaus

409. Creative Writing: Poetry (writing-intensive)

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

410. Creative Writing: Fiction (writing-intensive)

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

411. Creative Writing: Playwriting (writing-intensive)

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

419. Advanced Creative Writing: Poetry

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

420. Advanced Creative Writing: Fiction

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

421. Advanced Creative Writing: Playwriting

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

444. Independent Study

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

452. English Tutorial (writing-intensive)

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

ENVIRONMENTAL STUDIES

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

Associate Professor K. Smith, Chair, Forestry and Geology

Professor Palisano, Biology

Associate Professor Evans, Biology

Associate Professor Haskell, Biology

Assistant Professor McGrath, Biology

Professor Potter, Forestry and Geology

Professor Shaver, Forestry and Geology

Professor M. Knoll, Forestry and Geology

Associate Professor Torreano, Forestry and Geology

Associate Professor Kuers, Forestry and Geology

Adjunct Professor McCollough, Anthropology

Associate Professor Ray, Anthropology

Professor Keith-Lucas, Psychology

Professor Hart, Physics

Professor Durig, Physics

Associate Professor Shibata, Chemistry

Assistant Professor Bachman, Chemistry

Professor Smith, Religion

Assistant Professor Brown, Religion

Professor A. Knoll, History

Assistant Professor Levine, History

Professor Brockett, Political Science

Assistant Professor Dale, Mathematics and Computer Science

Assistant Professor Pond, Art

Assistant Professor Lyle, Education

Program Mission

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

Majors offered:

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

Minor offered:

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

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

Eleven courses required:

EnSt 200: Intro to Environmental Studies

Two Introductory Natural Sciences: Island Ecology OR Biol 100: level lab course and

Fors 121: Intro to Forestry OR Geol 121: Physical Geology

Policy Analysis (each of the following):

Econ 335: Environmental Economics

Pols 208: Environmental Policy

Biol 209 or 222: Conservation Biology

Fors 201: Natural Resource Issues and Policies

Ethics courses (One of the following):

EnSt 300: Ecology and Ethics

Phil 230: Environmental Ethics

Relg 341: Religion and Ecology

Relg 353: Buddhism and the Environment

Relg 393: Rural Religion

Electives (*Two from the following list or one from this list plus one course not yet taken from the Ethics list*):

Anth 298: Ecological Anthropology

Econ 335: Environmental Economics*

Fors 212: Forestry in the Developing World

Fors 319: Natural Resource Management and Decisions

Econ/Pols 381: Polit. Econ. of Sustainable Development OR

Food for Thought Program (counts as 2) OR

Costa Rica Program (counts as 2)

*Econ 101 is a prerequisite

EnSt 400: Seminar in Environmental Studies (Capstone)

Recommended:

Econ 201: Quant. Methods OR Math 204 Statistics

Econ 305: Microeconomics

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

Eleven courses required:

EnSt 200: Intro to Environmental Studies

Biology 131

Biology 132

Fors 121 OR Geol 121

Two from the following in Ecology and Conservation:

Biol 206: Plant Ecology OR

Biol 210: Ecology

Biol 209 OR 222 Adv. Conservation Biol with lab

Biol 221: Environmental Physiology of Plants OR

Biol 305: Plant Physiology

Biol 304: Plant/Animal Interactions

Biol 311: Behavioral Ecology

Biol 312: Global Change Biology OR

Biol 313: Ecosystems and Global Change

Two from the following in Biodiversity and Evolution:

Biol 200: Entomology

Biol 201: Ornithology

Biol 202: Invertebrate Zoology

Biol 207: Biology of Lower Plants OR

Biol 215: Fungi AND 216: Algae & Bryophytes

Biol 213: Evolutionary Biology

Biol 250: Molecular Evolution

Biol 310: Plant Evolution and Systematics

Biol 340: Microbiology

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

EnSt 400: Seminar in Environmental Studies or Island Ecology

or a pre-approved Biology 444A (or 2 pre-approved

Biology 444B) – (Capstone)

Required for a BS* in Ecology and Biodiversity

Math 101 or 102, and Stat 204

Chem 101 OR 102

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

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

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

Eleven courses required:

1. EnSt 200: Intro to Environmental Studies

2. Forestry 121: Intro to Forestry

3. Geology 121: Physical Geology

4. One Biology Lab course

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

6. One of the following:

Fors 211: Dendrology

Fors 305: Forest Ecology

Fors 312: Silviculture

Fors 319 Natural Resource Mgmt & Decisions

7. One of the following:

Geol 215: GeoResources

Fors 319: Natural Resource Mgmt & Decisions

Geol 325: Field and Structural Geology

Geol 325 Field and Structural Geology

One of the following:

Geol 221: Mineralogy

Geol 222: Historical Geology

Geol 225: Sedimentology

8. One additional course from either list (6) or (7).

9.-10. Two other Fors or Geol (lab or non-lab) or Island Ecology (Summer)
and one other Fors/Geol course

10.5. Fors/Geol 322: Jr. Presentations (0.5)

11. Fors/Geol 432: Sr. Interdisciplinary Field Project (0.5) (Capstone)

Recommended (outside the major) BS track*

Math 100 or 101 and Math 204: Statistics

Chem 101, 102, 104, or III

One lab science course (not Fors/Geol classes) from EnSt catalog list

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

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

Eleven courses required:

EnSt 200: Intro to Environmental Studies

Chemistry 101: General Chemistry I

Chemistry 102: General Chemistry II

Chemistry 201: Organic Chemistry

Chemistry 308: Inorganic Chemistry

Chemistry 311: Chemical Analysis

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

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

Recommended (outside the major) BS track*

Math 102: Calculus II

Math 204: Statistics

Phys 101 and 102 OR

Phys 105 and one additional lab science outside of chemistry

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

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

Group I Ecology and Biodiversity:

Biol 131 AND Biol 132

Two courses from the following list:

Biol 206: Plant Ecology OR Biol 210: Ecology

Biol 221: Environmental Physiology of Plants OR

Biol 305: Plant Physiology

Biol 222: Conservation Biology with lab OR Biol 209

Biol 313: Ecosystems and Global Change

Biol 340: Microbiology

Group II Natural Resources and the Environment:

Fors 121 AND Geol 121

Two courses numbered between 200 and 400 in either Forestry or

Geology EXCEPT For/Geo 332, For 307, and For/Geo 432

Group III Environmental Policy:

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

A. Policy Analysis:

Econ 335: Environmental Economics

Pols 208: Environmental Policy

Biol 222 or 209: Conservation Biology

Fors 201: Natural Resource Issues and Policies

B. Ethics:

EnSt 300: Ecology and Ethics

Phil 230: Environmental Ethics

Relg 341: Religion and Ecology

Relg 353: Buddhism and the Environment

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

Anth 298: Ecological Anthropology

Fors 212: Forestry in the Developing World

EnSt 283: Environmental History

Econ/Pols 381: Political Economy of Sustainable Development

Food for Thought Program

Costa Rica Program

Island Ecology Program

I. Humanities/Social Science list:

Anthropology 201: Global Problems: Anthropology and Contemporary Issues

Anthropology 298: Ecological Anthropology

Anthropology 307: Archaeology of Southeastern United States

Anthropology 309: Archaeology of Moccasin Bend National Park

Anthropology 313: Method and Theory in Archaeology

Anthropology 357: Field School in Archaeology

The Costa Rica Program (Sustainable Development in Costa Rica)

Economics 335: Environmental Economics
 Economics 381: Political Economy of Sustainable Development
 English 396: American Environmental Literature
 Environmental Studies 100: Walking the Land
 Environmental Studies 140: Readings in Island Ecology
 Environmental Studies 200: Introduction to Environmental Studies
 Environmental Studies 201: Organic Agriculture
 Environmental Studies 283: Environmental History
 Environmental Studies 300: Seminar in Ecology and Ethics
 Environmental Studies 301: Introduction to Spatial Information Systems
 and Field Mapping
 Environmental Studies 400: Seminar in Environmental Studies
 History 100: Environmental History
 History 386: African Environmental History
 Forestry 201: Natural Resource Issues/Policy
 Philosophy 230: Environmental Ethics
 Political Science 208: Environmental Policy
 Political Science 381: Political Economy of Sustainable Development
 Religion 341: Religion and Ecology
 Religion 353: Buddhism and the Environment
 Religion 393: Rural Religion

2. Sciences list:

Biology 109. Food and Hunger: Contemplation and Action
 Biology 114: Botany
 Biology 131: Principles of Biology I
 Biology 200: Entomology
 Biology 201: Ornithology
 Biology 202: Invertebrate Zoology
 Biology 204: Parasitology
 Biology 206: Plant Ecology
 Biology 207: Biology of Lower Plants
 Biology 209: Conservation Biology
 Biology 210: Ecology
 Biology 215: Fungi
 Biology 216: Algae and Bryophytes
 Biology 221: Environmental Physiology of Plants
 Biology 250: Molecular Evolution
 Biology 305: Plant Physiology
 Biology 310: Plant Evolution & Systematics
 Biology 311: Behavioral Ecology
 Biology 313: Ecosystems and Global Change
 Biology 340: Microbiology
 Chemistry 104: Environmental Chemistry
 Chemistry 103: Earth, Air, Water and Fire
 Computer Science 120. Introduction to Environmental Computing
 Environmental Studies 201: Organic Agriculture
 Environmental Studies 302: Ecology, Evolution, and Agriculture

Forestry 121: Introduction to Forestry
 Forestry 204: Forest Wildlife Management
 Forestry 211: Dendrology
 Forestry 212: Forestry in the Developing World
 Forestry 230: Urban Forest Management
 Forestry 303/Geology 303: Soils
 Forestry 305: Forest Ecology
 Forestry 312: Silviculture
 Forestry 314/Geology 314: Hydrology
 Forestry 316: Tropical & Boreal Forest Ecosystems
 Forestry 319: Natural Resource Management
 Geology 121: Physical Geology
 Geology 215: Geological Resources
 Geology 222: Historical Geology
 Geology 230: Paleogeology
 Geology 235: Earth Systems and Climate Change
 Geology 323: Geology of the Western US
 Physics 105: Environmental Physics
 Psychology 353: Animal Behavior

100. Walking the Land

A field-oriented geology and writing course conducted on the Cumberland Plateau and surrounding provinces. The emphasis is on observation of geological features, particularly geomorphology, and how these relate to other natural parts of the landscape. Historical aspects of human use of the land are also emphasized. Extensive walking and hiking. Field journals are part of the writing-intensive approach. Four hours (one afternoon) a week. (Credit, full course.) Potter

140. Readings in Island Ecology

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

200. Introduction to Environmental Studies

A team-taught, interdisciplinary introduction to Environmental Studies through the examination of the scientific and social aspects of environmental issues. Field components of the course focus on the University Domain and the surrounding area. Because this course is not counted in any major, it is counted as hours outside the major field for all majors. (Credit, full course.) Staff

201. Organic Agriculture

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

240. Island Ecology

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

283. Environmental History

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

300. Seminar in Ecology and Ethics

Students analyze and evaluate scientific and ethical arguments from selected environmental issues. Emphasis is on exploring the relationship between science and ethics. A research project is required. Fulfills the capstone experience of the Environmental Studies concentration. Prerequisite: one course from each of the two groups of Environmental Studies courses (science and humanities/social science) or permission. This course 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.) Haskell

400. Seminar in Environmental Studies

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

FORESTRY AND GEOLOGY

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

Professor Potter

Professor Shaver

Professor M. Knoll

Associate Professor Torreano, Chair

Associate Professor Kuers

Associate Professor K. Smith

Visiting Assistant Professor DeBell

Department Mission

Forestry, geology, and environmental study are the emphases of the Department of Forestry and Geology. Our students analyze the physical, biological, and chemical components of natural landscapes, and also address the economic, social, and political aspects of environmental issues as part of their study. We stress work both within and outside the classroom, and train students to integrate their field observations with theoretical concepts and analytical data.

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

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

Students interested in majoring in forestry, geology, or natural resources and the environment are advised to consult with a member of the department early in their college career to plan a sequence of courses appropriate to their interests and objectives. Students interested in careers in forestry or environmental study may also participate in a 3-2 program with Duke University, with three years of work at Sewanee and two years at Duke, to obtain both a Sewanee bachelor's degree and a Duke master's degree.

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

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

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

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

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

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

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

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

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

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

Additional courses that are strongly encouraged but not required include Chemistry 102 or 104, either Environmental Ethics (Philosophy 230) or Religion and Ecology (Religion 341), Statistics (Math 204), and one additional upper level (200+) Biology laboratory course.

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

Geology majors study present-day and past interrelationships between earth components and earth processes — rocks, minerals, fossils, landforms, structural features, earthquakes, glaciers, magmas, volcanoes, atmospheric gases, surface water, subsurface

water, and environmental pollutants. Required coursework in geology is integrated with required or recommended coursework in forestry, soils, hydrology, chemistry, physics, and mathematics. A total of nine full department courses, plus the junior presentations and senior project seminars, are required.

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

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

Forestry Courses

121. Introduction to Forestry

An environmental survey course which addresses the important features, processes, and issues of forested landscapes. Topics include major tree species, forest biology and ecology, tree structure and function, silviculture, forest management, forest products, and U.S. forest policy and laws. The focus on North American forests is set within a context of global forest issues. Lab exercises emphasize fieldwork, utilizing the diverse array of local forest types present on the Cumberland Plateau and nearby Appalachian Mountains. Lecture, three hours; laboratory and field trips. (Credit, full course.) Staff

201. Natural Resource Issues and Policies

An overview of the contemporary use of renewable and nonrenewable natural resources on local, national, and international scales. This discussion-oriented class focuses on the controversial social and environmental issues that have shaped the formation of natural resource policy in the United States and the world. (Credit, full course.) K. Smith

204. Forest Wildlife Management

A survey and analysis of how vertebrate animals affect forest processes, with particular emphasis on forest regeneration on the Cumberland Plateau. This discussion-oriented class also addresses the history and current status of U.S. and international wildlife management, and the effects of forest management on game and non-game species. Students interact with wildlife management professionals in Tennessee and design and implement a field study to quantify the effects of vertebrate animals on forest growth and development. Fall of even-numbered years. (Credit, full course.) Torreano, K. Smith

211. Dendrology

This course explores the biology and morphology of trees, with emphasis on the major forest species of North America and selected forest types elsewhere in the world. Primary focus is on the ecophysiological characteristics of species and their roles in forest succession, species distribution across the landscape, and responses to disturbance and environmental stress. Includes field identification of native trees and shrubs of the Southeast. Lecture, three hours; laboratory and weekend field trips. (Credit, full course.) Kuers

212. Forestry in the Developing World

An introduction to the use and management of trees in the developing world. Social and technical aspects of forestry are considered. Topics include the role of forestry in development, land and tree tenure, the role of women in forestry projects, agroforestry, trees in traditional systems, the forest as habitat, and the role of western technology as applied to forestry in the developing world. (Credit, full course.) K. Smith

230. Urban Forest Management

Study of the environmental stresses associated with urban landscapes and their impact on establishing and maintaining trees in urban environments. Topics include the theory and practice of individual tree care; biology of tree response to stress, disease, and nutrient assessment; impacts of trees on urban climate; and urban forest inventory and planning. Prerequisites: Forestry 121 or Biology 106, or permission of instructor. Lecture and field trips. Spring of odd-numbered years. (Credit, full course.) Kuers

240. Special Topics in Forestry

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

303. Soils

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Prerequisites: Geology 121 and Chemistry 101; or permission of the instructor. Lecture, three hours; laboratory and field trips. (Credit, full course.) K. Smith, Torreano

305. Forest Ecology

Explores the interrelationships between structure and function of forested ecosystems, approaching the forest community from a physiological perspective. Emphasizes the influence of microclimate, nutrient cycling, and disturbance on community productivity and composition. Prerequisites: Forestry 121 or 211, and Biology 114 or 305, or permission of the instructor. Spring of even-numbered years. Lecture, three hours; laboratory and field trips. (Credit, full course.) Kuers

307. Biometrics

Principles and methods employed in the estimation of forest and other natural resource parameters. Introduction to the uses of statistical models in drawing inferences about biological populations with an emphasis on sampling theory and field methods. Topics include: the scientific method, methods to assist students in the interpretation of both experimental and observational data, and elements of experimental design with an emphasis on biological applications. Prerequisites: Forestry 121 and either Mathematics 101 or 204; or permission of the instructor. Fall of odd-numbered years. (Credit, full course.) Torreano

312. Silviculture

Principles and practices of establishing, tending, and harvesting forest stands on a sustainable basis. Emphasis on ecologically sound techniques of managing forests to meet diverse landowner objectives such as watershed management, wildlife habitat enhancement, recreational use, insect and disease control, and/or timber production. Prerequisites: Forestry 121 and 211, or permission of the instructor. Lecture, three hours; laboratory and field trips. Spring of odd-numbered years. (Credit, full course.) Kuers, Torreano

314. Hydrology

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Prerequisite: Geology 12I. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll

316. Tropical and Boreal Forest Ecosystems

A detailed examination of important components and processes in tropical and boreal forest ecosystems, which collectively comprise over seventy-five percent of the earth's forests. Topics include: the climate, soils, and unique plant life that characterize these two biomes; carbon and nutrient dynamics in undisturbed forests; and the effects of land-use change on properties of these forested systems. Prerequisites: Forestry 12I, or Biology 114, or Biology 131 with permission from instructor. Spring of odd-numbered years. (Credit, full course.) K. Smith

332. Junior Presentations in Forestry and Geology

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in forestry, geology, or natural resources. (Credit, half course.) Staff

432. Senior Interdisciplinary Field Project

An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to critically evaluate the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. Prerequisites: Senior status in Forestry, Geology, or Natural Resources. (Credit, half course.) Staff

444a. Independent Study

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

444b. Independent Study

(Credit, half course.) Staff

Geology Courses**12I. Physical Geology**

A study of the geological features and processes that shape the earth's surface and sub-surface. Lectures detail major components of the earth and the dynamic processes that generate them (including rocks, minerals, fossils, mountain belts, ocean basins, tectonic activity, magma formation, and climate change). Environmental issues related to geology (earthquakes, landslides, volcanic activity, groundwater contamination, and coastal and stream erosion) are major topics of discussion. Field-oriented lab exercises utilize excellent geological exposures of the Cumberland Plateau and the nearby Appalachian Mountains.

Lecture, three hours; laboratory and field trips (including one weekend trip). (Credit, full course.) M. Knoll, Potter, Shaver

215. Economic Geological Resources

A study of economically valuable minerals and rocks (including metals, nonmetals, industrial minerals, and hydrocarbons) in terms of their origin, tectonic settings, extraction, and use. Topics include global distribution and genesis of deposits in relation to plate tectonic theory, prospecting techniques, mining methods, mining laws, economics of the mineral and petroleum industries, and environmental problems associated with exploration and development. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips, (Credit, full course.) Shaver

221. Mineralogy

A study of the occurrence, crystal structure, chemistry, and origin of minerals, with special emphasis on geological environments that form or modify them. Laboratory work includes hand-lens, microscopic, and X-ray diffraction analysis of minerals. Lecture, three hours; laboratory and field work. Fall of odd-numbered years. (Credit, full course.) Shaver

222. Historical Geology

A study of the history of the earth, including its physical environments, the history of life, and the tectonic development of the earth throughout geologic time as recorded in the rock record. Emphasis on North America and paleoenvironments of the Cumberland Plateau. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips. Fall of odd-numbered years. (Credit, full course.) Potter

225. Sedimentology

A study of sedimentary rocks and the processes that form them. Field and class studies stress the link between modern sedimentary environments and their ancient counterparts. Emphasis on rocks of the Cumberland Plateau and other nearby areas. Prerequisite: Geology 121. Lecture, three hours; laboratory and field trips. Fall of even-numbered years. (Credit, full course.) Potter

228. Tectonics

A study of the genesis and evolution of continents and ocean basins within the broad framework of global geologic systems, with special emphasis on mountain chains, earthquakes, and the plate tectonics paradigm. Spring of even-numbered years. (Credit, full course.) Potter

230. Paleoecology

A study of individuals, populations, and communities of plants and animals of the geologic past: their taphonomic histories, interactions with changing environments, and relationships to the sedimentary rock record. One weekend field trip. Prerequisite: Geology 121. Fall of odd-numbered years. (Credit, full course.) M. Knoll

235. Earth Systems and Climate Change

A study of climate change, its causes, and the impact of such change on sea level, glacial regimes, and the development of life through geologic time. Special emphasis on evidence for past and recent climate change. Prerequisite: Geol 121. (Credit, full course.) M. Knoll

240. Island Ecology

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

303. Soils

A study of soils as they relate to land use, bedrock and geomorphology, site quality, and vegetation processes. Emphasizes field interpretation of soils as one component of terrestrial ecosystems. Prerequisites: Chemistry 101, or permission of the instructor. Lecture, three hours; laboratory and field trips, three hours. (Credit, full course.) K. Smith, Torreano

314. Hydrology

Occurrence, movement, quality, and behavior of water in the hydrologic cycle with emphasis on surface and underground water. Includes techniques and problems of measurement and utilization. Prerequisite: Geology 121. Lectures, three hours; laboratory and field trips, three hours. (Credit, full course.) M. Knoll

320. Igneous and Metamorphic Petrology

Systematic study of the genesis, occurrence, composition, and classification of igneous and metamorphic rocks. Topics include origin and crystallization of different magma types, metamorphic processes, and tectonic environments specific to certain rock suites. Laboratory work includes hand specimen and microscopic examination of igneous and metamorphic rock suites. Prerequisite: Geology 221. Lecture, three hours; laboratory and field trips. Spring of even-numbered years. (Credit, full course.) Shaver

322. Geology of the Western United States

The course focuses on the geological evolution of the Colorado Plateau, the Rio Grande Rift, and the Rocky Mountains. Extensive use of geologic maps and periodicals. An additional half course may be earned with successful completion of a field trip to western United States. Prerequisite: Geol 121 and permission of the instructor (Credit, half or full course, depending upon the specific term in which the course is offered.) Potter

323. Geology of the Western U.S.

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

325. Field and Structural Geology

A study of deformed rocks and an introduction to tectonics. Preparation and interpretation of geologic maps; solution of basic structural problems. Field work emphasizes geologic mapping on the Cumberland Plateau and in more structurally deformed areas in eastern Tennessee. Prerequisite: Geology 121. Lecture, three hours; laboratory and field work. Spring of odd-numbered years. (Credit, full course.) Potter

330. Invertebrate Paleontology

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

**332. Junior Presentations**

Oral presentations of important topics and published data in forestry, geology, and other environmental sciences. Course goal is to train students through practice to give and critique oral presentations appropriate for scientific or other professional research. Each student gives several presentations and formally critiques other presentations as part of the course. Prerequisites: Junior status in forestry, geology, or natural resources. (Credit, half course.) Staff

432. Senior Interdisciplinary Field Project

An interdisciplinary field-based study of a selected portion of the University Domain or surrounding area. The primary focus of the study is to conduct a detailed analysis of interrelationships between the project area's geology, forest cover, hydrology, archeology, economics, history, and current use, and to use these parameters to evaluate critically the land-use issues of the area. Students produce a professional-quality written report of their analysis and also orally present their results to department faculty and seniors. Prerequisites: Senior status in forestry, geology, or natural resources. (Credit, half course.) Staff

444a. Independent Study

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

444b. Independent Study

(Credit, half course.) Staff





FRENCH AND FRENCH STUDIES

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

Professor Poe

Visiting Professor Miannay

Associate Professor Rung

Associate Professor Ramsey, Chair

Associate Professor Mills

Assistant Professor Glacet

Students having studied French at the secondary-school level must take the departmental placement examination. Those who wish to enroll at a level beneath that indicated by the placement examination 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 will likewise be capable of reading important works in French and reacting to them critically.

The study of French language, culture, and literature should ultimately provide Sewanee students with a paradigmatic set of tools for a lifetime of cultural exploration and a sympathetic understanding of otherness. For those wishing to go beyond the required sequence in French, the department sponsors two major tracks — one in French and one in French Studies, with minors available in both areas. These two programs offer Sewanee students the opportunity, in the former case, to deepen their understanding of French literature and thought through an approach interweaving period with theme, or, in the latter case, to obtain a firm grounding in the evolution of French history, culture, and language.

Major in French: The minimum requirement for a French major is seven full courses beyond French 300 and at least a semester of study abroad in a French-speaking country (the department helps students find appropriate programs). Along with 314, majors are normally expected to take at least two additional courses at the 300 level, one of which must be 360, before registering for 400-level courses. A minimum of three 400-level, French-major courses is expected, and senior French majors also participate, during their final semester, in the 410 seminar which ties together their upper-level coursework and prepares them for their comprehensive examinations.

Minor in French: The minimum requirement for a French minor is four full courses beyond French 300 and participation in a summer-abroad program in a French-speaking country (Sewanee's own summer program when offered, or a similar program approved by the department in off-years). Along with 314, French minors are expected to take at least one additional 300-level course and two 400-level courses of their choosing.

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



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

- FREN 311: Composition, or FREN 312: Conversation, or FREN 313: Contemporary Language (With another advanced language course abroad)
- FREN 314: Introduction to Literature of the French-Speaking World
- FREN 420: French Studies Senior Research Tutorial

Three of the five following courses:

- FREN 411: Culture through History
- FREN 413: Modern France through Films and Other Texts
- FREN 415: History of French Cinema
- FREN 417: Topics in Francophone Studies
- FREN 419: Introduction to French Linguistics

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

- ANTH 303: Peoples and Cultures of Europe
- ANTH 304: Peoples and Cultures of Africa

- ArtH 320: Medieval Art
- ArtH 332: 17th and 18th Century Art
- ArtH 335: 19th Century Art
- ArtH 345: Modern Art

- HIST 219: History of Africa: Traditional Africa
- HIST 220: History of Africa: Modern Africa
- HIST 270: Women in European History Since 1750
- HIST 305: The Renaissance
- HIST 306: The Reformation Era
- HIST 307: 17th Century Europe
- HIST 308: The Revolutionary Era
- HIST 309: Politics and Society in Europe 1815-1914
- HIST 311: Politics and Society in Europe after 1914
- HIST 343: Protest, Propaganda, and the Public Sphere, 1500-1800
- HIST 356: Diplomatic History of Europe 1813-1914
- HIST 384: African Art and Culture
- HIST 395: War and Society in the Modern Period
- HIST 396: The Origins and Conduct of the First World War, 1900-19
- HIST 397: The Origins and Conduct of World War II

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

PHIL 204: Modern Philosophy from Descartes to Kant

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

THEA 106: History of Film

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

Minor in French Studies: The minimum requirement for a French Studies minor is four full courses beyond French 300 and participation in a summer-abroad program in a French-speaking country (Sewanee's own summer program when offered, or a similar program approved by the department in off-years). Along with 314, students are expected to take at least one course among 311, 312, 313, and 419; at least one course at the 400 level; and at least one course in art history, music, or theatre from the related-courses list for the French Studies major OR Fren 415 on the history of the French cinema. For a substitute course to be taken abroad in answer to these requirements, it must be approved by the Department of French prior to departure.

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

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

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

103. Elementary French: Intensive Course

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. (Credit, full course.) Staff

104. Elementary French: Intensive Course

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. Prerequisite: French 103 or placement by department. (Credit, full course.) Staff

203. Intermediate French: Intensive Course

An intensive course in the basic elements of the language: pronunciation, structure of sentences, conversation, and reading. Use of language laboratory required. Four hours of class per week. Prerequisite: French 104 or placement by department. (Credit, full course.) Staff

300. Advanced French

Readings from various authors, periods, genres, and Francophone countries. Specific grammatical structures are studied parallel to the readings, and progress in oral and written French is also stressed. The normal course for completing the language requirement. Prerequisite: French 203 or placement by department. (Credit, full course.) Staff

311. Composition

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

312. Conversation

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

313. Contemporary Language and Usage

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

314. Introduction to Literature of the French-Speaking World

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

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 2006 and alternating summers. (Credit, full course, Pass/Fail grading.) Ramsey

321. Studies in Culture and Literature Abroad

Complimentary study of French language and civilization within the framework of the Sewanee in France summer program, with emphasis upon cultural readings and literary topics that should be of particular interest when explored on site in France. Prerequisite: French 300 and permission of the department. Next scheduled for the summer of 2006 and alternating summers. (Credit, full course.) Ramsey

360. Explication de Textes

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

401. Early French Literature

Readings and criticism in French literature from *La Chanson de Roland* to Montaigne, with an emphasis on the evolution of narratology and poetics, and on the role of women. Prerequisites: Fren 314 and one other French course numbered 311 or higher. Not open to students having taken Fren 409 or 410. (Credit, full course.) Glacet

403. The 17th Century

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

405. The 18th Century

A study of the stylistic strains of the century, with particular emphasis on enlightenment writings and on the development of the novel and of comedy: Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, Isabelle de Charrière, André Chénier, among others. Not open to students having taken Fren 403. (Credit, full course.) Poe

407. The 19th Century

A survey of movements in prose and poetry from the Revolution into the years just following the Second Empire: Romantics, Parnassians, Realists. Emphasis on Chateaubriand, Lamartine, Vigny, Musset, Hugo, Balzac, Stendhal, Flaubert, Baudelaire, and Zola. Not open to students having taken Fren 404. (Credit, full course.) Mills

409. Contemporary Literature

A study of twentieth-century poetry, prose, and theater. Emphasis on Apollinaire, Valéry, Breton, Michaux, Ponge, Camus, Sarraute, Robbe-Grillet, Giraudoux, Sartre, and Anouilh. Not open to students having taken Fren 408. (Credit, full course.) Glacet

410. French Senior Seminar

Preparation for the French comprehensive examinations. Required of all French majors. Not open to students having taken Fren 435. (Credit, full course.) Staff

411. Culture through History

A study of the historical and societal frames within which the weave of French civilization has spun itself forward through the centuries. Close attention is paid to moments of national crisis and to political arrangements, to daily life within the periods examined, and to aesthetic achievement and stylistic trends along the way. Not open to students having taken Fren 376. (Credit, full course.) Poe

413. Modern France through Films and Other Texts

A view of modern France since World War II examined through films selected for their historical-cultural revelations (along with preparatory study of scripts and/or written works tied to the films), through literary and journalistic texts echoing significant events and social trends, and through audio recordings of famous speeches and songs (the texts of which

are likewise to be studied within their societal context.) Not open to students having taken Fren 377. (Credit, full course.) Poe

415. History of French Cinema

A survey of French films from the invention of cinema to the contemporary period with an emphasis on points of connection with American cinema. From the Lumières brothers to Méliès, from Pathé and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carné), and from “New Wave” (Resnais, Godard, Truffaut) to “Modern Cinema” (Lelouch, Malle). Prerequisite: French 311 or higher. Not open to students having taken Fren 378. (Credit, full course.) Glacet

417. Topics in Francophone Studies (also Third World Studies)

An examination of the French-speaking world and its literature, culture, art, music, and political life. Topics vary from year to year, but the course would typically include novels, short stories, poetry, film, and drama from France, French-speaking Europe, North and West Africa, Quebec, and the Antilles. Prerequisite: Fren 311 or higher. (Credit, full course.)

419. Introduction to French Linguistics

An introduction to French linguistics. A survey of historical and theoretical issues in the area of syntax, morphology, and phonology. Considerable emphasis on phonetics and pronunciation. Aspects of applied linguistics include language variation, usage, and acquisition, as well as pedagogical concerns. Not open to students having taken Fren 381. (Credit, full course.) Ramsey

420. French Studies Senior Research Tutorial

Preparation, within the course of the tutorial, of an in-depth research paper, on a topic approved by the tutorial director pertaining to French language, history, or culture. Research strategies for obtaining source materials in French are explored, and writing techniques and style are fine-tuned. Readings and discussions about contemporary France as well. Required of all French Studies majors. Not open to students having taken Fren 436. (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 or French Studies majors. (Credit, full course.) Staff

444. Independent Study

For majors who wish to pursue, during the Advent semester of their senior year, a readings and research project culminating in a paper of some length on a chosen topic. Applicants for this project must have a 3.5 GPA in French, or in French Studies, and a brief abstract of the proposed study must be submitted to the department for approval prior to enrollment in the course. (Credit, full course.) Staff

GERMAN

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

Professor Davidheiser, Chair

Professor Zachau

Major in German: The requirement for majors in German is eight full courses at the 300 level and above, including 311 or 312, 321, 322 and 344. At least three of these courses must be at the 400 level. Also required is a period of study in Germany, Austria, or Switzerland. Those planning to continue the German major in graduate school may wish to take more credit hours in the department. Both language and cultural proficiency are emphasized, along with reading and discussing literary texts.

Minor in German: A student wishing to increase proficiency in German and complement another field of study, such as economics, English, geology/forestry, history, political science, religion or the sciences, may minor in German by taking at least five courses in German language, literature and culture at the 300 level and above. A period of study/work abroad is desirable. No comprehensive exam is required.

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

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

103. Elementary German: Intensive Course

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language. (Credit, full course.) Davidheiser, Zachau

104. Elementary German: Intensive Course

Teaches the basics of the language with emphasis on the four skills (listening, reading, speaking, writing). Elementary cultural and literary readings. Use of the language laboratory for drill in active use of the language. (Credit, full course.) Davidheiser, Zachau

203. Intermediate German: Intensive Course

Grammar review and reading of cultural and short literary works, together with increased emphasis on conversation. Prerequisite: German 103, 104. (Credit, full course.) Davidheiser, Zachau

301. Advanced Readings

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) Davidheiser

302. Advanced Readings

Reading and discussion in German of selected works of modern German drama and prose. (Credit, full course.) Davidheiser

303. Kafka and Werfel

Selected readings of works of Franz Kafka such as *Die Verwandlung* and Franz Werfel such as *Jacobowsky und der Oberst*. (Credit, full course.) Davidheiser

304. Hesse and Mann

Readings from the works of Hermann Hesse (*Demian* and *Siddhartha*) and Thomas Mann (*Tonio Kroger* and *Tristan*). (Credit, full course.) Davidheiser

305. Brecht and the Modern Theatre

A reading of one major Brecht play such as *Der kaukasische Kreidekreis* or *Mutter Courage* and an analysis of its influence on modern post WWII German theatre. Selected readings of Weiss, Müller, and others. (Credit, full course.) Zachau

306. Modern Swiss Authors

A reading of one major work by both Friedrich Dürrenmatt (*Der Besuch der alten Dame*) and Max Frisch (*Biedermann und die Brandstifter* or *Homo Faber*), together with some short works of the lesser known authors like Peter Bichsel. (Credit, full course.) Davidheiser, Zachau

307. Modern Austrian Authors

An introduction to twentieth-century Austrian literature beginning with short texts by authors such as Roth, Musil, Aichinger, and Bernhard and eventually focusing on novels such as Peter Handke's *Die Angst des Tormanns beim Elfmeter* and *Der kurze Brief zum langen Abschied*. Background information on Austrian culture and civilization. (Credit, full course.) Staff

308. Heinrich Böll

A reading of one major work by Heinrich Böll such as *Und sagte kein einziges Wort* or *Die verlorne Ehre der Katharina Blum* together with selected short stories and essays by Böll. (Credit, full course.) Zachau

309. Kästner and Fallada

Readings of two of the best known authors of the Weimar Republic, Erich Kästner and Hans Fallada, such as Kästner's children's novels *Emil und die Detektive* or *Das fliegende Klassenzimmer* and Fallada's classic novel about the Depression, *Kleiner Mann, was nun?* (Credit, full course.) Zachau

310. The Fairy Tale in German Literature and Culture: From the Brothers Grimm to Kafka and Hesse

An examination of the fairy tales of the Brothers Grimm (e.g., *Snow White*, *Hänsel und Gretel*, *Rumpelstilzchen*, *Cinderella*, *Little Red Riding Hood*) and their role in German literature and culture along with a study of the literary fables and fairy tales of such writers as Lessing, Goethe, Tieck, Hesse, and Kafka. This interdisciplinary approach to fairy tales from the eighteenth century to the present will also cover their operatic and cinematic versions. Class consists of reading, discussion, and viewing of videos of films and operas spawned by the fairy tales. (Credit, full course.) Davidheiser

311. German Culture and Composition

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), 312 emphasizes social and political issues (advanced). Either 311 or 312 is required of all majors. Prerequisite: German 203. (Credit, full course.) Davidheiser, Zachau

312. German Culture and Composition

Conversational exercises in colloquial German, including use of audiovisual materials. Regular practice in composition; while 311 stresses vocabulary development and focuses on contemporary cultural issues (intermediate), 312 emphasizes social and political issues (advanced). Either 311 or 312 is required of all majors. Prerequisite: German 203. (Credit, full course.) Davidheiser, Zachau

313. Contemporary Language and Usage

A one-semester advanced language and culture course designed to increase oral and written language skills to help the student deal with contemporary societies. Analysis and interpretation of current texts, composition, formal letter writing, and practical use of political, scientific, economic, journalistic, and social vocabularies. Prerequisite: 200-level courses. (Credit, full course.) Davidheiser

321. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course.) Davidheiser, Zachau

322. Survey of German Literature

The history of German literature from the beginning down to the present day. Required of all majors. (Credit, full course.) Davidheiser, Zachau

332. Advanced Grammar and Stylistics

Concentration on advanced grammatical structures, vocabulary enhancement, and various writing styles through analysis of German short stories. Emphasis as well on improvement of essay and letter writing. (Credit, full course.) Davidheiser

344. Junior Tutorial

Intensive practice in analyzing and comparing the style of outstanding German writers and in writing German. Introduction to the use of research materials. Required of all majors. (Credit, full course.) Davidheiser, Zachau

350: Berlin — Impressions of a City (also History 350)

A survey of Berlin through its history and architecture, its literature and film with emphasis on the twentieth century. The course is divided into five parts: Berlin's early history before WWI, the Weimar Republic, the Nazi period, Cold War Berlin (East and West), and modern Berlin after 1989. In addition to the history and architecture, major novels and films of the city are examined throughout the semester. This course is taught in English and may not be used in fulfillment of the foreign language requirement; however, it can count toward the German major if a term paper is presented in German. (Credit, full course.) Zachau

351. Masterpieces of German Literature in Translation

Reading and study of texts from the whole range of German literature in English translation. No knowledge of German required. Does not satisfy the language requirement. (Credit, full course.) Davidheiser, Zachau

352. Kafka/Grass in Translation

Reading and discussion of the main works of Franz Kafka and Gunter Grass in English translation, including *The Trial*, *The Castle*, *The Country Doctor*, *The Judgment*, *The Tin Drum*, and *Cat and Mouse*. Does not fulfill the language requirement. (Credit, full course.) Davidheiser

353. German Film

A survey of German film from the 1920s through the present times from a historical perspective. The course focuses on German cultural history through film making with representative examples from the Weimar Republic silent film period (*Nosferatu*), the Nazi period (*Jud Süb* and *Kolberg*), the rebirth of the German cinema in the 1960s (Fassbinder's films), and adaptations of literature from the 1970s and 1980s in East and West Germany (*The Tin Drum*, *Das Boot*). The course is taught in English but is also open to German students who are required to write a term paper in German. Does not satisfy the language requirement. (Credit, full course.) Zachau

354. Modern German Civilization

An analysis of Germany's development in the twentieth century with emphasis on literary, social, industrial, and cultural movements. The course is taught in English but is also open to German students who do some reading and writing in German. Does not satisfy the language requirement. (Credit, full course.) Davidheiser

355. Once Upon a Time: The Literature and Culture of Fairy Tales

An examination of major fairy tales by the Brothers Grimm and their international variants. The class includes some lecture but mostly discussion of such works as *Snow White*, *Sleeping Beauty*, *Little Red Riding Hood*, *Cinderella*, *The Frog King*, *Hansel and Gretel*. Comparison will be made with cinematic (Walt Disney, Ingmar Bergman) and musical (Mozart, Humperdinck, Tchaikovsky) versions of the tales. This course is taught in English with no knowledge of German required. This course is also open to any student wishing to write a paper in German but not open for credit to those who have completed NonD IOI. This course does not satisfy the general distribution requirement in foreign language. (Credit, full course.) Davidheiser

356. The Nazi Period (also History 353)

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course will be taught in English and does not fulfill the language requirement. (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. (Credit, full course.) Davidheiser

405. German Romanticism

Readings in the principal writers of the Romantic Movement, including Novalis, Tieck, Eichendorff, Brentano, and Hoffmann. (Credit, full course.) Davidheiser

407. 19th-Century Literature

Readings from the age of Poetic Realism. (Credit, full course.) Zachau

408, 409. 20th-Century German Literature

The first semester covers the period from 1900 to 1945; the second semester, from 1945 to the present. (Credit, full course.) Davidheiser, Zachau

410. Goethe Seminar

Götz, *Werther*, *Faust*, *Iphigenie*, and other selected works are read and analyzed, along with Goethe's poetry. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Davidheiser

411. Schiller, Hölderlin, Kleist

Schiller's dramas and poetry, Hölderlin's *Hyperion* and poetry, and Kleist's *Der zerbrochene Krug*, along with his prose works, are read and analyzed. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Davidheiser

413. Kafka and His Times

Examination and discussion in German of major works from the first quarter of the twentieth century by Kafka, Hesse, Mann, and Werfel. Prerequisite: at least two courses at the 300 level or above. (Credit, full course.) Davidheiser

421. Lyric Poetry

Representative works of various German poets from the seventeenth century to the present. (Credit, full course.) Zachau

422. German Drama

A survey of major German playwrights, including Schiller, Kleist, Goethe, Buchner, Hauptmann, Brecht, Frisch, and Weiss. The students have the opportunity to perform selected scenes of the plays discussed in class. Prerequisite: a German course at the 300 level or above. (Credit, full course.) Zachau

427. East German Literature

An investigation of the connection between literature and society in East Germany. The course shows the historical development of East Germany through its literature. Readings will include works by Wolf, Plenzdorf, Strittmatter, Kant, Heym, and Kunze. (Credit, full course.) Zachau

444. Independent Study

For selected students. Prerequisite: German 321, 322 or the equivalent. (Credit, half to full course.) Staff

GERMAN STUDIES

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

Professor Flynn, History

Professor Davidheiser, German, Chair

Professor Zachau, German

Major in German studies: The German studies major is an interdisciplinary program combining study of the society, culture, and literature of German-speaking countries. Students design their own programs of study by selecting courses in the humanities and social sciences related to German civilization. Selections are normally from the fields of German language, culture, literature, history, and political science; however, related courses may be chosen from other fields of study. Each senior is required to complete German Studies 444, an independent research project reflecting the interdisciplinary nature of the program. The comprehensive examination at the end of the senior year is designed in accordance with the student's elected program of study. The requirement for a major in German studies is eight core courses and three related courses, depending on the student's area(s) of interest in German studies. Also required is a period of study in a German-speaking country.

444. Independent Study

(Credit, variable from half to full course.) Staff

Core Courses:

- GER 321, 322: Survey of German Literature
- GER 408 or 409: 20th Century German Literature
- GER 410: Goethe
- HIST 268: German History since 1500
- POLS 401: European Politics

Related Courses:

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

- ANTH 303: Peoples and Culture of Europe
- ArtH 326: Northern Renaissance Art
- ArtH 335: 19th Century Art
- HIST 309, 311: Politics and Society in Europe
- HIST 396: The Origins and Conduct of the First World War, 1900-1919
- MUS 206: Music of the Classical Period
- MUS 208: Music of the Romantic Period
- PHIL 319: 19th Century Philosophy
- POLS 322: United States Foreign Policy

HISTORY

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

Professor A. Knoll

Professor Flynn

Professor Goldberg

Professor Williamson

Professor Perry

Professor Ridyard, Chair

Professor Willis

Professor Register

Associate Professor McEvoy

Associate Professor Roberson

Associate Professor Berebitsky

Assistant Professor Mansker

Assistant Professor Levine

Visiting Assistant Professor Crawford

Visiting Instructor Scott

Major in history: Students who choose history as a major must select a field of concentration from among the following: 1) United States, 2) Europe, 3) Great Britain, 4) Africa/Asia/Latin America. A member of the faculty assigned as the student's advisor will help the student plan a coherent program of study.

Required of all majors: 1) a GPA in history courses no lower than 2.00; 2) History 100 or equivalent credit from the humanities sequence; 3) five courses in history in the field of concentration; 4) four courses outside the field of concentration, one of which must be in the Africa/Asia/Latin America field; 5) History 352; 6) a passing grade on the written comprehensive examination in the last semester of the senior year.

Required for honors in history: 1) a GPA in courses in history no lower than 3.3; 2) a grade of honors on a major research paper written during the first semester of the senior year and presented by the first day of the second semester of the senior year; 3) a grade of distinction on the written comprehensive examination in the last semester of the senior year.

Students enrolled in or credited with humanities courses do not receive credit for History 100, and no student receives credit for more than one section of History 100.

Minor in history: In order to minor in history, students must complete five courses above the 100 level, excluding History 352. No comprehensive examination is required.

100. Topics in Western Civilization

Topics and themes related to the development and impact of Western civilization upon the human community. This subject is analyzed through an intensive examination of a specific historical theme, issue or period. (Credit, full course.) Staff

201, 202. History of the United States

A general survey of the political, constitutional, economic, and social history of the United States. (Credit, full course.) Berebitsky, Register, Willis

205, 206. History of England

A general survey of the political, constitutional, economic, and social history of England and the British Empire since the Anglo-Saxon conquest. (Credit, full course.) Perry

207, 208. History of Russia

First semester: the formation of the Russian state; significant personalities such as Ivan the Terrible, Peter the Great, Catherine the Great; and the rise of the revolutionary movement. Second semester: a study of the collapse of the monarchy; the causes of the Revolution; and the consolidation and growth of Soviet power under Lenin, Stalin, Khrushchev, and Brezhnev. The Gorbachev era and reasons for the collapse of the Soviet system are explored. (Credit, full course.) Goldberg

209. Early Modern Europe, 1450-1800

An overview of European history in the early modern era, a period of transition from the medieval way of life to the recognizably modern. The course explores this dynamic age from the Renaissance through the Protestant and Catholic Reformations, the age of exploration, the Religious Wars, absolutism and constitutionalism, the European witch-hunt, the Scientific Revolution and Enlightenment, and the French Revolution. Issues addressed include the evolution of the nation-state, the quest for empire, and the rise of science, religious pluralism, and secular culture. Prerequisite: none. (Credit, full course.) Crawford

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

Designed to provide an introduction to Asian history. First semester: the foundations of East Asian civilization: Confucianism, Taoism, Buddhism, and the flowering of Chinese culture. Second semester: a study of the European impact on Asia and the resultant rise of nationalism and communism. (Credit, full course.) Goldberg

215. Southern African History (also Third World Studies)

This course encompasses both the established history of the southern African region c.1500-2004 and recent historiographical developments. As a result of this dual focus, the course highlights the production of southern African history, considering how, for whom, and why that history has been written. Topics include: the environment in history; the creation and interactions of racial groups; the mineral revolution and capitalist development; white domination, segregation, and apartheid; and political and popular resistance to these oppressive racial regimes. The course ends with the transition to majority rule, the role of the Truth and Reconciliation Commission, and the democratic future of South Africa. Prerequisite: none. (Credit, full course.) Levine

216. History of Japan (also Asian Studies)

A survey of the history of Japan from earliest times to the present. Topics include early Chinese influence, Buddhism, the rise of feudalism, unification in the 15th century, the era of isolation, the intrusion of the west, the Meiji Restoration, the rise of Japan as a military power and World War II, and postwar recovery. (Credit, full course.) Goldberg

217. History of the Near East: Islamic Civilization (also Third World Studies)

Among the subjects addressed in this course are Mohammed, Islam, conquests undertaken

during the caliphates, reasons for the breakup of Islamic civilization, Islam's subsequent revival by the Seljuk and Ottoman Turks, the entrance of the Europeans into the Middle East, and the development of the Shia. (Credit, full course.) A. Knoll

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

A contemporary history of the Middle East embracing such topics as Arab and Israeli politics, sources of the Arab/Israeli conflict, modernization in traditional societies, terrorism and counterterrorism, American foreign policy in the area, and Islamic revival. This continuation of History 217 may also be taken independently. (Credit, full course.) A. Knoll

219. History of Africa: Traditional Africa (also Third World Studies)

A study of African institutions before the Europeans with emphasis on such factors as religion, art, warfare, and the economy. The African slave trade is also studied. (Credit, full course.) A. Knoll

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

Analysis of the forces such as colonialism and economic development that have shaped the history of modern Africa. The focus of the course is on the diversity of African economic, political, cultural, and religious systems; the critical role of the African landscape in shaping social change; the high degree of interaction between Africa and the rest of the world; the creation of enduring stereotypes of Africans; the ambivalent legacy of independence movements; and recent developments including popular culture, epidemics, and mass migration. No prerequisite. (Credit, full course.) Levine

221. History of India

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

223. Latin American History to 1825

A study of the mixture of Indian and Spanish civilizations. Concentration on sixteenth-century culture of Aztecs and Incas, the evolution of Spanish colonial empire, the historical background to strongman government, the art and architecture of the colonies, and the Independence Period 1810-25. (Credit, full course.) McEvoy

224. Latin American History after 1826

A study of nation building and strongman government in the nineteenth century, the Mexican Revolution 1910-20, Argentina under Peron, and twentieth-century Brazil. Special emphasis on the roles of women and blacks. (Credit, full course.) McEvoy

225. Empire in the New World: Incas and Aztecs

This course offers a comparative perspective on the processes that led to the emergence of the Incas and the Aztecs. The course focuses on primary sources and texts from a variety of experts and scholars concerned with issues of state-building, self-sustained economy, warfare, aesthetics, rituals, religion, and culture. (Credit, full course.) McEvoy

226. Politics and Society in Contemporary America

This course surveys the history of the United States since World War II. It focuses on the

nation's emergence as an international superpower and the domestic political and social upheavals that accompanied this development. (Credit, full course.) Register

227, 228. Intellectual and Cultural History of the United States

Explores selected problems in the development of American ideas and social structures, 1789-1980. The first semester (1789 to 1877) examines the conflicts and tensions associated with the emergence of a democratic, capitalist society. The second semester (1877 to present) extends the questions posed during the first semester by focusing on development of industrial and consumer capitalism in the twentieth century. The course as a whole emphasizes the analysis and discussion of primary texts and pays close attention to issues of race, gender, and class. (Credit, full course.) Register, Roberson

230. Leadership and History: Studies in Historical Biography

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

231. African-American History to 1865

A survey of the history of African-Americans from their arrival in the English colonies to the end of the Civil War. African-Americans' struggle with slavery and oppression provide the central theme, but the course addresses the various political, economic, social, and cultural conditions which contributed to the development of a unique African-American community. Particular attention is given to the development of such institutions within this community as family, religion, and education. (Credit, full course.) Roberson

232. African-American History Since 1865

A survey of the major topics and issues in African-American history from 1865 to the present: the era of emancipation, the turn-of-the-century nadir of race relations, black participation in both world wars, the Harlem Renaissance, the Civil Rights Movement, and various dimensions of contemporary black life. The course also explores some of the historiographical themes that have catalyzed current scholarship and 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 WmSt)

An exploration of nineteenth- and twentieth-century women's movements around the world. This global history provides the foundation of women's widespread involvement today in such transnational movements as environmentalism and the defense of human rights. (Credit, full course.) Staff

267, 268. German History since 1500

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

270. Women in European History Since 1750

This course surveys the roles and experiences of European women from the Enlightenment era to the present. With emphasis on individual lives and outlooks, the study illuminates women's quest for equality and dignity in the public sphere in Britain, France, and Germany. Themes covered include the development of feminist movements, modern feminism, and sexual liberation. (Credit, full course.) Flynn

279. History of American Education (also Education 279)

Issues and institutions in the development of American education from the seventeenth century to the present day. (Credit, full course.) Register

283. Environmental History

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

294. The Art of War from Ancient Times to the U.S. Civil War

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

295. Modern Warfare from the U.S. Civil War to the Present

A study of the way war has been waged, primarily in the West, from the Civil War to the present. Particular emphasis is on mechanization of warfare, the assault upon civilians, the creation of national armies, and the development of new weaponry. May not be taken for credit if the student has already received credit for History 298. (Credit, full course.) A. Knoll

301. Ancient Greece

Selected topics in the history of Ancient Greece from the early Bronze Age to the death of Alexander. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

302. Ancient Rome

Selected topics in the history of Royal, Republican, and Imperial Rome. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

303. Constructing Christendom: the West from Constantine to the First Crusade

This course examines the centuries from c.300 to c.1100 in which the political and cultural traditions of what we now know as Europe were constructed on the foundations of the Clas-

sical and “barbarian” worlds. It focuses especially on how contemporaries imagined and attempted to create a specifically Christian society by the conversion of the pagan Roman empire and, later, the Germanic pagans of Western Europe — a process which culminates in the “church militant” of the First Crusade. A further unifying theme is the legacy of empire in the cultural and political life of the post-Roman West. Attention is also given to the role of women, especially royal women, in the creation of the Christian culture of the early Middle Ages. Reading and discussion of primary sources, including the visual arts, are central to this course. Seminar. (Credit, full course.) Ridyard

304. Medieval Europe

Selected topics in the history of western Europe during the Middle Ages for the period c.1000 to c.1450. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

305. The Renaissance

The history of Europe during the fourteenth, fifteenth, and early sixteenth centuries, with emphasis on the Renaissance in Italy and in northern Europe and the emergence of Christian humanism. (Credit, full course.) Staff

306. The Reformation Era (also Religion 306)

The history of Europe, principally in the sixteenth century, with attention to ideas and the interaction of religion and society; includes the Protestant and the Catholic Reformations and the beginning of the era of religious wars. (Credit, full course.) Staff

307. 17th-Century Europe

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

308. The Revolutionary Era

The transformation of state and society from the Old Regime to the time of Napoleon. Emphasizes the causes and phases of Europe’s first revolution, in France, 1750-1815. (Credit, full course.) Mansker

309. Politics and Society in Europe 1815-1914

A study of the foreign and domestic policies of the principal states, problems arising from the Industrial Revolution, liberal democracy, nationalism, and socialism, and the origins of World War I. (Credit, full course.) Flynn

311. Politics and Society in Europe after 1914

The external and internal development of the principal states, revolution, fascism, the search for a system of collective security, World War II, the Cold War, the democratic welfare state, and the European unity movement. (Credit, full course.) Flynn

312. 18th-Century England

A seminar in eighteenth-century English studies with emphasis on social and cultural development. (Credit, full course.) Perry

313. Family, Gender, and Sexuality in Early Modern Europe (also Women’s Studies)

During the early modern period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. In this

seminar, students examine these transformations in cultural and social understandings of gender as they relate to the body, marriage and the family, and sexuality. Students also consider the fashioning of gender norms and related senses of self as well as the larger historiographical issue of the use of gender as a tool of historical analysis. No prerequisite. (Credit, full course.) Staff

314. Law and Social Discipline, 1400-1800

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

317. African-American Intellectual History

This course examines the development of African-American thought from the mid-nineteenth century to the present and explores various cultural, spiritual and intellectual dimensions of African-American life. Emphasis is placed on political, religious and literary figures, including the works of Frederick Douglass, W.E.B. Dubois, Charles Chesnut, Booker T. Washington, Henry McNeal Turner, Marcus Garvey, Zora Neal Hurston, Langston Hughes, Pauli Murray, Ralph Ellison, James Baldwin, Malcolm X, Martin Luther King Jr., Toni Morrison, and Cornel West. (Credit, full course.) Roberson

318. African-American Women and Religion (also Women's Studies)

This class examines African-American Women's participation and critical role in religious life in America. It explores black women's place in the formation of revival culture, the creation of religious ritual, and the institutional establishment of the black churches. Further, it investigates black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course addresses the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it explores the myriad ways African-American women contested and critiqued their place in the church and the community, while simultaneously supporting and furthering black churches and promoting the health of religious life. (Credit, full course.) Roberson

319. Movements toward Christian Unity in Late Reformation Europe (also Religion 319)

An investigation of the ideas, policies, and programs that focused on finding a basis for religious unity among the divergent churches and religious points of view in Europe from about 1560 to 1648. Attention is given to the political and cultural as well as religious context of these developments. The chief focus is on Britain, France, and Germany. (Credit, full course.) Staff

320. Victorian and Edwardian Britain

This seminar studies British history from the passing of the Great Reform Bill to World War I, with special attention to cultural and political developments. (Credit, full course.) Perry

322. Southern Lives

An exploration of Southern history through the lenses of biography, autobiography, and fiction. This seminar examines the careers of significant figures in the history and literature of the South from the antebellum era to the present. (Credit, full course.) Willis

323. The Depression-Era South (also American Studies)

This seminar explores both the perceptions and realities of the Depression-era South. Short lectures on the economic, political, and social conditions of the time serve as a foundation for extended attention to the literature, journalism, films, and academic movements of the era. (Credit, full course.) Willis

325. Revolutionary America

A study of the development and challenges of early American nationalism. Students consider the growth of republican institutions and ideas during the colonial era, the causes and conduct of the American Revolution, and the initial tests of the young republic. (Credit, full course.) Willis

327. The Old South

An exploration of the Southern past from the earliest English settlements to the establishment of the Confederate States of America. This course charts the development of distinctive Southern political, economic, and social structures, examines the role of chattel slavery in shaping the region, and analyzes the causes of the war for Southern independence. (Credit, full course.) Willis

329. The New South

An examination of Southern history from the end of Reconstruction to the early victories of the Civil Rights Movement. Students explore the transformation of the plantation system; map the influence of the section's new industries and cities; trace the roles of race, class, and gender in Southern society; examine the political issues and structures that governed the region; and probe the culture that has defined the South. (Credit, full course.) Willis

331. Modern Cities: Capital, Colonial, Global

An exploration of the modern urban experience in Europe, Asia, Africa, and the Americas and a consideration of the social, cultural, and political transformations of world cities, including London and Paris, Cape Town and Algiers, Hong Kong and Shanghai, New York and Los Angeles, in the nineteenth and twentieth centuries. (Credit, full course.) Staff

332. Twentieth Century American Culture (also American Studies)

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

334. Mass Culture and Popular Amusements in the United States, 1870-1945

A seminar on the development of mass culture and popular amusements in the United States in the late nineteenth and early twentieth centuries. Particular attention is paid to the important roles of women in the invention of these new cultural forms and to social and economic tensions generated by the rise of a mass commercial culture. (Credit, full course.) Register

339. The Making of Modern America, 1877-1920 (also American Studies)

A seminar on the cultural history of the United States from the end of Reconstruction to the end of World War I, with emphasis on the problems of analyzing changes in politics, religion, labor and industrial production, retailing, amusement, and consumption. Underlying the class is special attention to transformations of gender relations and identities at the turn of the century. (Credit, full course.) Register

342. Topics in British History

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

343. Protest, Propaganda, and the Public Sphere, 1500-1800 (also French Studies)

This seminar explores three major popular protests of the era — the German Reformation, the English Civil War, and the French Revolution — through the propaganda that fueled them. The course includes an examination of such problems as the cultural consequences of the coming of print, the impact of censorship, the emergence of the “public sphere,” and the rise of public opinion as a recognized force in European politics. (Credit, full course.) Staff

345. The Age of the Enlightenment

An examination of the political, social, and economic history of eighteenth-century Europe and of the Enlightenment as a distinctive and significant culture. Includes the extension of European power and influence in other parts of the world. Attention is also given to the ideas and events of the age in relation to the Revolutionary era that followed. (Credit, full course.) 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. (Credit, full course.) Goldberg

347. The American Civil Rights Movement

This seminar surveys the major topics and issues of the twentieth-century Civil Rights Movement in America. In addition to exploring the lives and roles of popular figures like Martin Luther King Jr., Rosa Parks, Malcolm X, and Jesse Jackson, the course examines the contributions of important but less prominent figures such as Charles Houston, Medger Evers, Ella Baker, Clifford Durr, and Septima Clark. Emphasis is placed on each phase of the movement, from the formation of the NAACP at the 1909 Niagara Conference to the legal strategy to overthrow racial segregation to the nonviolent protest of the 1950s and 60s and finally ending with the Black Power Movement. (Credit, full course.) Roberson

348. The Mexican Revolution

This course examines the Mexican Revolution (1910-1940), describing the ideologies and political programs of its rival leaders and forces. Emphasis is placed on analysis of the revolutionary movement as a mosaic of local uprisings, each with its own roots and objectives. The social origins of the participants, both followers and leaders, the causes of the insurrection, the objectives proclaimed by each faction, and the changes actually accomplished, are the main topics of discussion. The heterogeneity and ambiguity of the Mexican Revolution are explored by examining different approaches to the insurrection through biographies, novels, political theory, and historical account. (Credit, full course.) McEvoy

349. American Women's Cultural and Intellectual History

This discussion-based seminar examines women's experience from the mid-nineteenth century to the present. Topics include changes in understandings of motherhood and female sexuality, popular women's fiction, and representations of women in music, film, and television. (Credit, full course.) Berebitsky

350: Berlin — Impressions of a City (also German 350)

A survey of Berlin through its history and architecture, its literature and film with emphasis on the twentieth century. The course is divided into five parts: Berlin's early history before WWI, the Weimar Republic, the Nazi period, Cold War Berlin (East and West), and modern Berlin after 1989. In addition to the history and architecture, major novels and films of the city are examined throughout the semester. This course is taught in English and may not be used in fulfillment of the foreign language requirement; however, it can count toward the German major if a term paper is presented in German. (Credit, full course.) Zachau

352. Junior Tutorial

A consideration of some of the ways historians have dealt with historiographical issues. The books to be examined are all significant in the way they treat evidence, construct an interpretation of the past, and reflect ideas and values of the historians' own time. The emphasis in the course is on current historical methods and interpretations. Required of all junior majors. (Credit, full course.) Staff

353. The Nazi Period (also German 356)

An examination of the connection between Nazi ideology and German culture of the nineteen-thirties and forties. The course offers a discussion of artistic reactions to the Nazis among the German exile community, along with a discussion of literary works about the Nazis written after WWII. The course also offers an analysis of holocaust representations in art and literature. Included are examples from the works of Thomas Mann, Bertolt Brecht and Günter Grass, along with films screenings such as *Triumph of the Will*, *Jacob the Liar* and *Europa Europa*. The course will be taught in English and does not fulfill the language requirement. (Credit, full course.) Zachau

354. Renaissance Humanism

An examination of the intellectual movement that first emerged in Italy in the fourteenth century and that played a central role in the European Renaissance. Topics include the rediscovery of the antique, civic humanism, Christian humanism, neoplatonism, and the impact of humanism on art, politics, science, and gender relations. Readings consist of original source material and include writings of Petrarch, Valla, Ficino, Machiavelli, Erasmus, More, and Montaigne. (Credit, full course.) Staff

355. Popular Religion in Europe, 1300-1800

A seminar which explores the interaction of popular and elite cultures in the lived religion of ordinary Europeans based on the idea that the religious experience of medieval and early modern Europeans embraced a rich spectrum of beliefs and practices distinct from the "official" religion endorsed by church and secular authorities. Students examine popular beliefs in sainthood, miracles, and the occult and in the process explore tensions between magic and religion, superstition and faith, and heresy and orthodoxy in the pre-modern age. Prerequisite: none. (Credit, full course.) Staff

356. Diplomatic History of Europe 1813-1914

A study of the methodology, practice and substance of European diplomacy from the collapse of the Napoleonic empire to the outbreak of World War I with particular emphasis on the Concert System and the international problems resulting from nationalism, industrialism, and colonialism. (Credit, full course.) Staff

357. Latin American Biographies

Through the reading of biographies, this course examines major topics in Latin American history. Important issues explored include: the Spanish conquest, the colonial experience, wars of independence, national projects, imperialism, and social revolutions. Among the historical actors whose lives are discussed and analyzed are: Hernan Cortez, Montezuma, Jose Baquijano y Carrillo, Simon Bolivar, Domingo Faustino Sarmiento, William Grace, Emiliano Zapata, Eva Peron, and Fidel Castro. (Credit, full course.) McEvoy

358. Women in Latin America

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students examine several theoretical approaches to gender studies together with specific case studies. (Credit, full course.) McEvoy

359. United States and Latin America Since 1898 (also Third World Studies)

This seminar deals with the historical interaction of Latin America with the United States from 1898 to the present. Specific topics examined include U.S. views of Latin America, imperialism, economic nationalism, the Cuban Revolution, guerrilla warfare, the Chilean and Nicaraguan cases, and the drug problem. The course discusses the goals, perceptions, and actions of the United States and various Latin American governments during this period. (Credit, full course.) McEvoy

360. Latin American Topics

A seminar designed to analyze a theme, period, or topic of significance in the development of Latin America from colonial times to the present. (Credit, full course.) McEvoy

363. Peasant Resistance and Rebellion in Latin America, 1500-1990

A seminar focusing on forms of resistance and accommodation of rural peoples in Latin American history — peasants, slaves, rural laborers, indigenous people and others — to the forces of cultural change and the impact of modernization over several centuries. Readings examine theories of the peasantry as a social group as well as forms and cases of rural collective action in Latin American history. (Credit, full course.) McEvoy

364. Topics in Russian History

An examination of significant developments in nineteenth- and twentieth-century Russia. Topics may include: the peasant problem, the revolutionary movement, major personalities, 1917, Stalinization/de-Stalinization, and foreign policy. (Credit, full course.) Goldberg

365, 366. Medieval England

Selected topics in the history of England from the Roman conquest to the accession of Henry Tudor. Emphasis on reading, papers, discussion. (Credit, full course.) Ridyard

367. Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America: 1810-present (also Spanish 367)

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin-American culture. (Credit, full course.) McEvoy, Spaccarelli

368. Saints and Society in Late Antiquity and the Middle Ages

This course explores the place of Christian saints in the society and culture of the late Roman and medieval worlds. It analyzes changing ideals of sanctity and their relationship to broader social, religious and cultural developments. It also focuses on the varied functions of saints in society — as healers of physical ills, solvers of social problems, and symbols of political and religious “causes.” Emphasis throughout is on the close relationship of religious ideals, ecclesiastical and secular politics, and social and cultural change. The course is a seminar with emphasis on reading, class participation, and papers. (Credit, full course.) Ridyard

369. Muslim Spain: Glory, Decline, and Lasting Influence in Contemporary Spain

A study of the rise of al-Andalus and the caliphate of Cordoba. The succeeding Taifa kingdoms, Almohad and Almoravid dynasties, and the Nasrid rule in Granada are studied as well as the Reconquest by the Christian kingdoms of the north. Special attention to the concepts of *convivencia* and *mudejarismo*. This course is part of the Sewanee Semester in Spain. (Credit, full course.) Cepeda / Chico

370. Ritual and Worship in the Long English Reformation

This seminar examines the role of ritual and worship in the religious and cultural history of England, ca. 1530–ca. 1700. It begins with a look at the religious culture of pre-reformation England, then addresses the transformation of a traditional religion based on rituals into a religious system based as much on word as on rite. The course draws connections between these religious changes and the larger political, social, and cultural context in which they occurred. (Credit, full course.) Turrell

371. Tudor England: 1485-1603

A study of the reigns of the Tudor monarchs with special attention to innovations in government; the humanist tradition; the English Reformation; and the influence of these factors on the political, religious, social, and cultural developments of the time. (Credit, full course.) Staff

372. Stuart England: 1603-1714

A study of the reigns of the Stuart monarchs and the mid-seventeenth century interregnum with special attention to the origins of the English Civil War and its impact on English ideas and institutions through the reign of Queen Anne. (Credit, full course.) Turrell

373. English Puritanism, 1558-1700

This seminar examines English Puritanism as a religious, cultural, and sometimes political movement from the Elizabethan settlement until the end of the seventeenth century. Topics covered include puritan piety, puritan social life, conflict over church rituals, and puritans' use of the media in their day, and the role of the puritans in the coming of the English civil wars. Students also look briefly at New England and Scotland as attempts to create a puritan paradise. Prerequisite: none. (Credit, full course.) Turrell

374. Anglicanism, 1350-1662 (also Religion 374)

A study of significant thinkers and events in the formation of the Anglican tradition from the English Reformation to the English Civil War and Restoration. Attention is also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines are considered in the contexts both of English and European history and of the intellectual currents of the period. (Credit, full course.) Lytle, Turrell

375. British India (also Third World Studies)

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

378. Sexuality and the Self in Modern Europe

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. Prerequisite: None. (Credit, full course.) Mansker

379. Honor, Shame, and Violence in Modern Europe (also Women's Studies)

This course treats honor as a tool for understanding change and continuity in European society from the seventeenth to the twentieth centuries. Honor and shame are viewed as conduits that allow students to explore broader sexual, gender, class and political developments. Particular attention is given to ways in which honor functioned differently in the public ideologies and private lives of dominant and marginal social groups. This course also explores the relationship of violence to the cult of honor. Prerequisite: none. (Credit, full course.) Mansker

380. Crimes and Scandals in the Historical Imagination, 18th-20th Centuries (also Women's Studies)

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analyses of criminality, memoirs of notorious criminals, and detective novels. No prerequisite. (Credit, full course.) Mansker

381. Travel Cultures, Global Encounters, 1800-1950

In recent centuries overseas explorations and investigations, journeys and migrations, and "exotic" advertising and tourism have defined the very nature of modernity. This course investigates the cultural frameworks of travel — the purposes, the interpretation of encounters, the interaction with peoples and landscapes — from 1800 to 1950. Through reading recent works of scholarship on imperial cultures and research in primary sources for European and American global exploration and travel, students learn how to analyze the discourses and practices that give meaning to experience. (Credit, full course.) Staff

383. Topics in the History of Imperialism and Empire (also Third World Studies)

This seminar studies in topical arrangement issues such as the theses of imperialism, the balance sheet of empire, the types of colonial systems, and the response of the colonized in Africa, the Middle East, and India. (Credit, full course.) A. Knoll

384. African Art and Culture

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

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

This seminar examines the introduction and dramatic expansion of Christianity and Islam throughout Africa from the pre-colonial era to the current day. Looking at both sides of the cultural interchange, the course pays attention to themes of indigenous religion, translation, resistance, syncretism, and the colonial invention of religion. While the seminar focuses on secondary sources and historiography, primary sources are also considered. No prerequisite. (Credit, full course.) Levine

386. African Environmental History

A survey of African environmental and agrarian history, focusing on the historical inter-relationship between Africans and their environment. Topics include colonial misconceptions of Africans and their environment; key environmental factors in the development of African societies and the slave trade; agrarian history with its focus on agricultural production; colonial-era developments leading to food insecurity; the failure of large-scale “development” and modernization projects and ideologies; the creation of nature reserves; the denial of African hunting traditions, and the promotion of the “great white hunter” and safari culture. This seminar class emphasizes historiography, primary sources, and discussion. Prerequisite: None. (Credit, full course.) Levine

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

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

389. European Cultural and Intellectual History, 1750–1890

From 1750 to 1890, European men and women experienced a startling new world of political, socioeconomic, and technological change. Developments such as the Enlightenment, urbanization, feminism, the democratization of politics and the discovery of the unconscious radically altered the mindset of intellectuals and contributed to the creation of modern forms of consciousness and artistic innovation. Examining art, novels, poetry, philosophical tracts, and utopian visions as symbolic languages that reflect changing social relationships and experiences, the course illuminates the broader cultural and intellectual reactions to the processes of modernization. No prerequisite. (Credit, full course.) Mansker

390. Family, Gender and Sexuality in Early Modern Europe

The medieval and early modern periods witnessed a transformation in the cultural and

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

391, 392. Intellectual History of Contemporary Europe

Selected problems in the development of European intellectual culture from 1890 to the present with special attention to writings illustrating culture from an irrationalist's view of life. (Credit, half to full course.) Flynn

393. America's Civil War

This course examines the military, economic, political, and social upheaval of mid-nineteenth century America and considers the failure of antebellum political mechanisms, the growth of sectionalism, justifications for and against secession, the methods and implications of war, competing constitutional systems during the conflict, efforts to eradicate Southern separatism, and the lingering cultural implications of the nation's fratricidal dispute. Students employ the America's Civil War web site, as well as other media, in preparing for discussions, tests, and research papers. (Credit, full course.) Willis

394. Reconstructing the South

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

395. War and Society in the Modern Period

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

396. The Origins and Conduct of the First World War, 1900-1919 (also Political Science 396)

This course examines the problem of how and why Europe went to war in 1914, then comments on the conduct of the war itself and the peacemaking that followed. Attention is on the following topics: operation of the alliance and entente systems, impact of intelligence operations on foreign policy, domestic organization of the European powers, relationship between strategic planning and decision making, and the role of ideas in modeling approaches to international politics. The fortunes and misfortunes of eastern Europe and especially Austria-Hungary receive special emphasis. (Credit, full course.) Williamson

397. The Origins and Conduct of World War II

A study of the causes, events, and results of World War II. Topics discussed include: the

legacy of World War I, rise of totalitarianism, diplomacy of the 1930s, battles and strategies of the war, the Holocaust, and origins of the Cold War. (Credit, full course.) Goldberg

398. Intelligence and Foreign Policy in the 20th Century

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

399. Central Europe, the Balkans, and International Politics, 1848-1998

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

400. Vietnam, Cambodia, and Thailand

This course focuses on Southeast Asia. Students investigate each country's unique history and traditions. For Vietnam and Cambodia, they examine the legacy of foreign intervention, including the impact of Chinese control, French colonialism, and American involvement. For Thailand they look at the traditions of monarchy and the attempts to maintain independence while surrounded by colonialism. In all cases the course connects history and culture in order to provide a context for understanding the development of traditional theatre. Prerequisite: None. (Credit, full course.) Goldberg

402. History of Imperial China

This course focuses on ancient and traditional China. Students discuss the rise of the dynastic system, unification under the First Emperor (including building of the Great Wall and the tomb of the Emperor), the development of the philosophies and religions of China (Confucianism, Taoism, Buddhism), and historical events under the Han, T'ang, Sung, Mongol, Ming and Manchu dynasties. This historical survey provides the basis for our understanding of the development of Chinese culture. (Credit, full course.) Goldberg

440. Honors Seminar

The seminar has two functions: first, it serves as the classroom setting in which senior History majors are guided as they conduct the independent research for and complete the writing of their senior honors thesis; second, it operates as a workshop that assists honors candidates in the preparation of the thesis by engaging them in the larger scholarly enterprise of reading and reviewing each other's work. Toward these ends, members of the History Department and scholars from other colleges and universities share their work with and seek the critical engagement of the honors students. The class concludes with an oral presentation of each student's research to the History faculty. Permission of the department chair is required for registration. (Credit, full course.) Staff

HUMANITIES

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

Professor Shrader, Music

Professor Peters, Philosophy

Visiting Instructor Moser, Philosophy

Visiting Professor Gatta, Humanities

Associate Professor Michael, English

Associate Professor Mansfield, Art History

Associate Professor Miller, Music

Associate Professor Brennecke, Art History

Associate Professor Conn, Philosophy

Associate Professor Ramsey, French

Associate Professor Raulston, Spanish

Associate Professor McKeen, Political Science

Assistant Professor Malone, English

Associate Professor McDonough, Classical Studies, Chair

Assistant Professor Bruss, Classical Studies

Assistant Professor Mansker, History

Visiting Assistant Professor Huber, Classical Studies

Visiting Assistant Professor Engel, English

Visiting Assistant Professor Skomp, Russian

The Interdisciplinary Humanities Program is a sequence of four chronologically arranged writing-intensive courses, ordinarily intended for freshmen and sophomores, which introduces the cultural history of the Western world. The program is team-taught, with joint lectures for all students and smaller discussion sections. It focuses on major phenomena in Western arts, literature, history, philosophy, and religion.

Those who complete the entire humanities sequence receive credit for four college course requirements: philosophy/religion, History 100, art, and English 101, and satisfy the two course requirement for writing-intensive courses. These credits also satisfy 100-level prerequisites for upper-level courses in English, history, philosophy, religion, music history, and theatre history, and for the upper-level courses in art for which Art 103 is prerequisite. A student who receives credit for the full Humanities sequence may not receive credit for either English 101 or History 100.

Those who complete only part of the humanities sequence receive one elective credit for each course completed, and they must fulfill all college requirements in the usual way. Students who complete two humanities courses receive one writing-intensive course credit. For students who complete the humanities sequence and go on to major in English, art, or history, the equivalent of one full course (four semester hours) is considered part of the major field, and three courses (twelve hours) count as work done outside the major.

Individual courses are open to all students in the college for elective credit, when space is available.

**101. Tradition and Criticism in Western Culture: The Ancient World**

This interdisciplinary study of the ancient world emphasizes the central aesthetic and philosophical achievements of Greece and Rome, as well as the religious traditions of Judaism and early Christianity, and is designed as an introduction to the cultural roots and ideological tensions of Western civilization. Sophocles' *Antigone*, Plato's dialogues, Homer's *Odyssey*, Vergil's *Aeneid*, Greek architecture, the writings of Thucydides on the Peloponnesian War, and creation accounts in Genesis are representative subjects for study. (Credit, full course.) Staff

102. Tradition and Criticism in Western Culture: The Medieval World

This interdisciplinary study of the medieval world emphasizes the evolution and complexity of medieval society, institutions, and thought. Central monuments and texts include St. Augustine's *Confessions*, Dante's *Inferno*, selections from Chaucer's *Canterbury Tales*, and Chartres Cathedral. The practice and ideals of pilgrimage, and the motives for and consequences of the Crusades receive attention. (Credit, full course.) Staff

201. Tradition and Criticism in Western Culture: The Early Modern World

An interdisciplinary study of the period spanning 1486-1787, which emphasizes the diverse and sometimes contradictory legacies of Renaissance humanism, the Protestant Reformation, and the Enlightenment. Central texts include the writings of Machiavelli and Descartes, Shakespeare's *Tempest*, Milton's *Paradise Lost*, the artwork of the Sistine Chapel, Handel's *Messiah*, and Mozart's *Don Giovanni*. (Credit, full course.) Staff

202. Tradition and Criticism in Western Culture: The Modern World, Romantic to Post-Modern

This interdisciplinary study of the period reaching from the late eighteenth century to the present day emphasizes the philosophical and aesthetic responses to the political, industrial, economic, and scientific revolutions of modernity. Designed as an introduction to the radical critiques of the humanities in the contemporary university, the course features such texts as Burke's *Reflections on the Revolution in France*, Beethoven's *Ninth Symphony*, Dickens' *Hard Times*, Marx and Engels' *Communist Manifesto*, Darwin's *Origin of Species*, Nietzsche's *Twilight of the Idols*, Verdi's *La Traviata*, Freud's *Future of an Illusion*, Eliot's *Waste Land*, and Wiesel's *Night*. Includes consideration of noncanonical texts and artists. (Credit, full course.) Staff



ITALIAN

Instructor L. Richardson, Chair

Italian is offered for those who wish to acquire both a reading and a basic speaking knowledge of the language. Only four semesters of Italian are offered; therefore, it is not possible to major or minor in Italian. It is, however, possible to satisfy the college's foreign language requirement with Italian 301.

103. Elementary Italian: Intensive Course

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. (Credit, full course.) Richardson

104. Elementary Italian: Intensive Course

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week. (Course, full credit.) Richardson

203. Intermediate Italian: Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary, and reading facility. Prerequisite: Italian 104. Students completing this class may register for Italian 301. (Credit, full course.) Richardson

301. Introduction to Italian Literature

Readings in Italian folktales and selections from the works of Dante, Boccaccio, Petrarch, Ungaretti, Montale, and Calvino. Conducted in Italian. Prerequisite: Italian 203. (Credit, full course.) Richardson

440. Directed Reading

A study of Italian literature from the twelfth century to the present. Texts selected vary each spring. Conducted in Italian. May be taken more than once for credit. Prerequisite: Italian 301. (Credit, full course.) Richardson



JAPANESE

Visiting Assistant Professor M. Oba

The University offers four semesters of Japanese, sufficient to satisfy the college's foreign language requirement. Although a major or minor in Japanese is not currently offered, students may participate in study-abroad programs in Japan to extend their study of Japanese and to explore Japanese society.

103. Elementary Japanese

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on minimal expressions. Acquisition of one of the three types of Japanese scripts: Katakana. (Full credit, four hours per week.) Staff

104. Elementary Japanese

An intensive introduction to the fundamentals of the language and culture with emphasis on developing conversational skills such as pronunciation. Works on longer expressions, especially related to direction. Acquisition of one of the three types of Japanese scripts: Hiragana. Reading and writing of short texts which contain both Katakana and Hiragana. (Full credit, four hours per week.) Staff

203. Intermediate Japanese

Development of conversational skills. Works on longer expressions, especially related to time. Acquisition of the third type of Japanese scripts: Kanji. Reading and writing of short texts which contain Katakana, Hiragana, and a limited number of Kanji. (Full credit, four hours per week.) Staff

301. Advanced Japanese

Further development of conversational skills. More free discussions. Many expressions related to family are introduced. Advanced reading and writing of Japanese texts. (Full credit, four hours per week.) Staff





LIBRARY SCIENCE

Librarian Kelley, Chair

Instructor Syler

Instructor Reynolds

101A. Library Resources in the Humanities

This course introduces students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the humanities. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LSI01 course. (Pass/fail only, half course.) Syler

101B. Library Resources in the Social Sciences

This course introduces students to the organization, collections, and services of an academic library and enables them to become more competent in finding, evaluating, and using electronic and traditional print resources in the social sciences. The Internet, CD-ROMs, and various electronic databases are included. You can only get credit for one LSI01 course. (Pass/fail only, half course.) Reynolds



MATHEMATICS AND COMPUTER SCIENCE

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

Professor F. Croom

Professor Priestley

Professor Parrish

Professor J. Cunningham

Associate Professor Lankewicz

Associate Professor Cavagnaro, Chair

Associate Professor Puckette

Assistant Professor Dale, Program Director of Computer Science

Assistant Professor Drinen

Assistant Professor Carl

Lecturer M. Clarkson

Lecturer T. Cunningham

Lecturer W. Haight

The department offers two majors: mathematics and computer science. A student majoring in mathematics or computer science must present nineteen full course credits (seventy-six hours) from outside the major field. A student with a double major in the department must take a comprehensive exam in each major, and must take twelve full course credits (forty-eight hours) outside the major field.

Major in mathematics: The standard entry-level course is Mathematics 101 (Calculus I). Students entering Sewanee with a strong background in mathematics may be invited to enroll in Mathematics 102 (Calculus II), Mathematics 207 (Multidimensional Calculus), or a more advanced mathematics course.

A major in mathematics must successfully complete the equivalent of Mathematics 101, 102, 207, 210, 215, and successfully complete the following two requirements:

- 1) Six advanced mathematics courses selected from differential equations and mathematics courses numbered 300 or above. These courses must include:
 - a) One course from two of the following three areas: abstract algebra or algebraic number theory, real analysis or complex analysis, topology.
 - b) One two-course sequence selected from the following: abstract algebra, analysis, topology, probability and statistics.
- 2) The comprehensive exam in mathematics has three parts: a written exam covering Calculus I, Calculus II, Mathematics 207, 210, and 215 which students are expected to take at the beginning of their junior year; the senior talk; and an oral exam taken during the senior year.

Majors are strongly encouraged to take Computer Science 157.

A mathematic's 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 inde-

pendent study project and a paper approved by the faculty, present the paper in public, and earn an honors grade (A or B) on the comprehensive examination will receive departmental honors at graduation.

Major in computer science: A major in computer science must take the introductory courses: Computer Science 157, 257, 270, advanced courses: Computer Science 320, 348, 428 and three elective courses in computer science chosen from among the computer science courses numbered 300 or above to be selected in consultation with the departmental advisor. Mathematics 301, which emphasizes both numerical and symbolic computing, may serve as one of the required computer science elective courses. In addition, computer science majors must take Mathematics 101, 102, 210, and 215. With the permission of the department, students who are well prepared may begin their computer science sequence with Computer Science 257.

Departmental honors may be conferred on students considered worthy of distinction. Most of the following accomplishments are generally expected:

- 1) an average of at least 3.5 in computer science courses numbered 300 and higher;
- 2) a superior performance on both the written and oral comprehensive examination;
- 3) an original project, usually as part of a 444 computer science elective course, and oral defense or presentation of the work;
- 4) additional course work in computer science beyond the minimum requirement.

Minors: The department also offers a minor in mathematics and a minor in computer science. A minor in mathematics requires the successful completion of the calculus sequence through Mathematics 207 and any four mathematic courses numbered above 207. A minor in computer science requires the successful completion of Computer Science 157 and 257 and three courses numbered 270 and above.

Mathematics Courses

100. Topics in Mathematics

The beauty and the power of mathematics are explored through an intensive study of an important area of mathematics. (Credit, full course.) Staff

101. Calculus I

An elementary course introducing the student to the basic concepts of calculus: functions, transcendental functions, limits, derivatives, and integrals. Emphasis on problem solving. (Credit, full course.) Staff

102. Calculus II

A continuation of Calculus I. Topics include further theory and applications of integration, techniques of integration, and introduction to series. Some work with a computer is included. (Credit, full course.) Staff

103. Calculus II and Computer Modeling

This course is designed to cover the integration and series material of the standard Calculus II course. In addition, the course has a 3-hour computer laboratory component so that the material is applied to open-ended projects on which teams of students work. A general theme of these labs is modeling *real-world* systems (recycling, pricing, probabilities in biological

settings, etc.) with differential equations, integrals, or series so that students can begin to see more in-depth applications of mathematics. Prerequisite: Math 101 or equivalent. This is a First Year Program course. (Credit, full course.) Puckette

104. Chance

Chance focuses on probability theory and its relationship to the science of statistics. Topics are selected from sets and counting, basic probability, random variables, Markov systems, descriptive statistics, confidence intervals and hypothesis testing. Students read, report on and discuss articles selected from newspapers, scientific and mathematics journals. Students are expected to have a background in calculus. This is a First Year Program course. (Credit, full course.) Cavagnaro

107. Secure Messages: Secure and Insecure Encryption

This course is an introduction to cryptology. The mathematics and history of encryption and decryption are studied, beginning with the Caesar Cipher and ending with present-day public key encryption techniques. Students learn the elementary number theory on which present encryption methods are based. The role of encryption in the past and in modern society are considered. No prerequisite. (Credit, full course.) Staff

204. Elementary Statistics

An introduction to statistics covering these topics: probability, binomial and normal distributions, mean, median, variance, standard deviation, the distinction between sample and population, t-distribution, hypothesis testing, confidence intervals, and linear regression. Not open for credit with Economics 201. Does not satisfy college mathematics requirement. (Credit, full course.) Staff

207. Multidimensional Calculus

Calculus of several variables. Vectors, partial and directional derivatives, space curves, gradients, maxima and minima, linear and differentiable transformations, vector fields, line integrals, multidimensional Riemann integrals, and applications in physics and geometry are considered. Prerequisite: Mathematics 102. (Credit, full course.) Staff

210. Linear Algebra

A course designed to provide some important mathematical tools useful in a variety of fields. Systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, inner and cross products, and eigenvalues and canonical forms are considered. Prerequisite or corequisite: Mathematics 102. (Credit, full course.) Staff

212. Differential Equations

Ordinary differential equations, with applications. Methods of numerical approximation, power series, and Laplace transforms. Existence and uniqueness of solution. Prerequisite: Mathematics 102. (Credit, full course.) Staff

215. Discrete Mathematical Structures

This course is required for most courses in mathematics or computer science numbered 300 or above. Topics normally include the following: logic, sets, functions, relations, graphs and trees, mathematical induction, combinatorics, recursion, and algebraic structures. The subject matter is of current interest to both mathematics and computer science students. Prerequisite: Mathematics 102. (Credit, full course.) Staff

301. Numerical Analysis

Includes interpolation and curve-fitting, quadrature, iterative methods in linear and non-linear algebra, difference equations, and applications of the above to the approximate solution of ordinary and partial differential equations. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Staff

303. Analysis I

A rigorous treatment of continuity, differentiation, and integration for functions of a real variable. The course also includes convergence of series and sequences of functions as well as topology of the real line. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Priestley

305, 306. Abstract Algebra

A study of these important algebraic structures: integral domains, polynomials, groups, vector spaces, rings and ideals, fields, and elementary Galois theory. Prerequisite: Mathematics 215. (Credit, full course.) Cavagnaro

311. Functions of a Complex Variable

An introduction to analytic functions. Rational, exponential, logarithmic, and trigonometric functions in the complex plane, Cauchy's integral formula, Taylor series, Laurent series, residues, poles, and conformal mapping are considered along with applications to physical problems and other areas of mathematics. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Priestley

313. Algebraic Number Theory

Largely an algebraic study of the standard number-theoretic functions, congruences, primes, quadratic residues, and other topics selected according to the interests of the students and instructor. Prerequisite: Mathematics 215. (Credit, full course.) Priestley

314. Topology

An introduction to point-set topology with emphasis on Euclidean spaces and applications to analysis. Topics include connectedness, compactness, countability conditions, separation properties, metric spaces, continuity, homeomorphisms, and product spaces. Prerequisite: Mathematics 215. (Credit, full course.) Cavagnaro

321, 322. Probability and Statistics

A treatment of probability and a logical development of the framework of mathematical statistics. Topics include random variables, distribution functions, sampling, and statistical inference. Prerequisites: Mathematics 207 and 215. (Credit, full course.) Puckette

330. History of Mathematics

A survey of classical mathematics from ancient times to the development of calculus, together with selected topics from the history of modern mathematics. Prerequisite: Mathematics 102. (Credit, full course.) Priestley

332. Mathematical Modeling

An introduction to the creation of mathematical models, both deterministic and probabilistic, for the description of problems drawn from physical, biological, social, and environmental sources. Prerequisites: Mathematics 215 and 312. (Credit, full course.) Cavagnaro

401. Analysis II

A concentrated study of the theory of functions of a real variable. Abstract methods are emphasized. Students are active participants in the presentation. Prerequisite: Mathematics 303. (Credit, full course.) Priestley

403. Honors Seminar

Study of a selected topic. Participants in the seminar include the mathematics faculty and invited students. (Credit, full course.) Staff

410. Mathematical Methods in Physics (also Physics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisites: Mathematics 312. (Credit, full course.) Staff

416. Algebraic Topology

An introduction to algebraic and combinatorial topology with emphasis on applications to analysis and Euclidean geometry. Topics covered include simplicial homology, the fundamental group, covering spaces, the higher homotopy groups, and the homology sequence. Prerequisite: Mathematics 314. (Credit, full course.) Groom

420. Geometry

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

444. Independent Study

(Credit, half to full course.) Staff

Computer Science Courses

101. Introduction to Computer Science

An introductory survey of computer science designed for liberal arts students, including such topics as machine architecture, language translation, artificial intelligence, and non-computability. (Credit, full course.) Staff

120. Introduction to Environmental Computing

The course includes an introduction to common software programs used in geographic information systems (GIS) and provides an overview of GIS-related technologies. It also introduces students to a deeper understanding of the Internet as a computing technology and how it can be used best to share environmentally-oriented research and information with the public. The class covers hypertext markup language, basic design, layout, construction, setup and maintenance of a web site as the support structure for online publication of environmental content. Existing environmental web sites provide valuable case studies for analysis and improvement. Prerequisite: None. (Credit, full course.) Dale

157. Introduction to Programming

An introduction to designing algorithmic solutions to problems and implementing algorithms in a programming language. Problem-solving methods emphasize modularity and reliability, and students develop the fundamental programming skills needed for later courses. (Credit, full course.) Staff

257. Data Structures

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

270. Computer Organization

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

310. Theory of Computation

An introduction to the theoretical foundations of computing including abstract models of computing machines, the grammars the machines recognize, and classes of languages. Prerequisite: Mathematics 215 and Computer Science 257. (Credit, full course.) Parrish

320. Analysis of Algorithms

Systematic study of algorithms and their complexity, searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. Prerequisites: Mathematics 215 and Computer Science 257. (Credit, full course.) Dale, Lankewicz

326. Functional Programming

Data abstraction and data-driven recursion, procedures as values, managing state, syntax expansion, streams, continuations. Prerequisite: Computer Science 257. (Credit, full course.) Parrish, Carl

344. Robotics

An overview of the field of robotics with special emphasis on motion planning. In addition to basic computer science concepts, introductions to the necessarily related fields of mechanical and electrical engineering are provided as appropriate. Computer simulations are used and students get hands-on experience with “real world” robotics through assignments using project component kits. Prerequisites: Computer Science 257 and Mathematics 215. (Credit, full course.) Dale

348. Databases

An introduction to the design of databases for the systematic collection, organization, and retrieval of large quantities of related information. The relational data model is used with a design process that begins with conceptual modeling and ends with the physical data organization. The course includes topics such as normalization, SQL, data quality management, implementation issues, database administration, and data warehousing. Prerequisites: Computer Science 257 and Mathematics 215. (Credit, full course.) Dale

356. Artificial Intelligence

Knowledge representation, expert systems, natural language processing, computer vision, machine learning, game playing, cognition. Prerequisite: Computer Science 326 or 376. (Credit, full course.) Staff

360. Principles of Interactive Computer Graphics

Introduction to interactive computer graphics including 2D and 3D viewing, clipping, hidden line/surface removal, shading, interaction handling, geometrical transformations, projections, and hierarchical data structures. Brief introductions to related and dependent fields of physically-based modeling and scientific visualization are included. Prerequisites: Computer Science 257 and Mathematics 215. (Credit, full course.) Dale

376. Programming Languages

Imperative, object-oriented, declarative, and functional programming language paradigms. Prerequisites: Mathematics 215 and Computer Science 257. (Credit, full course.) Parrish

411. Computer Networks and Architecture

Computer network design and performance, communication protocols, LAN standards, internetworking, congestion control, routing, client/server programming, network security. Prerequisite: Computer Science 270. (Credit, full course.) Lankewicz

428. Operating Systems

Process management, memory management, processor scheduling, file systems, concurrent programming, distributed processing, security. Prerequisites: Mathematics 215 and Computer Science 270. (Credit, full course.) 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: Mathematics 302 and Computer Science 257. (Credit, full course.) Lankewicz

444. Independent Study

(Credit, half to full course.) Staff

MEDIEVAL STUDIES

Interdisciplinary Faculty

Professor R. Benson, Chair

Major in medieval studies: The Medieval Studies Program provides the structure within departmental course offerings for a comprehensive major in a particular area of concentration in the medieval period — such as literature, history, or philosophy — chosen by the student and approved by the committee at the time the major is declared. The program consists of three parts:

I. Required Courses

Art: Medieval Art (320) full course

Classics: Medieval Latin (405) full course

English: Earlier Medieval Literature, Chaucer (311, 312) two full courses

History: Medieval Europe (303, 304) two full courses

Philosophy: History of Philosophy (203) full course, Medieval Philosophy (302) full course

Total: eight full courses

II. Research Project and Paper

Majors are required to carry through a research project culminating in a paper of interdisciplinary character in the chosen area of concentration, whose subject is approved by the committee at the beginning of the senior year. The project is directed by a member of the committee but evaluated by an interdisciplinary panel.

III. Electives

Elective courses are recommended by the committee in accordance with the student's approved area of concentration from among upper-level course offerings in various disciplines.

Majors must pass a written comprehensive examination of interdisciplinary character devised and judged by an interdisciplinary panel. A citation of honors on the research paper and on the written comprehensive examination by a majority of the members of the examining panel qualify the major for honors.

Majors are encouraged to satisfy the college language requirement with Latin as early as possible and to complete the program requirement in Latin at their first opportunity. Familiarity with a vernacular language other than English is desirable.

Travel and study abroad are highly desirable for students electing this major. They are encouraged to participate in British Studies at Oxford, European Studies, or other established programs.

444. Independent Study

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

MUSIC

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

Professor Shrader

Professor Delcamp, University Organist

Associate Professor Miller, Chair

Visiting Assistant Professor Carlson

Visiting Assistant Professor Briggs

Instructor Rupert

Instructor Lehman

Lecturer Reed

Visiting Lecturer J. Oba

The department offers a variety of courses in music history and music theory in addition to performance instruction in selected areas. Courses of study are designed to meet the needs of both 1) the student who wants to study music as a discipline of the humanities within the context of a general liberal arts education, and 2) the student who wants to pursue graduate studies in musicology, music theory, church music, or one of the performance areas in which the department offers instruction.*

**Prospective majors should consult with the department as early as possible in their undergraduate careers to discuss their goals in music and determine the most profitable course of study.*

Major in music: All music majors must earn at least nine course credits in music, including 101, 201, 301, and the series 260, 261, and 360, the equivalent of one course (two semesters of study) in performance at the 300 level, one elective course in music history, and the equivalent of one course (four semesters of participation) of ensemble. Some students are advised to take 102/103 (Fundamentals of Music I / II) before enrolling in 260 (Musicianship II); this does not count toward the major.

Students with strong applied skills may, with department consent, undertake a more rigorous course emphasizing music performance. Music performance concentrators must take the equivalent of two full courses in performance at the 300 level (in addition to the courses prescribed above) and must give a public recital of at least thirty-minutes duration. All majors must take a written comprehensive examination on the history and theory of music.

Music majors must demonstrate proficiency at the keyboard. Satisfactory completion of two semesters of 271 or 371 fulfills this requirement for students with little or no preparation in the keyboard instruments. Students who have already achieved intermediate or advanced proficiency at the keyboard may satisfy this requirement by examination. In addition, majors are expected to attend musical events sponsored by the department and by the University Performing Arts Series.

Music majors are advised that German, French, and Italian are the most useful languages in music research and are encouraged to fulfill their foreign language requirement by taking any two of these languages through the second-year level.

Minor in music: Music minors must have earned the equivalent of six course credits in

music, including: 1) Music 101 or Music 201, 301; 2) Music 260; and 3) the equivalent of one course in ensemble participation and/or applied study of an instrument or voice. Music 102/103 does not count toward the minor.

Membership in the University's choir, orchestra, and other performance ensembles is open to all qualified students. Ensemble participation earns one half-course credit for two consecutive semesters of participation. Credit for ensemble participation is awarded on a pass/fail basis only.

Students seeking departmental honors in music are expected to have a 3.5 average in music courses, must contribute to the musical life of the University, must pass the comprehensive exam with distinction, and must submit an honors thesis on a topic approved by a faculty advisor. For music performance concentrators, a public recital may be considered as the honors thesis.

Applied instruction is presently offered in piano, organ, voice, violin, viola, cello, guitar, and the orchestral woodwinds.

The following courses are open to students; no previous musical experience is required.

101. Music of Western Civilization

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Musical masterworks from all style periods are studied. (Credit, full course.) Staff

102. Fundamentals of Music I

A general introduction to the language of music intended to help the student gain fluency in reading conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, major and minor key signatures, major and natural minor scales, and simple and compound meters) are studied and rudimentary piano skills (scales and chords) are cultivated in a weekly laboratory (one half hour per week). Students with some proficiency in these areas are urged to seek placement in Music 103. No prerequisite. (Credit, half course.) Staff

103. Fundamentals of Music II

This course assumes knowledge of basic musical notation, intervals, key signatures, major and natural minor scales, and compound meters. Topics studied include harmonic progressions in major and minor keys, harmonic and melodic minor scales, basic Roman numeral analysis and the harmonization of melodies using I, IV, and V chords. The course culminates in a simple composition assignment for piano. Keyboard skills are developed in a weekly laboratory (one half hour per week) and includes simple chord progression and a short piece. Students with some proficiency in these areas are urged to seek placement in Music 260. Prerequisite: Music 102 or instructor permission. This course cannot be taken for credit by students who have already earned a full course credit for Music 102. (Credit, half course.) Staff

105. Introduction to World Music

An introduction to selected non-Western music that broadly considers the function and aesthetics of music in non-Western cultures. Analytical terminology related to different musical genres and styles is also emphasized. To situate the music of the Southeastern U.S. in this same kind of cultural analysis, one unit looks at various folk music traditions from

this region. A major assignment of the course involves preparing a cultural and stylistic assessment of a music group, genre, or repertory familiar to the student. (Credit, full course.) J. Oba

III. Knowing the Score: Music and Electronic Media

This course allows students to develop musical literacy and, concurrently, to explore the ways electronic keyboards and computers communicate. Participants use a new technique for learning musical notation that combines the aural experience of music with its visual representation on the computer monitor. Hands-on experience with computers and piano keyboards is important, as students learn the rudiments of music making and notation, composing their own melodies and rhythms. Basics of MIDI — Musical Instrument Digital Interface, the communication protocol between musical instruments and computers — are covered. The course follows a historical progression, examining a few representative masterpieces of Western classical music. Initially, early music and its relatively simple melodic organization provide students with an entrée to notation, but as literacy skills increase, more recent compositions come under analysis, culminating in nineteenth- and twentieth-century works. The music theory skills acquired here allow the student to advance into Music 260. (Credit, full course.) Miller

201. Bach, Beethoven, and the Beatles: History of Music in the Modern Era

A detailed survey of music in the 18th, 19th, and 20th centuries. The course first looks at early modern traits in music of the 18th century, like Bach's polyphony and castrato singers, and then considers the influence of the Enlightenment on music and Beethoven's championing of individual expression. The enhanced status of popular music — including jazz, rock, and rap — in the 20th century is linked with the broader cultural development of the "mechanically reproducible artwork," specifically music recording. Prerequisite: Music 101. (Credit, full course.) Miller

205. Music of the Baroque Era

A survey of the history and literature of music from 1600 to 1750 culminating in the study of selected works by Bach and Handel. (Credit, full course.) Delcamp

206. Music of the Classic Period

A study of the formulation of the classical style and its evolution in the hands of the Viennese classicists: Haydn, Mozart, and Beethoven. (Credit, full course.) Shrader

207. Music of the Romantic Period

A study of the history, literature, and ethos of musical romanticism as it is expressed in the works of the great composers from Schubert to Mahler. (Credit, full course.) Shrader

208. Music of the Twentieth Century

A study of the history and literature of music from the Impressionist period to the present day, encompassing neoclassicism, expressionism, serialism, and electronic music. (Credit, full course.) Delcamp

210. Music in Multicultural America

An exploration of historical experiences of various ethnic communities in the United States as they are expressed through music. The course includes an examination of how music has shaped and reinforced individual and collective identity. Issues concerning identity such as ethnicity, gender, generation, nationalism, and multiculturalism are discussed using case



studies that represent African-American, Asian-American, Chicano/Latino-American, European American, and Native American communities. Students also learn basic musical concepts and terminology as well as basic analytical tools of ethnomusicology. Prerequisite: Music 101, Music 105, or consent of instructor. (Credit, full course.) J. Oba

211. “Songs of the Caged, Songs of the Free”: Music, Place, and Identity in Asian Diasporas (also Asian Studies, Third World Studies)

Forcibly or voluntarily, people have migrated from their native places in Asia to alien lands since ancient times. While maintaining active and imaginary links with their homelands, these communities have created unique diasporic cultures of their own. This course explores such historical experiences of migrants, exiles, and sojourners from Asia and the impact of their dislocation/relocation experiences on the reconstruction of their identities. Although the primary focus is on music as an identity marker, students also consider literature and films. The course refers to different diasporic communities worldwide that represent the diversity of Asian diasporas. This course does not meet any general distribution requirement. Prerequisite: Asian Studies 100, Music 101, Music 105, or instructor permission. (Credit, full course.) J. Oba

219. The Symphony

A study of the principal genre of orchestral composition from its birth in the eighteenth century to the present day. Selected works by Haydn, Beethoven, Brahms, Mahler, and others are closely examined. The evolution of the symphony orchestra is considered. (Credit, full course.) Staff

223. American Music

A chronological survey of music in the United States from the colonial period to the present day with emphasis on the music of the twentieth century. The course examines both European-derived and vernacular styles (e.g., ragtime, jazz, and rock). (Credit, full course.) Miller

225. Music and Drama

A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works are read in conjunction with the study of scores. (Credit, full course.) Shrader

227. Survey of Keyboard Literature

A study of music composed for keyboard instruments from the time a distinct keyboard idiom appeared in the late Renaissance to the present day. Selected works by composers such as Bach, Chopin, Liszt, Debussy, and Messiaen are closely examined. (Credit, full course.) Delcamp

229. The Mass in Music

An historical survey of musical settings of the mass from Gregorian chant to the twentieth century. Settings by Palestrina, Machaut, Bach, Haydn, Beethoven, Verdi, and twentieth-century composers are analyzed in detail. (Credit, full course.) Delcamp

231. Music in the Anglican Church

A survey of music in the English church from the Reformation to the present day. The evolving role of music in the Anglican liturgy are considered against the backdrop of the



history of the English church and the evolution of European musical style. Works by Byrd, Gibbons, Purcell, Handel, Vaughan Williams, and others are closely examined. (Credit, full course.) Delcamp

235. Wagner and His Times

An intensive examination of the music dramas of Richard Wagner, considered from musical, dramaturgical and cultural perspectives. Study of *Der Ring des Nibelungen*, *Tristan und Isolde*, *Die Meistersinger*, and *Parsifal* constitutes the core of the course, but earlier works by Wagner and works by contemporaries such as Verdi and Brahms are also considered. Wagner's position as one of the preeminent cultural figures of the latter nineteenth century is critically examined. (Credit, full course.) Staff

239. The Life and Works of Mozart

The major focus is on Mozart's mature works. The selected works, each of which is studied in its entirety, is drawn from a variety of genres, reflecting Mozart's unparalleled universality. Study of Mozart's life and career deal with the place of music in society and also with the romantic "myth of Mozart as the eternal child." Recent scholarship and controversies concerning performance practice are included. (Credit, full course.) Staff

237. The Life and Works of Ludwig van Beethoven

The course focuses most centrally on a limited number of Beethoven's works that have remained as the staple masterpieces of Western music. Selected compositions from the piano sonatas, the symphonies, and the string quartets are stressed; students are expected to learn these in considerable detail. Beethoven's relationship to his heritage from Mozart and Haydn is studied, as well as the personal quality of his style and the changes his individuality brought to music. Finally, the class attempts to account for the continuing power and attraction of Beethoven's works throughout two centuries and into the present day. (Credit, full course.) Staff

241. Listening to Asia

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

255. Workshop for the Singing Actor

Training in performance as a singing actor in a workshop setting, providing opportunities for the integration of singing and movement. The course covers a variety of musical styles with emphasis on Broadway and opera scenes. Prerequisite: permission of instructor. (Credit, full course.) Rupert

260. Musicianship II

The sequence of Music 260, 261, and 360 comprise a systematic view of the theoretical concepts and applied skills requisite to good musicianship. Required of music majors, the

sequence is also appropriate for non-majors who are serious students of music performance or composition. Students may take Music 260 by successfully completing Music 102 or by passing a department-administered placement test on the rudiments of music. An introduction to the harmonic theory of the common practice period, the course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear-training and keyboard harmony are simultaneously cultivated. (Credit, full course.) Staff

261. Musicianship III

A continuation of the study of the harmony of the common practice period, including an introduction to chromatic harmony (secondary function chords and diatonic modulation). The vocabulary of harmonic analysis is extended; aural skills on an increasingly sophisticated level are cultivated. Composition in traditional music idioms is undertaken. (Credit, full course.) Staff

269. Music of the Birds and Bees: Music and Nature

A survey of three related topics within the general area of music and nature: a) various theories on the origin of music, many of which recognize the sounds of nature as important mimetic sources for music, b) the connections with love and sex that nature imagery in music often suggests, and c) the study of specific pieces inspired by nature. Composers and pieces to be considered include the Western classical tradition (e.g., Vivaldi's *Four Seasons*, Beethoven's *Pastoral Symphony*) and other traditions, such as Anglo-American folk and popular songs and non-Western music (e.g., Native American songs, Chinese koto music). Discussion of these works helps to develop a vocabulary of music style terms and focuses attention on how the music-nature conjunction has changed through history. (Credit, full course.) Miller

301. Topics in Early Music

An introduction to musicology that considers music of the medieval, Renaissance, and baroque periods. While the course surveys the music of these periods and its historical contexts, the primary focus is on the theoretical and critical approaches of recent scholarship. The course assumes substantial previous contact with music history on the part of the student. Prerequisites: Music 101 and Music 260. (Credit, full course.) Staff

360. Musicianship IV

Advanced chromatic sonorities, chromatic modulation, and extended tertian harmonies are studied. Aspects of twentieth-century and pre-Baroque music theory and analytic vocabulary are introduced. Exercises in free composition are undertaken. (Credit, full course.) Staff

401. Seminar in Musicology

An introduction to the methods and materials of music research. A series of musicological problems are addressed, and the specific problems involved in expository writing about music are discussed. Students are expected to produce a paper involving original research. (Credit, full course.) Shrader

403. Form and Analysis

This systematic examination of the formal procedures of Western musical composition involves intensive study of selected musical masterpieces. (Credit, full course.) Shrader

405. Counterpoint and Fugue

Analysis and writing in all eighteenth-century contrapuntal and fugal forms. Prerequisite: Music 304. (Credit, full course.) Delcamp

444. Independent Study

To meet the needs and particular interests of selected students. May be repeated. (Credit, half to full course.) Staff

Ensemble

Participation in the University orchestra, the University choir, or other ensemble under the supervision of the music faculty. (Credit, one quarter course for each semester of participation.)

251. University Choir

Delcamp

253. University Orchestra

Shrader

Performance

These courses may be taken by students who are enrolled in or have already completed Music 102 and/or Music 103. These courses are designed for the non-major. The course may be taken more than once for credit. Weekly lessons with the instructor and daily practice are expected. Prerequisite: consent of the instructor.

271. Piano (Credit, quarter course.) Staff

273. Organ (Credit, quarter course.) Staff

275. Voice (Credit, quarter course.) Staff

277. Strings (Credit, quarter course.) Staff

279. Winds (Credit, quarter course.) Staff

371. Piano (Credit, half course.) Shrader

373. Organ (Credit, half course.) Delcamp

375. Voice (Credit, half course.) Rupert

377. Strings (Credit, half course.) Lehman, Reed

379. Winds (Credit, half course.) Staff

383. Conducting (Credit, half course.) Delcamp, Shrader



NON-DEPARTMENTAL

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 in this First Year Program have the opportunity to view Walt Disney's film versions and to travel to a musical performance. (Credit, full course.) Davidheiser, Shrader

102. The Science of Color

The physics, chemistry, and biology / psychology of color. This course is intended for non-science majors (or general students) and should not be taken by students planning to enroll in Chemistry 101, Chemistry 102, Physics 101, Biology 131, Biology 132, or similar courses intended for science majors. The course is a non-laboratory course that can serve in partial fulfillment of the general distribution requirement in natural science. Lecture, three hours. This is a First Year Program course. (Credit, full course.) Bordley



PHILOSOPHY

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

Professor Garland

Professor Peterman, Chair

Professor J. Peters

Associate Professor Conn

Visiting Instructor Moser

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, 201, 202, 203, and 204 are normally required of majors. It is also required that students take the junior tutorial, offered in alternate years as 306 and 308, and the senior tutorial, 452. A written comprehensive examination is required of all majors.

The normal minimum requirements for honors in philosophy are: either an A- average in all work in the department or a pass with distinction on the comprehensive examination; an A- on the senior essay and the accompanying oral examination.

Minor in philosophy: A minor in philosophy requires five courses in philosophy, one of which must be at the 300 or 400 level. Students minoring in philosophy are not required to take a comprehensive exam.

101. Topics in Philosophy

Topics and themes in philosophy related to central questions of philosophy: Is there a meaning to human life?, What can we know?, What is the nature of reality?, and How should we live? These questions are addressed through a rigorous examination of philosophical texts, works of literature, films, and contemporary issues. (Credit, full course.) Staff

201. Logic

An introductory study of classical logic, symbolic logic, and informal reasoning. (Credit, full course.) Garland

202. Ethics

An introduction to the problems of moral philosophy through the reading of selected works of Plato, Aristotle, Kant, Mill, Nietzsche, and Sartre. (Credit, full course.) Garland

203. Ancient Philosophy from Homer to Augustine

An examination of ancient thought from Homer to Augustine, involving the study of major works of ancient philosophy in the context of their historical, cultural and religious setting. Special attention is given to how ancient thinkers understood human happiness, the place of human life in the order of the universe, the nature of reality, and the limits

of human knowledge and reason. Primary emphasis is on the evaluation of these thinkers' views. (Credit, full course.) Peters

204. Modern Philosophy from Descartes to Kant

An examination of the philosophical revolution that accompanied the rise of modern science and its distinctive set of philosophical problems. The following problems are emphasized: the nature of knowledge and perception, the existence and nature of God, the existence of the material world, the nature of linguistic meaning, the mind-body relationship, and the nature of personal identity. (Credit, full course.) Conn

213. Philosophical Issues in Christianity

An examination of recent philosophical work on a number of doctrines that are central to traditional Christian theology. Topics include, among others, the Trinity, the Incarnation, the Atonement, and the Resurrection, as well as the nature of God's goodness and its compatibility with the traditional doctrine of Hell, and the ethics of love. Credit not available if completed Philosophy 210. (Credit, full course.) Conn

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

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

222. Contemporary Moral Issues

A philosophical examination of moral issues in contemporary life, such as abortion, euthanasia, sexual morality, capital punishment, environmental pollution, world hunger, and nuclear disarmament. Class lectures and discussions help clarify the nature of each issue and examine the various arguments that have been advanced. (Credit, full course.) Staff

223. Philosophy of Art

An investigation of artistic judgment, creation and the work of art itself. Based on readings of works by such authors as Kant, Nietzsche, Heidegger, and Derrida, students consider art in its various manifestation, including painting, sculpture, architecture, music, dance, literature, and film. (Credit, full course.) Staff

226. Philosophical Issues in Daoism (also Third World Studies 226) (also Asian Studies 226)

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

230. Environmental Ethics (also Environmental Studies 230)

Examines a wide range of controversial issues concerning the moral responsibilities of human beings toward the natural environment with special attention to competing philosophical theories on the moral status of non-human species and natural ecosystems. (Credit, full course.) Peters

232. Marketplace Morality: Issues in Business Ethics

An examination of the moral dimensions of business activity, especially within the context of a democratic society. Topics may include social and economic justice, the nature of corporations, corporate accountability, social responsibility, the morality of hiring and firing,

employee rights and duties, advertising, product safety, obligations to the environment, and international business. (Credit, full course.) Garland

235. Medical Ethics

This survey of moral issues surrounding the practice of medicine emphasizes the role of both implicit and explicit assumptions in determining what qualifies as an ethical issue. Topics may include human genome research, abortion, the practitioner/patient relationship, the distribution of care, institutional effects on practice, decisions to terminate life, and the use of animals and fetal tissue in experimental research. (Credit, full course.) Peterman

240. Controversies in Feminist Ethics (also Women's Studies 240)

An examination of the debates and issues that are central to feminist ethics. Topics covered include some of the following feminist challenges to traditional Western ethical theories: that traditional ethical theories have overlooked the significance of the emotions for moral reasoning and justification, that traditional theories have incorrectly emphasized justice, universality, and impartiality rather than care and attachments to particular individuals, and that Western ethics includes problematic assumptions about the atomistic nature of human beings. The course also explores the contemporary debates surrounding applied issues of particular interest to feminist authors, such as filial obligations, marriage, sexuality, abortion, prostitution, and pornography. (Credit, full course.) Staff

252. Existentialism

A survey of existentialism as a philosophic movement conducted through a study of its origins in Kierkegaard and Nietzsche and its contemporary expression in the writings of such thinkers as Heidegger and Sartre. (Credit, full course.) Staff

300. Contemporary Problems in Philosophical Theology

A critical examination of selected writings of contemporary philosophers on key issues in philosophical theology. Special emphasis is given to current philosophical discussion of doctrines and problems of traditional Christian thought. (Credit, full course.) Peters

302. Medieval Philosophy

An examination of some of the major philosophical texts of the medieval period from Augustine to Aquinas, including representative works from the medieval Christian, Jewish, and Islamic traditions. This course ends with a reading of Alasdair MacIntyre's work, *Three Rival Versions of Moral Inquiry*, to raise the question of the validity of these medieval philosophical traditions in the pluralistic, post-modern world. (Credit, full course.) Peters

306. Epistemology

An analysis of the philosophical problem of the nature of knowledge with specific emphasis on the problem of skepticism and solutions to that problem. (Credit, full course.) Conn, Peterman

308. Metaphysics

This historically oriented program of reading and discussion focuses on the basic issues and fundamental problems of metaphysics. Particular attention is paid to the place of metaphysics in traditional philosophical thought and to its contemporary status and significance. (Credit, full course.) Garland, Peters

310. Faith in Philosophy and Literature

A critical reading of selected philosophical and literary works which explore the nature and significance of religious faith. This course considers how literary narrative and philosophical analysis function distinctively in the dialogue of faith and reason. Major figures include Pascal, Hume, Kierkegaard, Walker Percy, Flannery O'Connor, and C.S. Lewis. This class is conducted as a seminar with in-class presentations and a semester-long project. (Credit, full course.) Peters

311. American Philosophy

A study of the transcendentalism of Emerson and Thoreau and the pragmatism of Pierce, James, and Dewey with focus on the relationship between theories of reality and theories of value. (Credit, full course.) Garland

312. Symbolic Logic

The aim of this course is to provide students with a working knowledge of modern logic. Three systems of logic are covered; classical sentential logic, monadic predicate calculus, and full first-order predicate calculus with identity. (Credit, full course.) Conn

319. Nineteenth-Century Philosophy

A survey of the major philosophers and movements from Kant to the beginning of the twentieth century. Some of the philosophies covered include Absolute Idealism, Marxism, existentialism, British liberalism, and pragmatism. Special attention is given to Hegel, Mill, Nietzsche, and William James. (Credit, full course.) Garland

320. 20th-Century Philosophy

This course examines the development of Analytic Philosophy, which dominated academic philosophy in England and the United States for most of the twentieth century. Special attention focuses on Russell's and Moore's rejection of nineteenth-century idealism, American pragmatism, logical positivism, and ordinary language philosophy. Some of the recent post-modern critiques of analytic philosophy are also considered. (Credit, full course.) Conn

325. Plato

A study of selected Platonic dialogue — especially the early and middle dialogues — together with the ethics of Socrates and the theories of knowledge, reality, and value developed by Plato. (Credit, full course.) Garland

340. Kierkegaard

An examination of the philosophy of Soren Kierkegaard through a close reading of such primary texts as *Either/Or*, *The Sickness Unto Death*, *Philosophical Fragments*, *Concluding Unscientific Postscript*, and *The Concept of Anxiety*. Prominent themes may include, among other things, Kierkegaard's conception of the self and the various types of despair that constitute a misrelation of the self; his conception of the differing aesthetic, ethical and religious spheres of existence; his critiques of modern philosophy and the modern church; and his understanding of the significance of various philosophical and religious beliefs and activities for living well. (Credit, full course.) Peters

350. Aristotle

A study of the components and the coherence of Aristotle's general understanding of being, philosophy of nature, conception of truth, and theory of man and the state. (Credit, full course.) Peters

353. Theories of War and Peace (also Political Science)

This course examines historical and contemporary perspectives on war and peace; provides an overview of classical, modern, and contemporary theories of the nature of justice between states and the moral basis of war; and examines just war, pacifism, and terrorism in the Christian and Islamic traditions. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. (Credit, full course.) McKeen, Peters

403. Whitehead

The metaphysics of Alfred North Whitehead, studied both in its historical development and in its systematic expression in *Process and Reality*. (Credit, full course.) Garland

411. Wittgenstein

An examination and evaluation of Wittgenstein's philosophical views through a close reading of various writings from *Tractatus Logico-Philosophicus* to *Philosophical Investigations*. (Credit, full course.) Peterman

415. Nietzsche

Examines selected writings from *The Birth of Tragedy* to *The Will to Power*. Emphasis is given to close reading of texts and critical evaluation of their main ideas. (Credit, full course.) Peterman

426. Topics in Contemporary Philosophy

Examines contemporary debate on a selected topic such as ethical relativism, the relation of mind to body, or the nature of free will. (Credit, full course.) Staff

444A. Independent Study

(Credit, full course.) Staff

444B. Independent Study

(Credit, half course.) Staff

451. Senior Tutorial

Students write a senior thesis on a selected topic under supervision of the instructor and a faculty advisor. (Credit, full course.) Staff

PHYSICAL EDUCATION

Director Webb, Chair of Athletics Dept.	Coach H. Windham
Coach Baker	Coach J. Windham
Coach Cardwell	Assistant Backlund
Coach Cowell, Chair	Assistant Buerger
Coach Hayworth	Assistant Collins
Coach Heitzenrater	Assistant Intern Coode
Coach Ladd	Assistant Flockerzi
Coach McCarthy	Assistant Hawkins
Coach McCorkle	Assistant Harrison
Coach Obermiller	Assistant Hubbard
Coach C. Shackelford	Assistant Jiang
Coach J. Shackelford	Assistant Jotautas
Coach Sheikh	Assistant Knight
Coach B. Taylor	Assistant Kohler
Coach M. Taylor	Assistant Mooney
Coach Thoni	Assistant P. Pearigen

All students must receive credit for two semesters of work in physical education deemed satisfactory by the Department of Physical Education.

This requirement may be completed at any time. Each class generally consists of two scheduled periods each week of one hour in length. (These courses do not count toward the thirty-two academic courses required for graduation).

Among the objectives of this program are:

1. To develop an enthusiasm for playing some game well so that it may be enjoyed both in college and later life.
2. To develop agility and coordination of mind, eye, and body.
3. To grow in understanding of and develop skills in maintaining physical fitness for daily living.

The Department of Physical Education offers instruction in various activities throughout the year governed by student-expressed interest.

The intramural program for men offers competition in touch football, cross country, volleyball, basketball, racquetball, softball, golf, swimming and diving, ping pong, pool, floor hockey, team handball, and ultimate frisbee.

Women's intramural athletics include volleyball, basketball, softball, football, soccer, cross country, racquetball, and tennis.

Schedules are maintained in the following men's varsity sports: football, cross country, soccer, basketball, swimming and diving, baseball, tennis, golf, 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, and volleyball.

While not varsity sports, the Sewanee Outing Program, the mountain bike club, the rugby club, and the lacrosse club are supported by the Department of Athletics. A fencing club also provides regular intercollegiate competition.

103. Weight Exercise

(No course credit) Staff

104. Beginning Ballet

(No course credit) P. Pearigen

105. Beginning Tennis

(No course credit) J. Shackelford

106. Fencing

(No course credit) Staff

108. Beginning Handball

(No course credit) Reishman/ Spaccarelli

110. Aerobics

(No course credit) Collins/Mooney

113. Beginning Jazz

(No course credit) P. Pearigen

115. Beginning Riding

(No course credit) M. Taylor*

119. Weight Training

(No course credit) Windham

123. Beginning Tap Dance

(No course credit) P. Pearigen

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

155. Advanced Beginning Riding

(No course credit) M. Taylor *

165. Beginning Jumping

(No course credit) M. Taylor*

166. Introduction to Hunter Seat Equitation

(No course credit) M. Taylor*

167. Schooling the Hunter

(No course credit) M. Taylor*

170. Stretch and Relax

(No course credit) Staff

171. Introduction to Hatha Yoga

(No Course Credit.) Staff

175. Novice Riding

(No course credit) M. Taylor*

180. Sport Aviation

This course teaches the ground school requirements for the private pilot's license and will provide instruction of basic flying skills. (No course credit) Staff

190. Beginning Bouldering

Explanatory note: Bouldering is a type of low-to-the-ground rock climbing that does not utilize ropes or most other technical climbing equipment. Sewanee, with its sandstone crags, is ideally suited to this popular sport. The course covers the basics of the sport, with special emphasis on safety. (No course credit) M. Knoll

200. Martial Arts

(No course credit) Bennett

213. Intermediate Jazz

(No course credit) P. Pearigen

214. Pilgrimage to Santiago

(No course credit) Spaccarelli

215. Intermediate Riding

(No course credit) M. Taylor*

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

251. Scuba

(No course credit) Backlund

252. Advanced Scuba

(No course credit) Backlund

253. Rescue Scuba

(No course credit) Staff

270. Tai Chi

(No course credit) Jiang

306. Advanced Fencing

(No course credit) Staff

308. Advanced Handball

(No course credit) Reishman/Spaccarelli

315. Advanced Riding

(No course credit) M. Taylor*

325. Canoe Team

(No course credit) Staff

326. Lacrosse

(No course credit) Staff

330. Crew Team

(No course credit) Staff

351. American Red Cross Lifeguard

(No course credit) Obermiller

352. American Red Cross Lifeguard Instructor

(No course credit) Staff

401. Water Safety Instruction

(No course credit) Staff

444. Independent Study

To be taken only with explicit permission from the liaison between physical education and the academic program. (No course credit) Webb

449. Cheerleading

(No course credit) Hawkins

450. Varsity Swimming/Diving

(No course credit) Obermiller

451. Varsity Tennis

(No course credit) C. Shackelford, J. Shackelford

452. Varsity Baseball

(No course credit) Baker



453. Varsity Basketball

(No course credit) Thoni, McCarthy

454. Varsity Golf

(No course credit) Ladd, Cardwell

455. Varsity Soccer

(No course credit) Cowell, Sheikh

456. Varsity Track and Field

(No course credit) Heitzenrater

458. Varsity Football

(No course credit) J. Windham

459. Varsity Field Hockey

(No course credit) B. Taylor

460. Varsity Cross Country

(No course credit) Heitzenrater

461. Varsity Volleyball

(No course credit) Ladd

462. Varsity Softball

(No course credit) H. Windham

463. Varsity Equestrian

(No course credit) M. Taylor



PHYSICS

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

Professor F. Hart

Professor Peterson

Professor Durig

Adjunct Professor Pender

Associate Professor Szapiro, Chair

Major in physics: Three programs are available to students who want to major in physics.

- A. An intensive major for students who intend to pursue graduate work in the physical sciences: eight one-semester lecture courses, four with laboratories; two half-course seminars; plus Chemistry 101, 102; Computer Science 157; Mathematics 207 and 212. The Graduate Record Examination is required as part of the comprehensive examination.
- B. A broad major for students who intend to pursue graduate work in medicine, engineering, biophysics, environmental sciences, health physics, or teaching: six one-semester lecture courses, four with laboratories, including Physics 203, 303, and 307; two half-course seminars; plus five full courses in other science or mathematics courses approved by the physics department.
- C. The 3/2 plan for engineering students: six one-semester lecture courses including Physics 203 and 303, four with associated laboratories; one half-course seminar; plus Chemistry 101, 102; Computer Science 157; Mathematics 207 and 212.

Research participation and laboratory assistantship are encouraged in all three programs.

For a first-year student planning to major in physics, the following curriculum is recommended:

Physics 101, 102
 Humanities 101, 102
 Mathematics 101, 102
 Physical Education
 Foreign Language 103, 104

Students may seek advanced placement in physics, mathematics, and foreign language. The second-year program should be planned in consultation with the department chair.

Minor in physics/astronomy: The physics department offers a minor in physics/astronomy. The requirements for a minor are Physics 250, Physics 251, and Physics 444B. In addition, each student must complete one of the following three sets of courses: Option A: Physics 201 and either Geology 121 or Geology 228; Option B: Physics 303 and Physics 304; Option C: Physics 307 and Physics 308. The total number of courses required for the minor is 4.5. An average grade of at least C is required for successful completion of the minor. Comprehensive examinations are not required, but each student must present the results of the Physics 444 project during a seminar.

101, 102. General Physics

This broad study of classical and modern physics includes all major fields. The mathematical description utilizes geometry, trigonometry, algebra, and calculus. Lectures: three hours; laboratory: three hours. Corequisite: Mathematics 101. Prerequisite: Math 101, and Physics 101 for Physics 102. (Credit, full course.) Szapiro, Hart

105. Environmental Physics

A study of the basic physical principles which control the transport of matter and energy in the environment. An analysis of conduction, and radiation as transport mechanisms follows an introduction to thermodynamic and mechanical principles. Various sources of energy are discussed. Projects involve the use of computers for modeling and for the acquisition of data. (Credit, full course.) Hart

110. Our Place in the Universe: An Introduction to the Science of Astronomy

A consideration of how planet Earth fits into its solar system, its galaxy, and the larger cosmos. Evening sessions allow observations of asteroids, comets, galaxies, novae, supernovae and gamma ray bursts. The course includes image analysis for scientific data. A student may not receive credit for Physics 149 or 250 after completing this course or for this course if either of those has been taken. Four meetings per week. This First Year Program course is designed for freshmen only. (Credit, full course.) Durig

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. This is a First Year Program course. (Credit, full course.) Szapiro, Peterson

120. The Science of Music

An introductory course on musical acoustics which includes the principles of sound production, propagation, and perception through inquiry-based methods. The ways in which different sounds are produced are explored through experimentation with both existing and student-constructed instruments (e.g., string, woodwind, brass, percussion). Modern digital music technologies and concepts are also introduced as well as issues related to room and concert hall acoustics. This non-laboratory course serves in partial fulfillment of the general distribution requirement in natural science. No prerequisite. Note: This is a First Year Program course. (Credit, full course.) Szapiro

123. Introduction to Fractals and Chaos

A study of the beauty and generality of nonlinear processes, from the point of view of fractals and chaos. Examples from art, economics, medicine, history, and traditional sciences are explored through demonstrations and models. This is a one semester, non-laboratory course; no prerequisite. (Credit, full course.) Szapiro

149. Survey of Astronomy

A one-semester, non-laboratory course intended for non-science majors. The topics covered include history of astronomy, physics of astronomy, and current developments in this

dynamic field. There is an out-of-class assignment to visit the observatory for a two-hour observing session twice a month on public viewing nights or during regularly scheduled biweekly observing sessions. (Credit, full course.) Durig

201. Optics

A study of the fundamental principles of geometrical and physical optics with lasers and holography used extensively in the laboratory. Lecture: three hours; laboratory: three hours. (Credit, full course.) Peterson

202. Thermodynamics

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

203, 204. Intermediate Electricity and Magnetism

The electric and magnetic fields produced by simple charge and current distributions are calculated. Alternating- and direct-current circuits with passive and active components are tested. Prerequisites: Physics 102, and Mathematics 101, 102. (Credit, full course.) Peterson

250. Introductory Astronomy I

A study of the development of astronomy from ancient to modern times with special emphasis on the solar system — in particular to mathematical and physical models used in describing it. Open to all students but designed to meet the needs and abilities of a science major. Satisfies the physical science requirement. Cannot be taken for credit if Physics 149 has been completed. No prerequisites. Lecture: three hours; laboratory in the observatory. (Credit, full course.) Durig

251. Introductory Astronomy II

Stellar and galactic astronomy. Comparisons and tests of physical models applied to astronomy using photographically obtained data, and the limitations of this tool as a method of analysis are stressed in the accompanying laboratory. Prerequisite: Physics 149 or Physics 250. Lecture: three hours; laboratory: three hours. (Credit, full course.) Durig

303. Mechanics

A required course for physics majors and most engineering students. Mathematical methods are emphasized. Prerequisite: Physics 101 and 102, Math 207. Lecture: three hours. (Credit, full course.) Szapiro

304. Theoretical Mechanics

Moving coordinate systems, rigid-body dynamics, Lagrangian mechanics, and variational principles. Prerequisite: Physics 303. (Credit, full course.) Szapiro

307, 308. Introduction to Modern Physics

Surveys important developments in physics during the twentieth century, including general and special relativity, superconductivity, quantum theory and its applications to the description of the atomic and subatomic world. Prerequisite: Physics 101, 102. Lecture: three hours; laboratory: three hours. (Credit, full course.) Peterson

312. Seminar

A series of lectures by faculty, students, and invited speakers. Every student is expected to

present at least one talk on a topic of his or her choice in physics. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 2005 and alternate years. (Credit, half course.) Peterson

401. Quantum Mechanics and Modern Physics

The mathematical formalism of quantum mechanics is developed and applied to potential wells, the harmonic oscillator, and the hydrogen atom. Dirac notation is introduced and used in the description of angular momentum and electron spin. (Credit, full course.) Hart

407, 408. Physics Research

An introduction to research in physics through theoretical and experimental investigation of an original problem. Reporting research work at seminars and professional meetings is encouraged. (Credit, variable each semester.) Staff

410. Mathematical Methods in Physics (also Mathematics 410)

Vector spaces and linear operators, with applications. Fourier series, boundary value problems, orthogonal functions. Prerequisite: Mathematics 312, or permission of instructor. (Credit, full course.) Szapiro

412. Seminar

A series of lectures by faculty, students and invited speakers. Every student is expected to present at least one talk on a topic of his or her choice in physics. Required for physics majors in their junior and senior years. The public is invited. Offered Spring 2006 and alternate years. (Credit, half course.) Peterson

421. Advanced Electromagnetic Theory

Boundary-value problems in rectangular, spherical, and cylindrical coordinates are discussed. The solutions of the wave equation for conducting and non-conducting media are applied to selected topics in optics and plasma physics. (Credit, full course.) Hart

444. Independent Study

For selected students. (Credit, variable.) Staff

POLITICAL SCIENCE

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

Professor Brockett

Professor Dunn

Professor Ward

Associate Professor R. Pearigen

Associate Professor Wilson, Chair

Associate Professor McKeen

Assistant Professor Schneider

Assistant Professor Swimelar

Visiting Instructor Hatcher

Students fulfilling the social science requirement are advised that any course in this department may be used to fulfill that requirement.

Major in political science: Political science is a critical engagement with the competing values and interests that guide and orient politics. It analyzes concepts and principles that deal with the nature, purpose, and characteristics of government and political change. Political science encompasses the theoretical and empirical study of government institutions, leadership, conflict resolution between and within states, political ideas and ideologies, political culture and discourse, political economy, and the politics of gender, race, and class. The political science department offers a wide range of courses that address these topics of study.

Students majoring in political science are expected to take a minimum of ten courses, including Comparative Politics (103); at least one course each in Political Theory, American Politics, and International Politics; and a seminar at the 400 level. Comprehensive examinations will be offered in three subfields: 1) Political Theory; 2) International Politics/Comparative Politics; and 3) American Politics/Public Law (also including relevant political theory courses such as American Political Thought). Students will answer questions in both a major subfield and a minor subfield. For the major subfields, four courses each are required, and five recommended. For the minor subfield three courses are required. The public affairs internship course (PolS 445) is excluded from coverage on the comprehensive examination and counts as a course outside the major.

Below, courses are coded by subfield, listed at the end of the course description: A = American, L = Law, T = Theory, W = World Politics, and C = Comparative.

Minor in political science: A minor in political science consists of five courses, at least three of which must be above the 100 level. There is no comprehensive examination for the minor.

Honors in Political Science: Students who have taken a minimum of six political science courses with a departmental average of at least 3.4 may request enrollment during the first semester of their senior year in the Honors Tutorial (Political Science 450). As a condition for enrollment, a preliminary research proposal must first be approved by the intended

faculty supervisor of the project. Except in unusual circumstances students are to take their comprehensives and write their honors paper in different semesters. Departmental honors are awarded to a student who maintains an average of 3.4 or higher in departmental courses, submits an honors paper of at least B+ quality and receives distinction on the comprehensives. Candidates for honors also make an oral presentation of their honors paper to an audience of departmental faculty and students.

Other Expectations: Students contemplating professional careers in international affairs are encouraged to take several upper-level economics courses (for example, microeconomics, macroeconomics, international economics).

Students considering graduate work in political science are encouraged to take Political Behavior (407), several economics courses, and at least one semester of upper-level Political Theory.

Students interested in prelaw are strongly urged to take courses in Anglo-American history and constitutional development, political theory, economics, and logic. The Law School Admissions Test is required by all law schools and should be taken early in the senior year.

101. American Government and Politics

A study of the United States federal government. (Credit, full course.) (A) Brockett or Schneider

103. Comparative Politics

An introduction to the comparative study of politics, employing a conceptual or thematic approach. Selected countries' political systems are examined with a focus on major features, including their governmental institutions, political parties, and political culture. (Credit, full course.) (C) Staff

105. Introduction to Political Theory

This course examines the ways in which the political theories that have shaped the modern world have addressed perennial questions of politics — such as the reconciliation of individual and society; the meaning of justice, equality, and power. Theories considered include liberalism, socialism, conservatism, fascism, communitarianism. (Credit, full course.) (T) McKeen, Pearigen

110. Campaigns and Elections in the United States

An introduction to the electoral process in the United States through an examination of the political science literature on campaigns and elections and by exposure to the activities and events of actual political campaigns. Some of the fundamental questions addressed include who votes, who does not, and why; what role do parties and interest groups play in the electoral process, and why is it difficult for the third party and independent candidates to win elections in the U.S. This seminar provides opportunities for students to experience firsthand the conduct of political campaigns and elections and may require participation in activities outside of scheduled class time. No prerequisite. This is a First Year Program course. (Credit, full course.) (A) Schneider

III. Reel Politics: Exploring the Politics of Film

An introduction to the use of film as a medium for expressing political themes. Concepts of world and comparative politics (war, terrorism, human rights, repression, conflict, economic development, migration) are used to analyze feature films from around the

world. The course also addresses the relationship between politics and art and the artist. Visiting filmmakers and scholars contribute their perspectives. Prerequisites: None. This course is scheduled as a Freshman Year Program course during 2005. (Credit, full course.) Swimelar

150. World Politics

An introduction to the study of international relations concentrating on perspectives and policies of major countries, principal institutions, international law and international organization, and selected topics — for example, arms races and arms control, economic and political integration, disparities of income, problems of food and population, and human rights. Course requirements may include simulation. (Credit, full course.) (W) Ward, Dunn, Swimelar

155. Global Politics: Freshman Seminar

This seminar, which is limited to freshmen, focuses on major concepts and developments concerning relations among states of the world as well as issues that cross state boundaries. Topics include theories of international politics, north/south issues, law, diplomacy, conflict, and inter-governmental organizations. Guest speakers will also participate from time to time. (Credit, full course.) (W) Ward

156. Making Peace, Making War

What is peace? How do you get it? How do you keep it? Why make war? Can you do it without destroying everything? And what is war? Questions such as these have provoked serious searching and thinking for centuries. It is not expected that all questions will be answered or all arguments settled, but through reading, writing, and discussing the class addresses the questions of peace and war and the means used to pursue both. This is a First Year Program course. (Credit, full course.) (W) Ward

203. The Presidency

A study of the office and powers of the president, presidential leadership, and the relations between the chief executive, Congress, and the executive agencies. (Credit, full course.) (A) Brockett

204. Legislative Process

The composition, organization, procedure, and powers of legislative bodies in the United States and abroad. (Credit, full course.) (A) Staff

205. The Judicial Process

An examination of U.S. judicial process with particular emphasis on the federal court system in the context of the American political process. The central focus is on judicial selection and socialization, the decision process, and the impact of judicial decisions. (Credit, full course.) (A, L) Staff

208. Environmental Policy

This course combines the study of public policy with the study of major environmental problems. Students explore public policy concepts and the instruments used in environmental regulation. Topics include air and water quality issues, hazardous waste and risk management, natural resources and biological diversity. The course also discusses the impact of environmental groups and citizen activism on this highly complex area of public policy. (Credit, full course.) (A) Staff

227. Africa in World Politics

This course attempts to develop an understanding of both Africa's position in world politics and the effect of international factors on African nations, focusing on the period since 1945. Africa's relations with the major powers, as well as interaction with other states of the developing world, are explored. The vehicle of international organization through which much of Africa's diplomacy is conducted is emphasized. (Credit, full course.) (W) Dunn

230. Politics in Nigeria and South Africa

An exploration of the historical backgrounds, political institutions and processes of Nigeria and South Africa. Emphasis is on Nigeria's difficult transition to accountable government and on post-Apartheid consolidation in South Africa. (Credit, full course.) (C) Dunn

249. China and the World

Beginning in the third century B.C.E., China began construction of its Great Wall, an attempt to keep out "barbarian invaders." Since that time, China has had an uneasy relationship with foreign powers. Students analyze early Chinese conceptions of its proper relations with foreign powers, contemporary relations with Japan and the United States, and attempts by foreigners to change Chinese politics, culture, and economy. Readings emphasize Chinese notions of nationhood and the dynamics of globalization. Prerequisite: None. (Credit, full course.) Wilson

250. States and Markets in East Asia

The course surveys the political economy of Japan, China, Taiwan, and South Korea since the 1930s. Students read and discuss dependency, statist, and cultural theoretical approaches to the political economy of the cases. What explains the dynamic growth of this region of the world during the postwar period? (Credit, full course.) (C) Wilson

260. European Political Relations

This course focuses on the trends of political relations among European countries since 1945. The principal topic is political and economic integration as seen in the development of the European Union. Other topics include the Atlantic relationship as seen in NATO, the institutionalization of a human rights regime, the dynamics of East-West relations, and the international issues facing the former communist states of the East. (Credit, full course.) (W) Ward, Swimelar

301. History of Political Theory

The development of political thought in the West from the Greeks to the mid-seventeenth century. (Credit, full course.) (T) McKeen

302. Recent Political Theory

A continuation of Political Science 301 from Locke to the twentieth century. (Credit, full course.) (T) McKeen

303. Women and Politics

A study of leading women political theorists (and, thereby, major currents of contemporary social thought as well) including liberalism, socialism, and post-modernism. The reading list includes selections from authors beginning with Mary Wollstonecraft, but focuses primarily on late twentieth-century writers such as Heidi Hartmann, Monique Wittig, Luce Irigaray, Carole Pateman, Alison Jaggar, and bell hooks. (Credit, full course.) (T) McKeen

304. American Political Thought

This course traces the emergence of different strands in American political thought, beginning with the rival interpretations of notions such as freedom and self-government during the period of the founding. Selected topics include race and strategies for social change, communitarianism and neo-conservatism, feminism, Christian fundamentalism, and green politics. (Credit, full course.) (T) McKeen

305. Politics of Everyday Life

This course examines culture as an arena of political conflict. The course begins with a discussion of Antonio Gramsci's theory of cultural hegemony, which serves as a guide through the rest of the semester. How do political actors try to use cultural media to shape the way people think about their world and politics? Students discuss institutions and various forms of popular culture from the United States and elsewhere. (Credit, full course.) (T) Wilson

308. Public Policy

An analytical examination of public policy-making. Special attention is given to selected policy areas such as health, environment, income support, and the economy. (Credit, full course.) (A) Brockett

311. Politics of Central America and the Caribbean

An intensive study of political life in selected countries in the region, including both domestic and foreign influences and policies. Substantial attention is given to United States relations with the region. (Credit, full course.) (C, W) Brockett

318. Comparative Politics: South America and Mexico

A general survey of political life in Latin America, as well as specific study of the most important countries — Argentina, Brazil, Chile, Mexico, and Venezuela. Determinants and outcomes of political process are studied, as well as the political process itself. Consideration is given to both domestic and foreign influences and policies. (Credit, full course.) (C, W) Brockett

319. Gender and Politics from a Global Perspective (also Women's Studies)

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war. (Credit, full course.) (W) Schneider

322. United States Foreign Policy

An examination of changes in national security policies in the post-World-War-II period. The course focuses on containment, mutual defense in Europe and Asia, deterrence, arms control and force reduction, detente and U.S./Chinese relations. (Credit, full course.) (W) Ward

326. Comparative Asian Politics

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

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

Some of the important questions addressed in this course include: What is the role of political parties in an age of candidate centered campaigns? Who votes, who does not, and why? Is the campaign finance system and the role of money in elections undermining our Republic? Do negative political advertisements bring the desired result? Elections are at the heart of democratic governance. This course provides an introduction to the study of this fundamental feature of our political system. (Credit, full course.) (A) Schneider

329. Comparative African Politics

A comparison of the politics of sub-Saharan Africa. An exploration of state-society relationships in independent Africa and the challenges of warlord politics to the African state system. (Credit, full course.) (C) Dunn

331. Introduction to Constitutional Law

The origin of the U.S. Constitution and its development through judicial interpretation trace significant court decisions involving legislative, executive and judicial powers, and intergovernmental relations. (Credit, full course.) (L) Pearigen

332. Contemporary Constitutional Law

An examination of selected contemporary problems in civil rights and civil liberties in the United States emphasizes judicial interpretations of the Bill of Rights and the Fourteenth Amendment. (Credit, full course.) (L) Pearigen

333. Human Rights

The course introduces human rights conditions in today's world. While it covers varying philosophical traditions of human rights, major emphasis is placed on how different actors and institutions are able to influence human rights conditions, both from an international and domestic perspective. (Credit, full course.) (W) Swimelar

344. Myth America

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric — such as the myth of the frontier, the myth of success, and the notion of the American dream. The course examines 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths. (Credit, full course.) (T) McKeen

346. Contemporary Social Movements (also Women's Studies 346)

In this course we study 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. We begin our study close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. We 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. (Credit, full course.) (A) Schneider

350. Eastern Europe and the Former Soviet Union

This course explores the multitude of problems facing the new political regimes — even new countries — in the area once known as a major segment of the communist world. (Credit, full course.) (C) Ward, Swimelar

353. Theories of War and Peace (also Philosophy)

This course examines historical and contemporary perspectives on war and peace; provides an overview of classical, modern, and contemporary theories of the nature of justice between states and the moral basis of war; and examines just war, pacifism, and terrorism in the Christian and Islamic traditions. This course cannot be used in fulfillment of any general distribution requirement. Prerequisite: None. (Credit, full course.) McKeen, Peters

355. The Art of Diplomacy

An examination of the nature of diplomacy — how it works and the ends to which it is used including, in particular, the preservation of peace. The course also examines selected topics such as challenges to contemporary diplomacy resulting from the growth of world population and rapid changes in global politics. (Course, full credit.) (W) Ward

356. Diplomatic History of Europe 1813-1914 (also History 356)

A study of the methodology, practice, and substance of European diplomacy from the collapse of the Napoleonic empire to the outbreak of World War I with particular emphasis on the Concert System and the international problems resulting from nationalism, industrialism, and colonialism. (Credit, full course.) (W) Ward

360. Chinese Politics

A survey of Chinese political movements and institutions during three periods: the Republican period (1911-49), the Maoist collective era (1949-78), and the reform period (1978-present). The course focuses on state building, popular participation in politics, and power struggles among the elite. (Credit, full course.) (W) Wilson

362. Civil Wars in Contemporary World Politics

An examination of the phenomenon of civil wars in the post-Cold War world. The course focuses on the assertion of group identities within many countries, the challenge of political accommodation (access) and the prospect of political divorce (exit). The role of international organizations and other actors in the management of such conflicts is also explored. (Credit, full course.) (W) Dunn

364. The European Union

A study of the development, institutions, decision-making processes, functions, and problems of the European Union — formerly the European Community — including its role in the world. (Credit, full course.) (W) Staff

366. International Political Economy

This course examines the dynamics of international political and economic relations. Issues of trade, monetary and financial networks, investment, North-South relations, and the international system are explored. The international context of development receives particular attention. (Credit, full course.) (W) Wilson

368. Arms Control and International Security

Students in this course examine such problems as disarmament, arms control, conventional arms transfers, and nuclear proliferation. Particular attention is given to the diplomacy of attempting to reach agreements and to the relationship between arms control and international security. (Credit, full course.) (W) Ward

370. International Law in International Relations

The sources, subjects, and major principles of international law. The function of law in the international community. (Credit, full course.) (W) Swimelar

373. African-American Political Thought

This course focuses on important African-American writers whose unique perspectives challenge us to think about questions of justice, equality and difference, morality, and rule. Readings begin in the nineteenth century (Frederick Douglass, Booker T. Washington) and proceed into the late twentieth century with selections from authors such as Martin Luther King Jr., Malcolm X, Stokely Carmichael, James Baldwin, Shelby Steele, Cornel West, and Toni Morrison. (Credit, full course.) (T) McKeen

381. The Political Economy of Sustainable Development (also Economics 381)

This course examines the different configurations of market, state, and cultural forces presented by societies as they respond to the challenges associated with attempting to meet present needs and demands without compromising their natural and social base for meeting the needs of the future. Theoretical discussions are combined with case studies. Course is identical to Political Science 461 with the exception that special attention is given to research in 461. Students taking this course may not take Political Science 461. (Credit, full course.) (A, C) Brockett

390. The United Nations

The nature, organization, and function of the United Nations in a changing world environment. An emphasis on the U.N.'s work on peace as well as social, economic, and humanitarian issues. (Credit, full course.) (W) Dunn

396. The Origins and Conduct of the First World War, 1900-1919 (also History 396)

This course examines the problem of how and why Europe went to war in 1914, then comments on the conduct of the war itself and the peacemaking that followed. Attention is on the following topics: operation of the alliance and entente systems, impact of intelligence operations on foreign policy, domestic organization of the European powers, relationship between strategic planning and decision making, and the role of ideas in modeling approaches to international politics. The fortunes and misfortunes of eastern Europe and especially Austria-Hungary receive special emphasis. (Credit, full course.) Williamson

398. Intelligence and Foreign Policy in the 20th Century (also History 398)

This course examines the impact of intelligence operations on the conduct of diplomacy and international politics. Covert operations, intelligence estimates, technological assessment, cryptology, and the evolution of intelligence organizations during the twentieth century are covered. Specific attention is given to the outbreak of the First and Second World Wars and to the crises of the Cold War. (Credit, full course.) (W) Williamson

402. Topics in Political Economy

Globalization is a term that social scientists have used to explain everything from trade and investment patterns to changes in popular culture such as the introduction of McDonald's and Mickey Mouse throughout the world. At root, globalization points to a pattern of institutional change wrought by close interaction of economies. Students read works that clarify what is meant by the term globalization and how globalization is affecting the following three areas related to political economy: trade and investment, welfare institutions, and rule of law. (Credit, full course.) (C, W) Wilson

404. Race, Politics, and Empire

This course examines eighteenth- and nineteenth-century philosophies of race in the context of the political history of empire as well as twentieth-century post-colonial challenges to those philosophies and practices. (Credit, full course.) (T) McKeen

406. Jurisprudence

A study of the philosophy and development of law through the centuries. Particular emphasis is on law in the classical period as well as the more modern historical, analytical, and sociological schools of jurisprudence. (Credit, full course.) (L) Pearigen

407. Research Seminar in Political Behavior

A study of the political opinion and behavior (including voting) of the general public, with special attention given to developing appreciation of, and skill in, empirical analysis. (Credit, full course.) (A) Brockett and Schneider

408. Research Seminar on Southern Politics

A study of politics and culture in the South beginning with an overview of seminal events in 20th century southern political history. Topics include race and politics in the South, southern campaigns and elections, the South and contemporary congressional and presidential politics, religion and politics in the South, analyses of the politics of the individual states of the region. This course is a junior/senior research seminar for political science majors. Others by permission of instructor. Prerequisite: PolSci 101 or 328. (Credit, full course.) (A) Schneider

420. Seminar on Democratization

This course is a junior/senior seminar for political science majors. It analyzes the major theoretical issues and substantive developments surrounding the global spread of democracy. The central foci include the following topics: theories of democracy, theories and case study analyses of conditions which promote or inhibit the emergence and consolidation of democracy, theories and case studies concerning "paths" of democratic transition including roles of specific class and state actors, historical patterns and cycles of democracy, theories and issues of "Democratic Peace," and issues and dilemmas concerning the "quality" of contemporary democracies. (Credit, full course.) (C, W) Swimelar

422. Seminar on Topics in International Organization

With a grounding in the theories of international organization, the course focuses on global problem management through governmental and non-governmental organizations. Among the topics included: global resource management, the World Trade Organization and trade, international regionalism, international criminal courts and other legal issues, humanitarianism across borders, human rights, and the advancement of women. (Credit, full course.) (W) Dunn

423. Research Seminar in Postconflict Development

This seminar focuses on select countries around the world emerging from civil war and explores conditions for sustainable peace. It examines challenges that include redesigning security, institutions, and other sectors in modern society, as well as highlights the role of the world community in reconstruction. The course aims to expose students to the theoretical and historical literature and to highlight difficult policy choices internally and with the donor community. Prerequisite: None. (Credit, full course.) Dunn

425. Seminar on International Politics

Theories of international relations are examined as frameworks for analyzing the elements, organization, and strategies of international politics. The course combines use of empirical data with analysis of central concepts such as the balance of power, deterrence, national interest, sovereignty, and bipolarity. (Credit, full course.) (W) Ward

426. Seminar on Public Policy

An analytical examination of public policy-making with attention to selected policy areas such as health, environment, income support, and the economy. Course is identical to Political Science 308 with the exception that special attention is given to research in 426. Students taking this course may not take Political Science 308. (Credit, full course.) (A) Brockett

429. Seminar on Comparative Politics

A seminar on the comparative approach to the study of national politics and government emphasizes topics such as nation and state building, political culture, social cleavages, political parties and other linkage institutions, public policy making, and political change. (Credit, full course.) (C) Staff

430. Research Seminar: Topics in International Security

Students join the instructor in exploring a selected topic related to international security. Such topics could include arms control, security structures, regional instability, and the U.S. role in conflicts and in conflict resolution. (Credit, full course.) (W) Ward

440. Tutorial in Public Law

A course for specially selected seniors. A study of the most important works and major ideas in the fields of law and jurisprudence. (Credit, full course.) (L) Pearigen

444. Independent Study

For selected students. May be repeated more than once for credit. (Credit, half to full course.) Staff

445. Public Affairs Internship

In order to receive credit for a public affairs internship, a student must complete a substantial writing project in the semester following the internship. That project must be approved by the Political Science Department prior to the commencement of the internship. To secure approval the student must submit a proposal which 1) describes the nature of the internship and the duties it entails, 2) outlines the writing project, 3) contains a substantial bibliography of related materials, and 4) is signed by a member of the Department who has agreed to supervise the project. The proposal must be approved prior to the commencement of the internship. Pass/fail is not permitted. (Credit, half or full course.) Staff



450. Honors Tutorial

Seniors only. Permission of the department chairman required. (Credit, full course.)
Staff

461. Seminar on the Political Economy of Sustainable Development

This course examines the different configurations of market, state, and cultural forces presented by societies as they respond to the challenges associated with attempting to meet present needs and demands without compromising their natural and social base for meeting the needs of the future. Theoretical discussions are combined with case studies. Course is identical to Political Science 381 / Economics 381 with the exception that special attention is given to research in 461. Students taking this course may not take Economics 381 / Political Science 381. (Credit, full course.) (A, L) Brockett



PSYCHOLOGY

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

Professor Peyser

Professor Keith-Lucas

Professor Barenbaum

Associate Professor Yu, Chair

Assistant Professor Bateman

Visiting Assistant Professor Craft

Visiting Assistant Professor Lohr

Psychology is a diverse discipline that borders on the biological and social sciences. It is at once a science and a means of promoting human welfare. Reflecting its historical roots in philosophy, physiology, and clinical practice, it embraces a variety of theoretical perspectives, methodologies, and areas of study. The Department of Psychology at Sewanee provides majors and non-majors with the basic principles of psychology within the context of a liberal arts education. Our curriculum emphasizes scientific thinking and equips majors with multiple perspectives and research methods with which to understand behavior and mental processes. Graduates of our program pursue advanced study and careers in a variety of areas, including psychology (e.g., industrial, developmental, clinical, school), other helping professions (e.g., social work, physical therapy), and other fields (e.g., law, medicine, education, business).

The psychology major combines a broad grounding in psychology with opportunities for depth in selected areas. Majors in psychology begin with one introductory course: an introduction to empirical psychology, organized topically. This course has a full laboratory component focused on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. A course in research methodology prepares students to design and carry out research. Students also choose survey, seminar, and upper-level laboratory courses in areas such as abnormal, animal behavior, behavior modification, cognitive, developmental, gender, industrial, personality, physiological, and social psychology. Within the major, students choose upper-level courses according to individual interests.

Advanced students may study independently or conduct research under faculty supervision, work as laboratory assistants, or aid faculty members with research. Students have presented their research at Scientific Sewanee and at professional psychology conferences. Summer internships are available through the Tonya program for those who are interested in gaining experience in business or public service.

Natural Science Core Requirement: Students fulfilling the natural science core requirement in psychology are advised that 100, 353, and 357 are full laboratory science courses. All 200-level courses except 206 and 250 are non-laboratory science courses. No 400-level course may be used to fulfill core requirements.

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

1. Introductory Courses: Psychology 100 (Introduction to Psychology) and 251 (Research Methods)

2. Survey Courses: At least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology)
AND
at least one of the following courses: Psychology 208 (Cognitive Psychology), Psychology 254 (Neuropsychology)
3. Distribution Requirement: In addition to the two courses meeting the survey course requirement, the major must include at least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology), Psychology 206 (Industrial Psychology), Psychology 220 (Adolescent and Adult Development), Psychology 357 (Child Development), Psychology 406 (Case Studies in Personality), Psychology 409 (Behavior Modification), Psychology 412 (Psychology of Gender)
AND
at least one of the following courses: Psychology 208 (Cognitive Psychology), Psychology 213 (Comparative Sexual Behavior), Psychology 254 (Neuropsychology), Psychology 276 (Pseudopsychology), Psychology 353 (Animal Behavior), Psychology 410 (Cognitive Illusions).
Courses used to fulfill the distribution requirement may also be used to fulfill the laboratory course, seminar, or elective requirements (items 4, 5, and 6).
4. Laboratory Course: At least one of the following courses: Psychology 353 (Animal Behavior), Psychology 357 (Child Development)
5. Seminar: At least one of the following courses: Psychology 406 (Case Studies in Personality), Psychology 409 (Behavior Modification), Psychology 410 (Cognitive Illusions), Psychology 412 (Psychology of Gender)
6. Electives: A minimum of four electives. Electives may include any courses that have not been used to fulfill other requirements. Psychology 250 (Anxiety Syndromes and Treatment Methods) may be used as an elective only if the major takes more than four electives.
7. Related courses: All majors must complete two courses in related areas, approved by the psychology department.* As requirements for the major, these courses must be taken for grades (not P/F).
*The following courses will be approved automatically. Others may be proposed by the student.
Anthropology: All courses except 307, 309, 310
Biology: 100, 105, 107, 110, 112, 113, 115, 131, 132, 203, 208,
210, 213, 301, 311, 320
Computer Science: 101, 157, 356
Economics: 201
Mathematics: 204
Religion: 342
8. The comprehensive examination.

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

1. Introductory Courses: Psychology 100 (Introduction to Psychology) and 251 (Research Methods)
2. Survey Courses: Psychology 254 (Neuropsychology)
AND
at least one of the following courses: Psychology 201 (Theories of Personality), Psychology 202 (Abnormal Behavior), Psychology 203 (Social Psychology)

3. Laboratory Courses: Psychology 353 (Animal Behavior) and Psychology 357 (Child Development)
4. Seminar: At least one of the following courses: Psychology 406 (Case Studies in Personality), Psychology 409 (Behavior Modification), Psychology 410 (Cognitive Illusions), Psychology 412 (Psychology of Gender)
5. Electives: A minimum of three electives. Electives may include any courses that have not been used to fulfill other requirements. Psychology 250 (Anxiety Syndromes and Treatment Methods) may be used as an elective only if the major takes more than three electives.
6. Related courses: (a) Math 204 or a computer science course approved by the department; (b) one laboratory course in biology; (c) one laboratory course from biology, chemistry, forestry, geology, or physics; and (d) one additional course from biology, chemistry, computer science, forestry, geology, mathematics, or physics.
7. The comprehensive examination.

Requirements for a minor in psychology: A minor in psychology requires six courses in the department; 444 may not be counted as one of the six. A student must take one specific course: Psychology 100. In addition a student must take one course numbered 300 or above. All courses for the psychology minor must be taken for grades (not P/F). No comprehensive examination.

100. Introduction to Psychology

An introduction to empirical psychology, organized topically. Key areas, approaches, and theories in psychology are illustrated. Depending on their interests, instructors choose several topics such as the psychology of sex and gender, conformity and obedience, and aggression and violence. Weekly laboratory sessions focus on the process of scientific inquiry, giving students experience with a variety of research approaches and methodological issues. Not open for credit to students who have received credit for a 100-level psychology course (except, during 2005-07, available for credit to students who have taken either 107, or 108 but not both). Prerequisite: None. (Credit, full course.) Staff

107. Psychology I. Perception and Behavior

An introduction to the scientific study of sensory processes and perception, learning, and animal behavior that, together with Psychology 108 (taken in either order or simultaneously), comprises an introduction to empirical psychology. Fulfills the science requirement or, combined with Psychology 108, the science and laboratory science requirements and one writing-intensive credit. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 105. Not offered after 2004-05. (Credit, full course.) Staff

108. Psychology II. Development and Personality

An introduction to the scientific study of psychological development, language, abnormal behavior, and individual differences, including the measurement of personality and intelligence. Together with Psychology 107, taken in either order or simultaneously, it introduces students to empirical psychology. Fulfills the science requirement or, combined with Psychology 107, the science and laboratory science requirements. No prerequisite. Laboratory in alternate weeks. May not be taken by those with credit for 106. Not offered after 2004-05. (Credit, full course.) Staff

201. Psychology of Personality

A survey of classical and contemporary psychological approaches to the study of personality, including trait, psychodynamic, neuropsychological, behavior genetic, evolutionary, learning, phenomenological, cultural, and cognitive. Students apply theoretical concepts and examine research associated with these approaches, considering multiple sources of data (e.g., self-report, behavioral observation) and a variety of empirical methods (e.g., psychometric assessment, content analysis). Prerequisite: Psyc 100, 107, or 108. (Credit, full course.) Barenbaum

202. Abnormal Behavior

A study of abnormal and clinical psychology from a scientist-practitioner perspective, including DSM-IV TR diagnostic criteria, assessment measures and strategies, treatment modalities, case studies, and ethical issues. Major theoretical paradigms and research on etiology, diagnosis, and treatment of psychopathology are presented and discussed. Prerequisites: Psyc 100; or Psyc 107 and 108. (Credit, full course.) Lohr

203. Social Psychology

An examination of the impact that social influences have on individual behavior. The course examines major theories and empirical evidence in a variety of areas, such as interpersonal attraction, attitude change, group behavior, conformity, prejudice, and altruism. Students examine empirical methods used in social psychology and gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100, 107, or 108. (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: 100, 107, or 108 or junior standing. (Credit, full course.) Peyser

208. Cognitive Psychology

An introduction to the study of cognitive processes such as attention, memory, language, and reasoning. Students consider empirical findings from a variety of methodologies as well as the methodologies themselves. Broader issues such as unconscious processes and cultural differences in cognition are also examined in this context. Students are encouraged to discover applications of findings in cognitive psychology to other areas of psychology, other disciplines, and their everyday lives. Prerequisite: Psyc 100, 107, or 108. (Credit, full course.) Yu

213. Comparative Sexual Behavior

A survey and critical evaluation of research investigating the psychological and social factors in sexual behavior with some attention to the underlying biology. A comparison and contrast across species, across individuals, and across cultures. Topics include partner preference, sexual dysfunction and treatment, changes across the life span, and commercial sex. Readings include selections from works that have changed the American understanding of sexual behavior. Prerequisite: Psyc 100, 107, or 108, or junior standing. (Credit, full course.) Peyser

220. Adolescent and Adult Development

An examination of the physiological, cognitive, social, and emotional factors affecting individual development during adolescence and adulthood. The course focuses on adolescence, early adulthood, middle adulthood, and late adulthood. Major theories of development and empirical methods applied to the study of these four phases of development are introduced. Topics include substance abuse, intimacy and intimate relationships, moral development, parenthood, mid-life crisis, vocational development, coping skills, death, and dying. Students gain experience by designing and conducting studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100, 107, or 108. (Credit, full course.) Bateman

250. Anxiety and Treatment Methods

A review of the medical classification and causes of DSM-IV Anxiety Syndromes. The course introduces cognitive-behavioral procedures used to reduce anxiety in clinical populations. Students learn to apply these procedures to personal nonclinical conditions and compare theoretical applications vs. their experience. Students present a literature review on a selected anxiety topic such as an assessment instrument, a specific anxiety syndrome, a selected population or an advanced procedure. The class is only offered on a pass/fail basis and attendance at all classes is an essential requirement for a pass. May not be used as part of the natural science core requirement. Prerequisite: 100, 108, or junior standing. Permission of the instructor is required. Not currently offered. (Credit, half credit.) Spaulding

251. Research Methods

An introduction to basic research approaches in psychology, including field studies, correlational studies, true experiments, and quasi-experiments. Related issues and techniques such as ethics, sampling, measurement, and basic data analysis are examined. Students gain experience by designing and conducting several studies examining questions of their choosing and then presenting the results. Prerequisite: Psyc 100, 107, or 108. (Credit, full course.) Yu

254. Neuropsychology

A survey of physiological topics of importance to psychologists. The course begins with an overview of neural function and the organization of the brain. The remainder of the course is divided into three major sections: development of the brain, including sexual and abnormal development; abnormal states of the brain, including injuries, diseases, and mental illness; and psychotropic drugs, including both medication and drug abuse. Emphasis in each area is on application to other fields of psychology. Prerequisite: 100, 107 or completion of the natural science requirement. (Credit, full course.) Keith-Lucas

276. Pseudopsychology

An examination of the empirical evidence for a wide range of controversial phenomena such as extrasensory perception, graphology, eugenics, and various urban legends. Divination is considered in its various forms, from entrails and numerology to oracles to phrenology and astrology to contemporary "cold reading." Selected writings of prominent psychologists and insights provided by personality and social psychology. An emphasis throughout on critical thinking, changing standards of evidence, and a skeptical, data-based approach. Prerequisite: 100, 107, or 108 or junior standing. (Credit, full course.) Peyser

353. Animal Behavior

A synthesis of comparative psychology, ethology, and the evolution of behavior—organized historically, with emphasis on primate behavior and its relationship to human behavior. Includes a laboratory that focuses on designing and conducting studies to answer empirical questions, followed by oral or written presentations. Includes a field trip to study a captive primate collection. Prerequisite: 251 or completion of three laboratory courses in the sciences. (Credit, full course.) Keith-Lucas

357. Child Development

An examination of the physical, cognitive, social, and emotional development of children and adolescents, with a primary emphasis on theoretical issues and scientific methodology. Development is presented as a process of progressive interaction between the active, growing individual and his or her constantly changing and multifaceted environment. Organized chronologically with an approximately equal emphasis on the prenatal through adolescent periods of development. Includes a laboratory that focuses on designing and conducting studies (including data analyses) to answer empirical questions on human development. Prerequisite: 100 or 108, and 251. (Credit, full course.) Bateman

361. Social Psychology Research Seminar

This seminar is devoted to the advanced study of social psychological topics, with a primary emphasis on the scientific process. The content focus, driven primarily by student interests, is selected from areas such as: self-presentation, attitudes, interpersonal relationships, pro-social behavior, aggression, social influence, and group behavior. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. Those students taking the seminar for four credit hours conduct the original study independently whereas those enrolled in the seminar for two credit hours participate in a group study. Prerequisite: Psychology 203 and Psychology 251, or permission of the instructor. Not currently offered. (Credit, full course.) Staff

362. Cognitive Psychology Research Seminar

This seminar is devoted to the advanced study of topics in cognitive psychology, with a primary emphasis on the scientific process. The content focus, driven primarily by student interests, is selected from areas such as: attention, imagery, memory, problem-solving, decision-making, and metacognition. Students review primary literature, design an original study, collect and analyze data, and compose a final report for public presentation. Those students taking the seminar for four credit hours conduct the original study independently whereas those enrolled in the seminar for two credit hours conduct the study in a small group. Prerequisites: Psychology 208 and Psychology 251, or permission of the instructor. Not currently offered. (Credit, full course.) Yu

406. Case Studies in Personality

A seminar on the psychological study of individual lives. Students review classical and contemporary approaches to the study of lives (e.g., Freud, Erikson, Murray, Allport, narrative theories) and alternative methods (case study, analysis of personal documents such as letters and diaries, use of autobiographies, psychobiography). Students read a number of case histories and life histories, review the application of alternate theories and methods to several individuals' lives, and prepare their own "life study." Prerequisite: four courses in psychology including 201, or permission of the instructor. (Credit, full course.) Barenbaum

**409. Seminar in Behavior Modification**

Intensive reading and discussion of the current empirical research on learning-based techniques of behavior change, including systematic desensitization, token economy, biofeedback, assertive training, and cognitive methods; use of parents and peers as change agents; the particular problems within selected settings such as prison, sports, behavioral medicine, the classroom, and the clinic and mental hospital. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Peysner

410. Cognitive Illusions

An examination of cognitive illusions, with a particular emphasis on what such illusions reveal about human thought processes in general. Includes illusions of perception, memory, reasoning, and metacognition considered from biological, information-processing, and evolutionary perspectives. The prevalence of cognitive illusions, their patterns of occurrence, and their implications for such real-world issues such as social interactions, choice of medical treatment, risk assessment, legal proceedings, political decisions, and financial judgments are discussed. Prerequisite: four courses in psychology or permission of instructor. (Credit, full course.) Yu

412. Psychology of Gender (also Women's Studies 412)

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender are also discussed. Prerequisite: four courses in psychology and/or women's studies, or permission of instructor. (Credit, full course.) Barenbaum

444. Independent Study

The student designs and executes an experimental research project terminating in a written report or complete readings in an area of psychology. Prerequisite: permission of the instructor and administrative consent of the chair. May be repeated. (Credit, half or full course.) Staff



RELIGION

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

Professor G. Smith

Professor Phillips, Chair

Associate Professor Carden

Associate Professor Brown

Assistant Professor Parker

Visiting Assistant Professor Martin-i-Pardo

The study of religion is central to a liberal arts education and thus to the mission of the University of the South: to be liberally educated, Sewanee students ought to have a direct, critical encounter with religion and the most basic questions of meaning and purpose that religion addresses. Religion courses are designed to raise and reflect upon the central and abiding questions that challenge us all: What is the nature of religion? How does religion live in so many different and interesting ways in human culture? How do human beings throughout history express their deepest beliefs, concerns and faiths? Where do we find and how do we make sense of the Holy? What are our moral commitments and obligations? As citizens of the new millennium, how then shall we live in light of computers and in the shadow of concentration camps? From antiquity to postmodernity, China to Chattanooga, religion is to be encountered shaping human experience. At Sewanee the religion department, students and faculty together, through formal classes, independent study, and co-curricular activities investigate the role of religion and the many faces it presents.

Religion is not one field of study but many; by nature the study of religion is a multi-disciplinary effort that requires investigation of history, culture, values, sacred texts, theology, and philosophical thought. Such study requires familiarity with methods of historical analysis, literary criticism, phenomenological description, and cross-cultural, comparative study. For this reason the study of religion complements well other majors, the academic concentration of women's studies, and curricular interests.

The religion department is made up of five full-time faculty who teach introductory and upper-level courses in several sub-fields: Asian religions, philosophical theology, ethics and culture, American/Southern religion, and biblical studies. All department faculty teach Introduction to Religion (Relg 111), a course that serves as a gateway into the academic study of religion for majors, minors and for students seeking to meet their general distribution requirement.

Religion 111 or a course in philosophy or humanities is considered foundational for all other courses, except as indicated below. A few courses with specific prerequisites are indicated below. Any religion course satisfies the religion/philosophy core requirement.

Major in religion: The major in religion is satisfied by the completion of at least ten religion courses. The following courses are required for the major: Religion 111, 121, 141, 151, 161 (or 162) and five additional upper-level courses in religion. Students may focus their upper-level course work in a particular sub-field (ethics, Asian religions, philosophical theology, scripture or religion and culture). Each student must pass a two-part written comprehensive examination in their senior year.

Departmental honors may be conferred on students considered worthy of distinc-

tion. Most of the following accomplishments are generally expected: 1) an average of at least B+ with no grade below a B- in religion courses; 2) a superior performance on the comprehensive examination; 3) a substantial essay or original project, usually as part of a 444 course, and oral defense or presentation of the work; 4) additional course work in religion beyond the minimum requirement, and carefully chosen elective courses in other fields complementing the student's work in religion; 5) ability to use a language other than English in the study of religion.

Minor in religion: For a minor in religion a student must take at least six religion courses, maintaining in these courses a grade average of C (2.00) or higher.

105. Faith After the Holocaust: Ethics, God, Humanity

Investigation of religious faith in the light of the Holocaust. The course focus is on the deification of racism and nationalism in Christian Germany and the role of religion before and after the Shoah. Attention is given to historical, psychological and theological analysis. Students who complete this course may not receive credit for Religion 319. This is a Freshman Year Program course. (Credit, full course.) Staff

III. Introduction to Religion

An examination of the nature of religion as an aspect of universal human experience. (Credit, full course.) Staff

120. Introduction to Judaism

Survey of Judaism and its emergence from Israelite Religion as evidenced in the Tanakh (Jewish Bible) into the Rabbinic culture of interpretation and Halakah (Jewish law). Approach is both historical and thematic. Focus is upon key periods of Judaism's development and the major ideas, movements, and practices central to ancient and modern Jewish life and thought. Attention is paid to the role of sacred Jewish texts and interpretation, community, covenant, and halakhic observance. (Credit, full course.) Parker

121. The Responsible Self

Examination of the role of religion, reason, and desire in the shaping of the form and content of ethical decision-making and action. Focus is upon major currents of Western ethical theory and Jewish, Christian, and atheistic analyses of the self. Issues include moral authority and judgment and responsibility to self, other, and community. Works include Hebrew Bible, Kant, Aristotle, H.R. Niehbuhr, Walter Wurzburger, James Cone, and Laurie Zoloth-Dorfman. (Credit, full course.) Parker

141. Introduction to the Bible

An examination of the origins, nature, and content of representative literature from the Old and New Testaments. (Credit, full course.) Phillips

143. Introduction to the Bible I: Old Testament

An examination of the origins, nature, and content of representative literature from the Hebrew Bible, the Christian Old Testament, and cognate literature. Attention is paid to issues of critical reading and theological interpretation of Jewish scripture. Not open for credit to students who have completed Religion 141. (Credit, full course.) Phillips

144. Introduction to the Bible II: New Testament

An examination of the origins, nature, and content of representative literature from the

New Testament and Hellenistic literature. Attention is paid to issues of critical reading and theological interpretation of Christian scripture. (Credit, full course.) Phillips

145. In the Eye of the Beholder: Images of Jesus Through Gospel and Film

An examination of the images of Jesus in ancient Gospels and contemporary film. The course focuses upon canonical (Mark, Matthew, Luke, John) and noncanonical (Thomas, Philip, Mary) gospel texts. The aim is to understand in literary, historical and theological terms different ways Jesus is interpreted in gospel texts and to view contemporary popular cultural efforts to represent Jesus as savior figure in film (including *Jesus of Montreal*, *The Gospel According to St. Matthew*, *The Life of Brian*, *Last Temptation of Christ*, and *The Matrix*). This First Year Program course is designed for freshmen only. (Credit, full course.) Phillips

151. Philosophy of Religion

A philosophical examination of responses to questions about the ultimate nature and meaning of existence, such as the reality of God, the rational legitimacy of faith, the problem of evil. No prerequisite. (Not open to students who have taken Religion 251.) (Credit, full course.) Carden

161. Comparative Religion

An exploration of the forms of the sacred in American Indian religion, Hinduism, Buddhism, Confucianism, or other traditions. No prerequisite. (Not open to students who have taken Religion 261.) (Credit, full course.) Smith

162. Introduction to Asian Religions

An introduction to the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, Daoism, and Shintoism and their views of reality and humanity. (Credit, full course.) Brown

163. Introduction to Islam

An historical and topical introduction to the origins and development of Islam. The course surveys the life of Muhammad, the Quran and Sunna, the later great sages, development of Muslim communities and principal institutions. Through ethnographic and literary approaches, the course explores issues of the transmission of the Quran, succession to the prophet, Muslim pluralism, the role of women, and devotional practices of Islam. The course examines the topics of surrender, invocation, and fasting, the relationship of sacred to profane, free will and determinism, and divine and worldly political power. Prerequisite: None. (Credit, full course.) Pardo

200. The Christian Tradition: Themes and Variations

Historical introduction to major themes and their development in Christianity, including understandings of Christ, what it means to be Christian, nature of the church, role of the laity, contact with non-Christian traditions. (Credit, full course.) Staff

206. The Many Faces of Jesus

An exploration of ethnicity and race as social determinants in the interpretation and reception of Jesus in different cultures. Students and faculty from historically white Sewanee collaborate electronically and in person with students and faculty from other Anglican, but historically black, institutions (St. Paul's College in Virginia, St. Augustine's College in North Carolina, and Voorhees College in South Carolina). Historical, sociological, philosophical, theological, ethical, and aesthetic approaches allow students to consider myriad ways Jesus has been interpreted across cultures past and present. (Credit, full course.) Phillips

210. Images of Jesus

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

220. The Holocaust, Religion, and Morality

An examination of the Holocaust from theological, historical, and social psychological perspectives. Exploration of diverse religious and moral worldviews with particular attention to the ethical and unethical responses of victims, perpetrators and witnesses. What are the implications of the Holocaust for transformation of moral thought and behavior? Topics include cruelty, social conformity, altruism, forgiveness, survival, and the function of conscience during and in the aftermath of atrocity. Authors include Emil Fackenheim, Elie Wiesel, Raul Hilberg, Christopher Browning, Primo Levi, Marion Kapland, Philip Hallie, and Lawrence Langer. (Credit, full course.) Parker

223. Feminist and Womanist Religious Ethics

Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus is upon religious and non-religious ethical thought as it relates to the construction of gender identity, and the implications for an understanding of economic justice, racism, familial relations, and gendered participation with religious traditions and theological communities. Authors include Katie Canon, Sharon Welch, Delores Williams, Judith Plaskow, Rachel Adler, and Audre Lourde. (Credit, full course.) Parker

224. Jewish Ethics

Examination of the sources, traditions and applications of Jewish ethical thought and practice. Focus is on biblical, rabbinic, and contemporary Jewish ways of understanding ethical practice and normative principles. Special attention is given to the nature of the covenantal relation to God in Halakah (Jewish law) and Jewish social and familial structures, and the special challenge presented by the Holocaust. Authors include Eugene Borowitz, David Novak, Appel Gerson, Raciel Biale, Eliezer Berkovitz, Louis Newman, and Blu Greenberg. (Credit, full course.) Parker

243. Gospels

An examination of the canonical and extracanonical gospel narratives with attention to their historical, literary, and religious significance. Special attention is given to the cultural production and reception of Gospels in art, film, and drama. (Credit, full course.) Phillips

262. Buddhism

A philosophical and historical examination of Buddhism from its origins in India to more recent manifestations in the United States. Attention is paid to Buddhism as it has been and is currently being lived. (Credit, full course.) Brown

263. Chinese Religion

An exploration of the native Chinese religions of Daoism and Confucianism with attention also to gods, ghosts, and ancestors. Emphasizes the examination of texts including Confucius' *Analects*, *The Daodejing*, and *The Zhuangzi*. (Credit, full course.) Brown

264. Hinduism

An introduction to the main themes, philosophies, and myths of Hinduism as it has grown and changed over 3,500 years. (Credit, full course.) Brown

265. Ethical Thought and the African-American Experience

Examination of the ethical thought and action of African-American social movements and religious communities. Focus is upon the traditions of moral reasoning and practical action within Black religious and political communities, and the communal and individual responses to systemic racism and institutional and random violence. Texts include spiritual autobiography, African slave narratives, political treatises, fiction, and theological and philosophical writings. Authors include Howard Thurman, Martin Luther King Jr., Toni Morrison, Cornel West, W.E.B. Dubois, Alice Walker, and Malcolm X. (Credit, full course.) Parker

300. The Rise of Christianity

The history of Christianity from its origins to 451 in its historical, religious, and social contexts. Prerequisites: Religion 200, Religion 241, or Humanities 102. (Credit, full course.) Staff

304. The Ethics of Dialogue

Examination of the religious and philosophical tradition of dialogical ethics. Focus is on the classical, modern, and contemporary understanding of the "living speech" within Jewish and Christian thought. In particular, attention given to existentialist, feminist, and Levinasian ethical theory and their efforts to explain reciprocity, Divine-human and interhuman relationship, justice, and duty. Authors include Plato, Martin Buber, H.R. Niehbuhr, Gabriel Marcel, Emmanuel Levinas, and Seyla Benhabib. Prerequisite: permission of instructor. (Credit, full course.) Parker

315. African Religions (also Third World Studies)

An introduction to the religious diversity of sub-Saharan Africa and to the African religious heritage of the Americas. Key topics include indigenous cosmologies, sacrifice, initiation, divination, healing, possession, and witchcraft. (Credit, full course.) Staff

319. The Churches and Religion in Nazi Germany

An examination of church organization and membership, religious and political anti-Semitism and anti-Judaism in Germany before and during the Hitler period, the role of churches and other religious groups in support for and in opposition to the regime and its policies, the question of "Aryan religion" or the "SS Ethics," and some specific efforts (by Dietrich Bonhoeffer and others, including church groups) to clarify and reformulate Christian theology and ethics in light of this experience. (Credit, full course.) Staff

321. Christian Theological Paths

Readings and reflections on texts from the formative period of Christian theology through the late Middle Ages. Emphasis on the thought of Augustine, Aquinas and Medieval mystical writings. (Credit, full course.) Carden

322. The Reality of God

The question of the reality of God as confronted in Christian and Jewish theology since 1940. Specific topics: the "Holocaust," "death of God," liberation theology and the feminist critique of religion, ecology and natural theology, and religious pluralism. (Credit, full course.) Carden

324. Faith Seeking Foundations

Involving readings in Western European Christian theology from the sixteenth through the mid-nineteenth centuries, this course focuses on Christian theological concerns and challenges related to the Reformation, the Enlightenment, and Romanticism. Prerequisite: One course in philosophy, religion, or humanities. (Credit, full course.) Carden

328. Parables in Jewish and Christian Traditions

An examination of the role of parables and their tellers in Judaism and Christianity. Attention is given to the historical, literary, and hermeneutical character of these distinctive religious texts and their paradoxical aesthetic form and ethical function. Focus is on the second century Rabbis, the Hassidim, Jesus, the Gospel writers, Kierkegaard, and Kafka. Prerequisite: Introduction to Bible or humanities. (Credit, full course.) Phillips

330. Questing and Waiting for God

Readings and reflection on the theme of lost divine reality in nineteenth- and early twentieth-century Western religious thought. (Credit, full course.) Carden

332. Religion and Existence

Reflection on the imagery and meaning of human selfhood within religious contexts and the traditions. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) Carden

333. Scripture, Story, and Ethics

An examination of Jewish and Christian narrative as a vehicle for moral and religious reflection. Attention given to Jewish (Genesis, Exodus) and Christian (Gospel) foundation narratives from literary and hermeneutical perspectives associated with modern and postmodern writers and literary critics, including Zora Neale Hurston, Steiner, Alter, Auerbach, Kermode, Yosipovici, and Ferrucci. Prerequisite: one course in philosophy or religion, or humanities. (Credit, full course.) Phillips

334. Reading Bible, Reading Culture

An investigation of the complex relationship of the Bible and Western culture from antiquity to postmodernity with special attention to aesthetic, literary, philosophical, and ethical issues. Prerequisite: Introduction to Bible, or humanities. (Credit, full course.) Phillips

341. Religion and Ecology

Considers the relationship between the natural and the sacred in selected traditions such as Amerindian religions, Hinduism, Buddhism, Daoism, Judaeo-Christian tradition, and contemporary "eco-religion." Emphasizes analysis of latent ecological/environmental resources or conflicts in each tradition studied. Offered alternate years. (Credit, full course.) Smith

342. Buddhism and Psychology

This course begins with an examination of Buddhist philosophies and psychologies through an exploration of Abhidhamma literature, the systematic treatment of Gotama Buddha's teachings that occurred after his death. Since the oldest Buddhist texts claim that Buddhism concerns itself with suffering and its end, this course emphasizes Buddhist conceptions of what suffering is, what the end of suffering looks like, and how suffering is brought to an end. After studying how the cognitive and ethical come together in the cessation of suffering in Buddhist psychology and philosophy, students turn to its interaction with Western

psychology, concentrating on cognitive and neurophysiological research and on the use of meditation in therapeutic settings. Prerequisite: none. (Credit, full course.) Brown and psychology staff

343. Popular Culture and Religion in America

An examination of the religious forms implicit in selected aspects of American popular culture. Emphasis on interpreting theoretical studies and on critical analysis of typical examples. (Credit, full course.) Smith

346. Religion and Modernity

A consideration of the impact of modernity on religion in the West; the crisis of belief and secular options. (Credit, full course.) Smith

353. Buddhism and the Environment

An investigation of Buddhist images, symbols, stories, doctrines, ethics, and practices as they relate to understanding the environment and humanity's relationship with it. Classical texts as well as modern commentaries by Buddhist teachers, writers, and activists will be examined. (Credit, full course.) Brown

361. New Religions

A comparative study of new religious movements of the twentieth century including Japanese New Religions, selected cult phenomena, "New Age" and spiritual movements, and new religions from South Asia and the Middle East. Some attention to North American quasi-religious movements such as occult spiritualism, religiously inspired political movements, and paramilitary religious movements. (Credit, full course.) Smith

363. Zen

A philosophical and historical introduction to Zen Buddhism as it arose in China as Ch'an, moved and changed through East Asia, and came to the West. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

364. Buddhist Ethics

An introduction to the philosophy and practice of ethics in Buddhism beginning with an examination of *ahimsa*, the inviolability or sanctity of life. Attention will be paid to ethical beginnings with the birth of Buddhism (563 B.C.E.) and ending with modern Buddhist contributions to issues such as environmentalism. Prerequisite: Introduction to Asian Religions or Buddhism. (Credit, full course.) Brown

374. Anglicanism, 1350-1662 (also History 374)

A study of significant thinkers and events in the formation of the Anglican tradition from the English Reformation to the English Civil War and Restoration. Attention is also given to the pre-Reformation development of religious thought and practice in England. Writers from Thomas Cranmer to the Caroline Divines are considered in the contexts both of English and European history and of the intellectual currents of the period. (Credit, full course.) Lytle, Turrell

391. Southern Religion

An historical and comparative analysis of the religious traditions of the Southeastern United States with particular reference to the interactions between these traditions with the social, political, and economic culture of the region. (Credit, full course.) Smith



393. Rural Religion

A study of the religious forms of rural society with special emphasis upon the rural church in the southeastern US. Attention to historical, social, cultural, and demographic transformations of rural institutions from 1800 to the present. Fieldwork required. Lectures Monday and Wednesday, fieldwork Thursday afternoons. (Credit, full course.) Smith

401, 402. Seminar for Majors

(Credit, full course.) Staff

444. Independent Study

For selected students. May be repeated indefinitely. (Credit, variable from half or full course.) Staff



RUSSIAN

Department Website: <http://www.sewanee.edu/Russian/>

Assistant Professor Preslar, Chair

Visiting Assistant Professor Skomp

Major in Russian: A major consists of not less than six full courses selected from courses numbered 300 or higher.

The requirements for honors in Russian are: 1) a B average or better in courses offered for the major, 2) a grade of B or better on the comprehensive examination, and 3) presentation of a satisfactory honors thesis during the senior year.

Minor in Russian: A minor in Russian consists of a minimum of four courses at the 300 or 400 levels, including (1) one course in Russian Civilization and Culture (either 309: Russian Culture: Study Abroad or 310: Russian Civilization) and (2) either Russian 401, 402, or 440.

No comprehensive examination.

103, 104. Elementary Russian: Intensive Courses

An intensive introduction to the fundamentals of the language with emphasis on developing proper pronunciation and basic skills in reading, writing, and conversation. Use of language laboratory required. Four hours of class each week. (Credit, full course.) Staff

203. Intermediate Russian: Intensive Course

Completion of grammar and review of basic structures; intensive readings and discussion of short fiction of the nineteenth and twentieth centuries with emphasis on continued development of conversational and writing skills. Prerequisite: Russian 104 or placement by the department. Four hours of class each week. (Credit, full course.) Staff

301, 302. Readings in Russian Literature

Prerequisite: Russian 203 or equivalent. (Credit, full course.) Staff

303. Introduction to Russian Verse

An introduction to Russian verse with emphasis on further development of vocabulary and grammatical skills. Close readings of the texts are augmented by lectures and supplementary material concerning the creative context that gave birth to them. Attention is also given to poetic translation in theory and practice and to varying approaches to literary scholarship. All readings are in Russian. Prerequisite: Russian 302 or equivalent. (Credit, full course.) Staff

309. Russian Culture: Study Abroad

Selected topics in Russian culture: architecture, film, fine arts, literature, music, theatre, and dance. The course is conducted in English and does not fulfill the language requirement. (Credit, full course.) Preslar

310. Russian Civilization

An historical, cultural, and linguistic survey of Russian civilization and culture from its ancient proto-Slavic beginnings to the present. The course is conducted in English and does not fulfill the language requirement. (Credit, full course.) Preslar

311. Composition and Conversation

Emphasis on communicative ability in contemporary written and spoken Russian. Intensive practice in conversation to develop language skills appropriate to various spheres of academic, business, and social life. Audio-visual materials are used extensively. Prerequisite: Russian 301 or equivalent. (Credit, full course.) Preslar

351, 352. Russian Literature in English Translation

A study of the masterpieces of Russian literature of the nineteenth and twentieth centuries. No knowledge of Russian is required. Does not fulfill language requirement. (Credit, full course.) Staff

361, 362. Tolstoy and Dostoevsky in English Translation

A survey of the major novels. 361: Tolstoy; 362: Dostoevsky. No knowledge of Russian required. Does not fulfill language requirement. (Credit, full course.) Staff

401, 402. The 19th Century

A study of representative novels and stories from Pushkin to Tolstoy. Prerequisite: Russian 302. (Credit, full course.) Staff

440. Advanced Readings

Variable topics for selected students. May be taken more than once for credit. (Credit, full course.) Staff

444. Independent Study

For selected students. May be taken more than once for credit. (Credit, variable from half to full course.) Staff

RUSSIAN STUDIES

Department Website: <http://www.sewanee.edu/Russian/>

Assistant Professor Preslar, Chair

Visiting Assistant Professor Skomp

Interdisciplinary Faculty

Major in Russian Studies: Russian Studies is an interdisciplinary major that enables majors to combine advanced study in Russian language, literature, and culture with courses in history and the social sciences of anthropology, economics, and political science.

The major is comprised of eight core courses in Russian, history, and political science. As one of the core requirements majors write a senior interdisciplinary paper. Majors also select three related courses in history and the social sciences.

The Russian Studies Committee and the Office of Study Abroad advises majors on opportunities for study in Russia and in Central Europe.

Core Courses

One course selected from:

Russian 301. Readings in Russian Literature I

Russian 302. Readings in Russian Literature II

Russian 303. Introduction to Russian Verse

One course selected from:

- History 207. History of Russia I
- History 208. History of Russia II
- Political Science 350. Eastern Europe and the Former Soviet Union
- Russian 311. Composition and Conversation
- Russian 351. Russian Literature in English Translation I
- Russian 352. Russian Literature in English Translation II
- Russian 361. Tolstoy in English Translation
- Russian 362. Dostoevsky in English Translation
- Russian 401. The 19th Century I
- Russian 402. The 19th Century II
- Russian Studies 450. Senior Paper

Related Courses

Majors will select three courses from the following:

- Anthropology 303. Peoples and Cultures of Europe
- Economics 335. Environmental Economics
- History 346. History of Socialism
- History 356. Diplomatic History of Europe 1813-1914 (also Political Science 356)
- History 396. The Origins and Conduct of the First World War, 1900-1919
(also Political Science 396)
- History 397. The Origins and Conduct of World War II
- History 398. Intelligence and Foreign Policy in the 20th Century
- Political Science 103. Comparative Politics
- Political Science 322. United States Foreign Policy
- Political Science 356. Diplomatic History of Europe 1813-1914 (also History 356)
- Political Science 368. Arms Control and International Security
- Political Science 396. The Origins and Conduct of the First World War, 1900-1919
(also History 396)
- Political Science 401. Research Seminar in European Politics
- Political Science 402. Topics in Political Economy
- Political Science 429. Seminar on Comparative Politics
- Political Science 430. Research Seminar: Topics in International Security

SCHOOL OF THEOLOGY ELECTIVES

Each semester, courses for undergraduate credit are offered by the School of Theology. Consult the Schedule of Classes to determine which classes are being offered in a particular semester.

BIBL331. Elementary Biblical Hebrew I

An introduction to Biblical Hebrew, beginning with the alphabet. This course cannot be used toward fulfillment of the foreign language requirement in the college. (Credit, three semester hours.) Wright

BIBL332. Beginning Biblical Hebrew II

This course is a continuation of Beginning Biblical Hebrew I. This course cannot be used in fulfillment of any general distribution requirement in the college. Prerequisite: Bibl 331. (Credit, three semester hours.) Christian

BIBL333. Intermediate Biblical Hebrew I

The primary purpose of this course is to assist students in improving their general reading knowledge of biblical Hebrew. This includes review and more detailed study of Hebrew grammar as well as further development of basic Hebrew vocabulary. The secondary purpose is to introduce students to a number of textual matters that belong to the critical study of the Hebrew Bible. The semester will focus on Hebrew prose texts. Open to undergraduate students. (Credit, three semester hours.) Christian

BIBL334. Intermediate Biblical Hebrew II

This course is a continuation of Old Testament translation, which is usually begun in Intermediate Hebrew. The focus is on poetic rather than prose texts. This course cannot be used toward fulfillment of the foreign language requirement in the college. Prerequisite: One year of Biblical Hebrew. (Credit, three semester hours.) Christian

BIBL335. Advanced Biblical Hebrew I

This course is a critical study of selected portions of the Hebrew Bible. The focus is Late Biblical Hebrew (LBH), that is, the Hebrew found in post-exilic books such as Esther, Chronicles and Ecclesiastes. As we translate, we also analyze LBH from the perspectives of both diachronic development (historical linguistics) and synchronic description (sociolinguistics). As time permits, we look at the LBH Hebrew of the apocryphal Ben Sira and selected portions of the Dead Sea Scrolls. This course is open to students with at least three semesters of Hebrew study and may be repeated for credit. Open to undergraduate students. (Credit, three semester hours.) Christian

BIBL339. Modern Hebrew I

An introduction to Modern Hebrew, the principal language spoken in Israel today, and to the rich Israeli and Arabic cultural milieu of the Holy Land. The course departs from the total immersion of the Israeli Ulpan method in that not all class instruction and conversation are conducted in Hebrew and more emphasis is on grammar and reading comprehension in the early stages. Rare Israeli videos, interactive language aids, and on-line resources enhance language acquisition and appreciation of Israeli culture. This course cannot be used in fulfillment of any general distribution requirement in the college and cannot be used in the religion major or minor. Prerequisite: The course presupposes introductory-level coursework in either biblical or Jewish studies. (Credit, three semester hours.) Christian

BIBL340. Modern Hebrew II

A continuation of Modern Hebrew I. (Credit, three semester hours.) Christian

BIBL355. The Apocryphal / Deuterocanonical Books of the Old Testament

This seminar focuses on books of the Bible that appear in major manuscripts of the Greek Septuagint and Latin Vulgate but have been excluded from the Hebrew canon. The course examines the diversity within Second Temple Judaism as the context for the Jesus movement. Books represented in the Episcopal lectionary are emphasized. This course cannot be used in fulfillment of any general distribution requirement in the college. Prerequisite: This course presupposes introductory-level coursework in either biblical or Jewish studies. (Credit, three semester hours.) Christian

BIBL356. Dead Sea Scrolls

A study of the Dead Sea scrolls, one of the greatest discoveries of the 20th century, and their impact on human understanding of the development of inspired scripture, the Bible, early Judaism, and Christian origins. This course does not fulfill any general distribution requirement. Prerequisite: An introductory religion course in the college. (Credit, three semester hours.) Christian

CHHT339. Augustine of Hippo: Self and Society

A seminar engaging two of Augustine's civilization-altering books: *The Confessions* and *The City of God*. Augustine's assessment of the cultures in which he was raised and their inadequacy for sustaining human life, and his exposition of a radical alternative in the life of the Trinity, raise acute political and social as well as personal issues. The primary focus of the course is a close literary and theological reading of major portions of Augustine's text in translation (students who read Latin are encouraged to work with the original). Secondary readings, biographical, sociopolitical, theological, and feminist, help widen and sharpen the questions brought to the texts. Prerequisite: Hist 100 and one course in religion or philosophy. (Credit, three semester hours.) Stafford

SOCIAL SCIENCE – FOREIGN LANGUAGE

Professor B. Ward, Political Science

Professor Zachau, German

Professor Gottfried, Economics

Professor Natal, Spanish

Associate Professor Rung, French, Chair

Assistant Professor Preslar, Russian

Assistant Professor Murdock, Anthropology

Major in social science-foreign language: A major in social science-foreign language provides students with an opportunity to pursue an integrative, interdisciplinary study program with a concentration in one language and one social science. The title of each student's major specifies the two concentrations (for example, "Economics with French.")

The program has three principal parts: 1) four courses above the 200 level in German, Russian, or Spanish; or five courses above the 200 level in French; 2) five courses in anthropology, economics, or political science; 3) a full course of supervised readings and research using the foreign language in the social science concentration (SSFL 440). In addition to these requirements for the major, students are strongly encouraged to complete five courses in related social science disciplines.

The comprehensive examination consists of three written parts covering both the foreign language and the social science disciplines. A student is awarded departmental honors by maintaining a B average in courses in the major, by receiving a grade of B or higher in the comprehensive examination, and by presenting an acceptable honors thesis to a committee representing both the student's foreign language and social science departments.

Study abroad: As a rule, majors are expected to study abroad or to participate in some other program abroad for at least a summer (but preferably for a semester) in a country of their elected foreign language. The course of study or other program must be approved by the student's social science/foreign language committee. Students are also encouraged to explore the possibility of internships abroad.

Foreign Language Proficiency Certificate: Majors who wish to do so may elect to take an examination in their junior or senior year to ascertain their level of language ability. Those students whose scores are sufficiently high are awarded a certificate of proficiency.

Foreign Language and Cultural Concentration: All majors are required to take courses in a specific modern language chosen from French, German, Russian, or Spanish. Five full courses are taken in French. Four full courses are taken in German, Russian, or Spanish. These courses are distributed among three general areas as follows:

French:

- I. Culture (two courses at the 300 level)
- II. Advanced Language (two courses at least at the 300 level)
- III. Literature (one full course at the 400 level taken at the University of the South)

German and Spanish:

- I. Culture (two courses at the 300 level)
- II. Advanced Language (one course at least at the 300 level)
- III. Literature (one full course at the 400 level taken at the University of the South)

Russian:

- I. Culture (one course at the 300 level)
 - II. Advanced Language (two courses at least at the 300 level)
 - III. Literature (one full course at the 400 level taken at the University of the South)
- Each student's program is worked out with the foreign language department concerned.

Readings and Research Project: All majors are required to integrate the components of their joint major by presenting a paper on a topic related to the social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The project is supervised by advisors designated from both the social science and foreign language departments. It carries one full course credit as Social Science-Foreign Language 440.

Methodology Tutorial: A student may elect to take a tutorial with a member from each of his or her designated foreign language and social science departments to enhance ability to discover and comprehend social science content in works of literature. This tutorial is taken as an independent study (444) course in Social Science-Foreign Language with a one-half course credit.

Social Sciences: Students complete five courses in one of three social sciences: anthropology, economics, or political science. In addition, it is strongly recommended that students complete five courses in related social sciences, including two courses each in the two social sciences in which the student is not concentrating. Although the related courses should be especially chosen to strengthen each student's particular program, the following are generally recommended: Introductory Cultural Anthropology (Anthropology 104), Introduction to Economics (Economics 101), and Foreign Governments (Political Science 102).

Anthropology

- A. Required of all students concentrating in anthropology:
 - Introduction to Cultural Anthropology (104)
 - Social Theory (390)
 - Anthropology Field Methods (401)
 - Senior Seminar (402)
- B. Electives, one full course chosen from among courses in anthropology.

Economics

- A. Required of all students concentrating in economics:
 - Introduction to Economics (101)
 - Microeconomics (305)
 - Macroeconomics (306)
 - International Economics (337)
- B. Electives, one full course taken at the University of the South chosen from:
 - Economic Development in the Third World (310)
 - Growth Theory (326)

Political Science

A. Required of all students concentrating in political science, one full course chosen from:

- Comparative Politics (103)
- World Politics (150)
- First Year Program Seminar on Global Politics (155)
- Making Peace, Making War (156)

B. Area courses related to language concentration, two full courses:

French:

- Politics of Nigeria & South Africa (230)
- European Political Relations (260)
- Diplomatic History of Europe, 1813-1914 (356)
- The European Union (364)
- Research Seminar on European Politics (401)
- Seminar on Democratization (420)
- Seminar on Comparative Politics (429)

German:

- Eastern Europe and Former Soviet Union (350)
- Diplomatic History of Europe, 1813-1914 (356)
- The European Union (364)
- Research Seminar on European Politics (401)
- Seminar on Democratization (420)
- Seminar on Comparative Politics (429)

Russian:

- Eastern Europe and Former Soviet Union (350)
- Diplomatic History of Europe, 1813-1914 (356)
- Research Seminar on European Politics (401)
- Seminar on Democratization (420)
- Seminar on Comparative Politics (429)

Spanish:

- Politics of Central America and the Caribbean (311)
- Comparative Politics: South America and Mexico (318)
- Diplomatic History of Europe, 1813-1914 (356)
- The European Union (364)
- Research Seminar on European Politics (401)
- Seminar on Democratization (420)
- Seminar on Comparative Politics (429)

C. Electives, two full courses chosen from:

- U.S. Foreign Policy (322)
- Human Rights (333)
- The Art of Diplomacy (355)
- International Political Economy (366)
- Arms Control and International Security (368)
- International Law in International Relations (370)
- The United Nations (390)
- Intelligence and Foreign Policy in the 20th Century (398)
- Seminar on Topics in International Organization (422)
- Seminar on International Politics (425)
- Research Seminar: Topics in International Security (430)

**440. Readings and Research**

Focuses on preparation and presentation of a paper on a topic related to the student's social science concentration, making substantial use of foreign language sources. The paper is an exercise designed to develop and display competency in the social science vocabulary of the foreign language. The research paper may be written in the target language of the major or in English with a summary of at least eight pages in the foreign language. The project is supervised by a designated advisor from the social science department and a designated advisor from the foreign language department. Required of all social science/foreign language majors. (Credit, full course.) Staff

450. Honors Tutorial

The topic for a social science/foreign language honors paper must relate to both social science and foreign language concentrations, although one of the two may be emphasized. The paper may further develop the SSFL 440 Readings and Research topic or take up a new subject. A principal advisor and two readers are assigned to work with the student and evaluate presentation of the paper. If the written work is of honors level (a minimum grade of B), the student may be invited to present the paper in a seminar of interested students and faculty. In order to be considered for honors, the final draft of the paper must be submitted no later than the first day of the last comprehensive period of the semester. Other honors requirements are described under the description of the program. (Credit, half or full course.) Staff



SPANISH

Professor Spaccarelli

Professor M. Bonds

Professor Natal

Associate Professor Sánchez Imizcoz

Associate Professor Raulston, Chair

Assistant Professor Sandlin

Visiting Assistant Professor Prinkey

Instructor Fisher

Visiting Instructor Jordan

Only Spanish literature and culture courses taken at the University of the South may be used to complete the college language and literature requirement for graduation. Prerequisite for all 400 courses is a semester at the 300 level or permission of the department.

Students who have completed two or more years of Spanish in secondary school must take the departmental placement examination. Students who elect to enroll at a course level beneath that indicated by the placement examination receive credit only if departmental permission is obtained prior to registration in the course.

Major in Spanish: The minimum requirement for a Spanish major is eight full courses at the 300 and 400 level, although most majors find it advisable to take the full complement of eleven courses in Spanish. As the major requires a mastery of the Spanish language, of literature and of culture, the student is expected to select courses from all of these fields.

The program for majors divides literature into three sections: Spanish literature before 1700, Spanish literature after 1700, and Latin-American literature. Each student should have at least one course at the 300 or 400 level in each of these three fields. Spanish 311 and 312 are the courses indicated for study of Hispanic culture. The written comprehensive examination in Spanish which is taken in the final semester of the senior year covers the above areas chosen by the student in conjunction with members of the department, plus grammar and phonetics. There is also an oral examination consisting of a taped presentation on a chosen topic.

Majors are strongly encouraged to spend time studying in a Spanish speaking country, and with prior departmental approval as much as a year of foreign study may be applied to the major. Students with financial assistance may make arrangements to transfer portions of their funding to assist in previously approved study abroad programs.

All majors are urged to take a year or more of another foreign language.

Sewanee Summer in Spain is an interdisciplinary approach to the study of Medieval Spain and the pilgrimage route to Santiago de Compostela. Classes meet in Sewanee, in Madrid, and on the pilgrimage road in northern Spain. The program offers credit for two full courses: Spanish 314 and Art History 214, plus Physical Education 214.

Sewanee Semester in Spain focuses on Muslim Spain and its legacy in contemporary Spain. Classes meet in Madrid with professors and tutors from Madrid's Complutense University. The

program offers four full courses — Spanish 306: Advanced Spanish language; Spanish 310: Contemporary Spanish Culture and Civilization; History 369: Muslim Spain: Glory, Decline, and lasting influence in contemporary Spain; Art History 316: Islamic Spain and Spanish Art. A two-week field trip to Andalusia and Morocco forms an integral part of the program.

The Honors Program: Toward the end of the penultimate semester of study, students with a 3.5 (or better) average in Spanish courses may apply for permission to present themselves for departmental honors, select a topic for a research essay, be assigned a director, and prepare an outline of the proposed paper. Depending on the nature of the topic, the student, in the last semester of study, enrolls either for a full course or a half-course of Independent Study (Spanish 444) dedicated to preparing a paper. For half-course credit, a paper of at least thirteen pages should be produced; for full-course credit, the paper must number at least twenty-five pages. Students so enrolled who demonstrate excellence in both their honors paper and in the written comprehensive examination, upon the approval of the department, earn departmental honors.

Minor in Spanish: The minor in Spanish consists of a minimum of six courses at the 300 or 400 level. These normally include one course on the culture of Spain, one on the culture of Latin America, and one dedicated to some advanced aspect of language study. A minimum of one literature course numbered 305 or above must be taken. Students who need to vary this program in any way must make written application to the Department of Spanish. There is no comprehensive examination.

The department also participates in the Teacher Education Program.

The Spanish House: The Spanish department maintains a Spanish House where six or seven undergraduate residents live in a communal setting and, overseen by a graduate native speaker, use only Spanish. The house sponsors various cultural and social activities. Application forms are kept in the offices of the Spanish department.

103,104. Elementary Spanish: Intensive Course

An intensive, introductory course with emphasis on the fundamentals of grammar (both written and spoken) and extensive practice in listening comprehension and reading. Four class hours per week as well as laboratory time. (Credit, full course each semester.) Staff

203. Intermediate Spanish: Intensive Course

An intensive grammar review. Emphasis is on correct expression, vocabulary acquisition, and reading facility. Prerequisite: Spanish 104 or three years of high-school Spanish. Students having completed this class may register for courses on the 300 level. Four class hours per week as well as laboratory time. (Credit, full course.) Staff

300. Introduction to Hispanic Literature

Readings from a number of authors and periods introduce the student to the variety of genres, themes, and styles that predominate in the Hispanic literatures. (Credit, full course.) Staff

301, 302. Introduction to Spanish Literature

Survey of Spanish authors and texts. First semester: *El Cid* to 1700. Second semester: 1700 to present. (Credit, full course.) Staff

303, 304. Introduction to Latin-American Literature

A survey of the principal movements and authors of Spanish America. (Credit, full course.) Staff

305. 20th-Century Spanish-American Poetry

A study of the major figures and movements beginning with Rubén Darío and modernismo. Special emphasis is on the poetry of Huidobro, Neruda, Vallejo, Borges, Mistral, Paz, and Alegría. (Credit, full course.) Spaccarelli, Sandlin

306. Advanced Spanish Language

Grammar review and drill on colloquial speech and idioms. Expository writing is emphasized. Tutorial visits to cultural sites form part of the work of this class, as does the language component of film study. This course is part of the Sewanee Semester in Spain. Prerequisite: Spanish 203. (Credit, full course.) Director of the Program

310. Contemporary Spanish Culture and Civilization

An in-depth study of contemporary Spain using the city of Madrid as laboratory and extended field trip. Topics include cinema, art, family structure, education, current politics, religion, daily social patterns, and unique urban structures. This course is part of the Sewanee Semester in Spain. (Credit, full course.) Director of the Program

311, 312. Hispanic Culture and Civilization

A cultural survey of Spain and Latin America emphasizing history, literature and the arts. First semester: Spain. Second semester: Latin America. Taught in Spanish. Prerequisite: Spanish 203 or consent of instructor. (Credit, full course.) Natal, Raulston, Sánchez Imizcoz, Spaccarelli

314. Introduction to Medieval Spain and the Road to Santiago

An introduction to the history, literature, and culture of medieval Spain. Selected texts from the Spanish medieval canon, monastic culture, and the complex relationships among Christians, Muslims, and Jews. Emphasis on the phenomenon of the pilgrimage road that crosses northern Spain. This course is part of the Sewanee Summer-in-Spain program. Prerequisite: Spanish 203. (Credit, full course.) Director of the Program

315. The Middle Ages in Spanish Culture and Literature

A consideration of different aspects of music, art and literature from the fall of the Roman Empire to the government of the Catholic Monarchs. Special attention is given to compositions and oral presentations. Prerequisite: Spanish 203. (Credit, full course.) Sánchez Imizcoz

331. Spanish Phonetics

A descriptive study of the basic structures of the sound system of Spanish; linguistic terminology; practice in phonetic perception, transcription, and articulation. Intensive laboratory work required. (Credit, full course.) M. Bonds

332. Advanced Grammar and Composition

An intensive and detailed review of Spanish grammar with a focus on literary and practical stylistics. Analysis of literary texts and stress on improvement in writing. (Credit, full course.) Natal, Sánchez Imizcoz

333. Advanced Conversation

Intensive oral practice, vocabulary expansion, and opportunity for extemporaneous expression. Literary materials as well as critical vocabulary and concepts are used extensively as the basis for conversation. Consent of instructor required. (Credit, full course.) Natal, Sánchez Imizcoz

346. Writing Through Hispanic Literature

This class is designed to teach students to write analytical essays and creative works in Spanish. Students are also taught to analyze model texts grammatically and structurally, with attention given to formatting, style and learning to develop an idea by the constant editing and rewriting of their own original essays or literary creations. Prerequisite: One 300-level course in Spanish. (Credit, full course.) Sánchez Imizcoz

367. Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America: 1810-present (also History 367)

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women, blacks, Native Americans, gays, and other marginalized groups in a common Latin-American culture. (Credit, full course.) McEvoy, Spaccarelli

405. Spanish-American Novel

A general survey with focus on the contemporary period and the evolution of narrative form. Included are discussions of the indigenous forms and colonial prose forerunners of romantic and realistic novels. (Credit, full course.) Nata

408. Tutorial for Majors

The study of topics of special interest. (Credit, full course.) Staff

409. Cervantes and Don Quixote

(Credit, full course.) Sánchez Imizcoz

410. Spanish-American Short Fiction and Film

A study of the development of short fiction from Echeverría's *El Matadero* to contemporary works by Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Senel Paz, etc. The course examines several films and gives special attention to their relationship to literary works. (This course occasionally has a second section in English. Students may not use the English language section for the major or minor in Spanish.) (Credit, full course.) Spaccarelli

411, 412. Modern Spanish Literature

An advanced survey of the eighteenth-, nineteenth-, and twentieth-centuries. (Credit, full course.) M. Bonds

414. Modern Spanish Literary Movements

Generation of 1898 and after. (Credit, full course.) Natal

415, 416. Spanish Prose Fiction

The first semester, through the seventeenth century; the second semester, through the twentieth century. (Credit, full course.) M. Bonds, Sánchez Imizcoz

417, 418. Spanish Poetry and Drama

An integrated study of these two genres read in unabridged texts. First semester: Medieval, Renaissance, and Golden Age; second semester: 1700 to present. Prerequisite: a 300-level course. (Credit, full course.) M. Bonds, Raulston

419. Sexual Alterity in Contemporary Spanish American Fiction

A study of the most recent fiction from 1990 to the present of the Spanish American Post Boom (which began in earnest in the early 1980s). Of special interest are those works which portray "other" kinds of sexuality, "lifestyles," genders and sexual practices. General literary theory and practical criticism concerning each work serve as a base for in-class discussion. Prerequisite: Span 300. (Credit, full course.) Prinkey

420. Modern Spanish Drama

A study of the evolution of Spanish Drama during the twentieth century. Special attention is given to the influence of historical events and literary movements that affected the development of drama. All plays are read in full unabridged texts. (Credit, full course.) Sánchez Imizcoz

422. Major Hispanic Women Writers

A study of major literary works by women writers of the Hispanic world throughout its literary history, including both feminist and anti-feminist background readings and critical essays. (Credit, full course.) M. Bonds, Natal

430. Masterpieces of Spanish-American Literature

An introduction to the major movements and works of twentieth century Spanish-American narrative. (Credit, full course.) Natal

431. The Contemporary Hispanic World

A study of the basic social, political, economic and artistic issues of contemporary Spain and Latin America. The course uses nontraditional materials such as videos, slides, movies, and newspaper and magazine articles, as well as full-length books and short stories. Literary works from authors such as Borges, Vargas Llosa, Fuentes, Cela, Delibes, Martín Gaité, and Montero are read. (Credit, full course.) Natal

440. Directed Readings

Announced topics for selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff

444. Independent Study

For selected students. May be repeated indefinitely. (Credit, variable from half to full course.) Staff

THEATRE ARTS

Professor D. Landon

Professor P. Smith, Chair

Professor Backlund

Assistant Professor Matthews

Instructor L. Richardson

Instructor Cook

Lecturer Piccard

Lecturer P. Pearigen

Major in theatre arts: The major in theatre arts is designed to offer the student a strong foundation in all areas of the theatre: acting, directing, design, history, literature, and theory. The department expects its majors to augment their knowledge and experience in these disciplines by active participation in the full production program of Theatre Sewanee, the University theatre. The department also encourages its majors to supplement their work in theatre arts with courses offered by other departments — particularly in language, literature, music, art, and art history.

Students working toward the Bachelor of Arts in theatre are expected to fulfill the following requirements.

- I. Completion of a minimum (44) semester hours courses in theatre arts, including:
 - Thea 111 - Elements of Production (4)
 - Thea 112 - Elements of Performance (4)
 - Thea 114 - Elements of Design (4)
 - Three full courses: One in acting, one in design, and one in theatre history (12)
 - 20 Additional hours in theatre from studio offerings in major interest areas (20)
 - A - Performance
 - B - Design/Production
 - C - Performance Studies
2. The completion of six Theatre Practicums, one in each studio area, plus three additional. The practicum is intended to link our production program more closely to our academic program. Each major must complete six practicums in order to participate in the comprehensive exam. One practicum must be completed from each Studio area, and the other three are left to individual choice. Each practicum will have a faculty advisor and, if the practicum is not completed satisfactorily, it will not appear on the transcript.
3. Successful completion of a comprehensive examination that includes a Senior Project that demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory, and a written examination that covers all aspects of theatre arts.

Minor in Theatre Arts: A student choosing to minor in theatre arts may do so as early as the fourth, but not later than the end of the seventh semester. The student must have maintained at least a "C" (2.00) average in departmental courses already taken.

Students working toward the minor in theatre are expected to fulfill the following requirements.

I. Completion of a minimum 20 hours in theatre arts, including:

- Thea III - Elements of Production (4)
- Thea II2 - Elements of Performance (4)
- Thea II4 - Elements of Design (4)
- Eight hours chosen by the student (8)

Honors: The student desiring a more intense concentration in theatre may become a candidate for departmental honors. The successful candidate completes with distinction eleven (forty-four semester hours) courses in theatre arts and all other related courses; passes the comprehensive examination with distinction; passes the senior thesis with distinction; and demonstrates a particular competence in acting, directing, design, history, playwriting, literature or theory and criticism.

101. Introduction to Theatre

An introduction to aesthetics and the art of the theatre through an analysis of stage development and production technique. (Credit, full course.) Backlund, Cook, Smith

102. Introduction to Film (also Art History 102)

Study of basic film techniques, vocabulary, themes, and criticism, with detailed analysis of key films for structure and content. (Credit, full course.) Staff

104. Beginning Ballet Technique

Beginning ballet introduces the vocabulary and technique of classical ballet to begin a basic foundation for the dance form. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. (Credit, half course.) P. Pearigen

106. History of Film (also Art History 106)

A chronological survey of the main stages of film history, from early French and American developments through silent comedy and the films of D.W. Griffith, German and Russian experimentation of the 1920s, and classical film-making of the 1930s, to the films and movements of the present day. Representative films are shown and analyzed. (Credit, full course.) L. Richardson

107. The Films of Alfred Hitchcock (also Art History 107)

Rear Window serves as a model for Hitchcock's persistent interest in climactic chases, claustrophobic locations, sexual voyeurism, ironic humor, and a sense of the inevitability of fate. Analysis of other Hitchcock films from the late twenties to the mid sixties emphasize the director's treatment of editing, framing, sound, and *mise en scene*. Students become familiar with a variety of critical approaches and with cultural and historical influences on Hitchcock's work. (Credit, full course.) L. Richardson

III. Elements of Production

An examination of the collaborative contributions costume, scenery, lighting, and property technicians make to the art of theatre. An introduction to the materials, technologies, equipment, structures, and best practices used in contemporary theatre production. (Credit, full course). Matthews, Piccard

II2. Elements of Performance

An analysis of theatre as a collaborative art form with an introduction to the materials,

forms, and functions of theatrical art. A discussion of genre, dramatic structure, and theory of performance. An introduction to vocal technique and the work of the performer. (Credit, full course.) Smith

113. Beginning Jazz

An introduction to dance technique utilizing the rhythms of jazz and rock for accompaniment. The vocabulary and techniques of jazz dance, including the Luigi and Mattox systems, are introduced. (Credit, half course.) P. Pearigen

114. Elements of Design

An analysis of theatrical design as a collaborative art form with an introduction to the materials, forms, and functions of design. An introduction to the research, analysis, graphics, materials, and techniques used in contemporary theatre design. (Credit, full course.) Backlund

123. Beginning Tap

Beginning tap dance introduces the vocabulary and technique of tap to build a basic foundation of the dance form. (Credit, half course.) P. Pearigen

132. Fundamentals of Acting: Improvisation

The development of intuitive and creative performance technique through improvisational exercises. Prerequisite: consent of the instructor. (Credit, full course.) Smith

143. Beginning Video Production (also Art 143)

Video/film techniques including primary use of camera, visual and auditory editors, visual and sound image coordination, cinematography, script planning, and basic directing. Ten films are analyzed with written reviews. Other films are studied in terms of imagery and metaphor, narrative development, presentation and development, structural parentheses and patterns, picture rhythm, and film time and film space augmentation. Students participate in two group film-making experiences, followed by two individual assignments. (Credit, full course.) Pond

154. Beginning Modern Dance

Beginning modern dance will introduce its vocabulary and technique and build a basic foundation of the dance form, emphasizing the Horton technique. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performance. (Credit, half course.) P. Pearigen

201. Masks and Millinery

An introduction to the methods used in the design and creation of masks and hats for stage costumes. (Credit, half course.) Matthews

202. Stage Make-up for Performance

An exploration of the stage make-up techniques used by actors and designers in the creation of characters. (Credit, half course.) Matthews

204. Intermediate Ballet Technique

A study of intermediate techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester

(at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

213. Intermediate Jazz

Continued study of the jazz technique: the vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

221. Theatre History

A survey of the history of the theatre with particular emphasis on the development of theatrical presentation and stage space. Prerequisite: sophomore standing or above. (Credit, full course.) Smith

223. Intermediate Tap

A continuation of the study of the tap technique. The vocabulary is extended and technical skills are developed. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

225. Music and Drama (also Music 225)

A comparative and historical examination of works for the lyric stage, including grand opera, comic opera in its various national manifestations, and American musical theatre. Literary sources of stage works are read in conjunction with the study of scores. (Credit, full course.) Shrader

231. The Actor's Way

An introduction to the actor's art through improvisation, performance exercises, and scene work. Particular attention is given to the acting approach developed by Constantin Stanislavski and his followers. Prerequisite: consent of the instructor. (Credit, full course.) Landon

232. Advanced Acting I

Exercises in advanced acting technique. The course involves intensive rehearsal of scenes and monologues from the modern repertory. Prerequisite: Thtr 231 and consent of the instructor. (Credit, half course.) Landon

233. Shakespeare and the Actor

Meeting the special demands of acting in Shakespeare's plays, this course involves intensive rehearsal of scenes and monologues, verbal improvisation, and exercises to connect the actor physically and vocally to Shakespeare's text. Prerequisite: consent of the instructor. (Credit, full course.) Landon

234. Physical Comedy

An approach to comedy, based on the work of Jacques Lecoq. The course involves exercises in improvisation, use of the Commedia-style mask, and clown. Students are expected to develop and perform their own solo and ensemble comic pieces. Prerequisite: Either Thtr 231 or Thtr 233, and consent of the instructor. (Credit, half course.) Landon

235. Voice and Interpretation

Work in voice production, articulation, and interpretation through readings of literary and dramatic texts. A substantial amount of memorization is required. (Credit, full course.) Smith

240. Costume Technology

An in-depth study of the techniques used in the creation of stage costumes. Students explore historical and modern methods of drafting, draping, and fabric modification, including advanced construction skills. Prerequisite: Theatre III or permission of instructor. (Credit, full course.) Matthews

242. Stagecraft

A study of the basic principles and techniques in the design and construction of scenery, lighting, properties, costumes, and sound for the theatre. (Credit, full course.) Piccard

243. Intermediate Video Production (also Art 243)

Video/film techniques (editing, cinematography, narrative and episodic development, time sequence augmentation, and light process) are explored through film analysis, interpretation and practical experience. Ten films are analyzed with written reviews. Number and length of student/film/tape productions to be individually negotiated between professor and student. Prerequisite: Art 141. (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. Prerequisite: None. (Credit, full course.) Matthews

304. Advanced Ballet

A study of the advanced techniques of classical ballet. Among the course requirements, students must attend a total of three theatre/dance/music performances during the semester (at least one dance performance) and write a review of the performances. Prerequisite: consent of the instructor. (Credit, half course.) P. Pearigen

323. Aspects of Contemporary Theatre

A seminar in the development of post-modern performance theory. Theatricalization of contemporary thought and concepts of performance are studied in the work of Antonin Artaud and Bertold Brecht, in The Theatre of the Absurd, environmental theatre, impossible theatre, theatre of images, and others. Prerequisite: Junior (or above) standing or consent of instructor. (Credit, full course.) Smith

332. Advanced Acting II

Intensive rehearsal of scenes from the classical repertory with an emphasis on the Greeks, Shakespeare, and Moliere. This course does not meet the general distribution requirement in fine arts. Prerequisite: Thtr 233. (Credit, half course.) Landon

337. Writing for Solo Performance

An historical and practical introduction to the art of solo performance. Students study selected examples of solo performance from Homer to the present. There are exercises in writing and performing such solo genres as the autobiographical monologue, the character monologue, and story-telling. Each student presents a performance project at the end of the semester: an original piece, or an adaptation of an existing literary or dramatic work. This course does not meet the general distribution requirement in fine arts. Prerequisite: None. (Credit, full course.) Landon

342. Scene Design (also Art 342)

Deals with script analysis, scenic research techniques, periods and styles of production, exercises in scale, proportion, volume, and color. The student is expected to complete a series of projects culminating in the completed design of a classic or contemporary play. Prerequisite: Theatre 241 or permission of the instructor. (Credit, full course.) Backlund

343. Advanced Video Production (also Art 343)

Further study in video techniques and aesthetics emphasizing style, theme, and content. Students develop a series of individual projects from personally selected themes and motifs. Prerequisite: ArtS 243. (Credit, full course.) 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: Theatre 342 or 345, Art 342 or 345, and permission of instructor. (Credit, full course.) Backlund

351. Fundamentals of Stage Direction

Introduction to the theoretical and technical aspects of directing through production of short scenes from the classical repertoire. (Credit, full course.) Smith

352. Advanced Stage Direction

A continuation of 351. Further application of directorial technique to staging problems in classical and modern plays. Prerequisite: 351 or consent of instructor. (Credit, full course.) Smith

362. Advanced Costume Design

A continuation of the study in the design of costumes for theatre and dance. Advanced research in the history and development of costume rendering, construction methods, and

design practices. Culminates in actual design projects for theatre and dance. Prerequisites: Theatre 361 or consent of instructor. (Credit, full course.) Staff

400. Traditional Theatre of Vietnam, Cambodia, and Thailand

This course focuses on the exploration of the remarkable world of traditional Southeast Asian Theatre from its roots in the Indian Theatre. Students learn about the development of major traditional forms from their origins in folklore, myth, and religion, within the historical, cultural, and aesthetic framework of their times, as well as their place in today's world. The most exciting features of the course are that students study and observe training practices in seven of Southeast Asia's best traditional theatre schools, see at least fifteen live performances followed by backstage tours where they meet with the artists, and in addition, tour some of the most important historical and cultural locations in the region. Prerequisite: None. (Credit, full course.) Backlund

402. Traditional Theatre of China

This course focuses on the exploration of the remarkable world of traditional Chinese Theatre. Students consider the development of major traditional forms from their origins in folklore, myth, and religion, within the historical, cultural, and aesthetic framework of their times, as well as their place in today's world. The most exciting features of the course are that participants study and observe training practices in seven of China's best traditional theatre schools, see at least fifteen live performances followed by backstage tours where they meet with the artists, and in addition, tour some of the most important historical and cultural locations in China. (Credit, full course.) Backlund

411. Rehearsal and Performance

Work on projects of particular interest to individual actors: character work, scenes, short plays, monologues, original work, or honors presentations. This course may be repeated twice for credit. Prerequisite: Thtr 231 and consent of the instructor. (Credit, half course.) Landon

431. Projects in Performance

An opportunity for advanced students to work on particular acting, directing, design, or technical problems — either in production situations or in special workshops. Repeatable to a maximum of six hours. Prerequisite: Junior standing or above and permission of instructor. (Credit, half to full course.) Staff

444. Independent Study

Advanced work for selected students. May be taken more than once for credit. (Credit, half to full course.) Staff

THIRD WORLD STUDIES

Professor Brockett, Political Science

Professor Goldberg, History, Chair

Professor Spaccarelli, Spanish

Professor Dunn, Political Science

Professor O'Connor, Anthropology

Professor Peterman, Philosophy

Professor Gottfried, Economics

Professor Mohiuddin, Economics

Associate Professor Wilson, Political Science

Associate Professor McEvoy, History, Chair

Assistant Professor Brown, Religion

Assistant Professor Murdock, Anthropology

Visiting Instructor J. Oba

Major in Third World Studies: The Third World studies major is an interdisciplinary program designed to provide students with an understanding of the traditions, cultures, and problems of non-Western societies. Students benefit from this multi-disciplinary approach which includes faculty members from the departments of Anthropology, Economics, History, Japanese, Philosophy, Political Science, Religion and Spanish and focuses on Asia, Africa, the Middle East, and Latin America. All majors take courses from Anthropology or Religion, History or Political Science, and courses titled Economic Development of the Third World and Senior Seminar on Third World Studies. All majors choose an area of concentration (Asia, Africa-Middle East, or Latin America) and take up to five courses in this concentration; in addition all majors take at least one course from each area of concentration.

Courses used in fulfillment of requirements for any interdisciplinary major or minor cannot be used in fulfillment of requirements for any other major or minor.

The requirements of the program are:

1. All majors take from the list of approved courses:
 - a. two courses from Anthropology or Religion
 - b. two courses from History or Political Science
 - c. Economic Development of the Third World (Economics 310)
 - d. Third World Studies 444 (for seniors)
2. All majors choose an area of concentration (Asia, Africa-Middle East, or Latin America) and take up to five courses from that area
3. All majors take at least one course from each area of concentration
4. All majors complete a written comprehensive examination

The Third World studies program is divided into three areas:

1. Asia (Anthropology 341; Asian Studies 100; History 211, 212, 375, 388, 389; Philosophy 215; Political Science 250, 326, 360; Religion 161, 162, 262, 263, 264, 363, 364).

2. Africa and the Middle East (Anthropology 304; History 217, 218, 219, 220; Political Science 227, 230, 323, 329, 380).
3. Latin America (Anthropology 351, 361; History 223, 224, 225, 348, 357, 358, 359, 360, 363; Political Science 311, 318; Spanish 303, 304, 305, 312, 405, 406, 410).

Departmental honors are awarded to students who maintain a grade point average of 3.3 (B+) or better in all Third World studies courses and who achieve a grade of B+ or better on the Third World studies senior research paper and comprehensive examination.

Third World studies also offers students the possibility of foreign study in Asia, Africa, or Latin America, and summer study in China.

Minor in Third World Studies: The minor consists of at least five courses from the Third World Studies Program with at least one course in each of the three regional areas of concentration (Asia, Africa–Middle East, and Latin America), and three different disciplines. In the event a student takes a course from his or her major, a sixth Third World studies course would be required. No comprehensive examination is required.

444. Independent Study

For selected students. May be taken more than once for credit. Required for seniors. (Credit, half to full course.) Staff

Recommended Courses

- Anthropology 104. Introduction to Cultural Anthropology (strongly recommend)
 Anthropology 201. Global Problems: Anthropology and Contemporary Issues
 Anthropology 304. Peoples and Cultures of Africa
 Anthropology 305. Cultures of Latin America
 Anthropology 314. Colonialism and Culture
 Anthropology 321. Women in Cross-Cultural Perspective
 Anthropology 340. Families in Asia
 Anthropology 341. Culture and History of Southeast Asia
 Anthropology 351: Peoples and Cultures of Latin America
 Art History 207. The Arts of Asia
 Asian Studies 100. Introduction to Asian Studies
 Asian Studies 205. Reading Modern China through fiction and Film
 Asian Studies 311. Modern China in Literature and Films: Memory, Identity, and Modern Narratives
 Economics 310. Economic Development in the Third World (required)
 Economics 345. Economic Development in China
 Economics 401. History of Economic Thought
 Forestry 212. Forestry and the Developing World
 French 417. Topics in Francophone Studies (Advent Semester 2004)
 History 211. History of China and East Asia to 1650
 History 212. History of China and East Asia to the present
 History 217. History of the Middle East (I)
 History 218. History of the Middle East (II)
 History 219. History of Africa (I)
 History 220. History of Africa: Modern Africa (1880 to present)
 History 221. History of India

- History 223 History of Latin America to 1825
 History 224. History of Latin America after 1826
 History 225. Empire in the New World
 History 348. The Mexican Revolution
 History 357. Latin American Biographies
 History 358. Women in Latin America
 History 359. United States and Latin America Since 1898
 History 360. Latin American Topics
 History 363. Peasant Resistance and Rebellion in Latin America
 History 375. British India
 History 383. Topics in the History of Imperialism and Empire
 History 385. Missionaries, Mullahs, and Marabouts: African Encounters with Christianity and Islam
 History 386. African Environmental History
 History 388. The US and Vietnam Since 1945
 Philosophy 215. Chinese Philosophy
 Philosophy 226. Philosophical Issues in Daoism
 Political Science 103. Comparative Politics
 Political Science 150. World Politics (strongly recommend)
 Political Science 227. Africa in World Politics
 Political Science 230. Politics in Nigeria and South Africa
 Political Science 249. China and the World
 Political Science 250. States and Markets in East Asia
 Political Science 311. Politics of Central America and the Caribbean
 Political Science 318. Comparative Politics: South America and Mexico
 Political Science 326. Comparative Asian Politics
 Political Science 329. Comparative African Politics
 Political Science 333. Human Rights
 Political Science 360. Chinese Politics
 Political Science 362. Civil Wars in Contemporary World Politics
 Political Science 366. International Political Economy
 Political Science 381. Political Economy of Sustainable Development
 Political Science 423. Research Seminar in Postconflict Development
 Religion 161. Comparative Religion
 Religion 162. Introduction to Asian Religions
 Religion 262. Buddhism
 Religion 263. Chinese Religion
 Religion 264. Hinduism
 Religion 315. African Religions
 Religion 363. Zen
 Religion 364. Buddhist Ethics
 Spanish 303. Introduction to Latin American Literature (I)
 Spanish 304. Introduction to Latin American Literature (II)
 Spanish 305. 20th-Century Spanish American Poetry
 Spanish 312. Culture and Civilization of Latin America
 Spanish 405. Spanish American Novel
 Spanish 410. Spanish American Short Fiction
 Spanish 431. Contemporary Hispanic World

WOMEN'S STUDIES

Department Website: <http://www.sewanee.edu/wostudies/>

Associate Professor Berebitsky, Chair Interdisciplinary Faculty

The concentration in Women's Studies invites students to examine contributions and representations of women through an interdisciplinary program that employs gender as a fundamental category of analysis. Students engage the scholarly methods and theories of women's studies in ways that complement traditional disciplinary inquiry. The concentration encourages students to investigate the historical and contemporary contributions of women as well as the significance of gender in the social and natural sciences, in the arts and literature, and in religion. The program further invites students to analyze gender in relation to other categories of difference, such as race, class, and ethnicity. The goal of Women's Studies is to stimulate critical examination of assumptions about gender in cultures past and present.

Requirements for the concentration: Students concentrating in Women's Studies must complete six courses. Two courses, described below and entitled Introduction to Women's Studies and Women's Studies Seminar, are required and must be taken at Sewanee. At least two more courses must be chosen from those formally cross-listed as Women's Studies courses (see below). The remaining two courses may be chosen from the wide array of courses offered in the college, including those already cross-listed as Women's Studies courses. For a course not already cross-listed this way to be counted in fulfillment of a concentration requirement, the course must be approved in advance (i.e., before the student registers for it) by the concentration committee. Approval is given after consultation with the instructor and agreement that in the context of the course the student will complete either a major project or major paper on a topic relevant to women's studies. Departmental independent studies may be included.

NOTE: A student may not use in fulfillment of the requirements of the concentration any course used in fulfillment of requirements in a major, minor, or other concentration for that student.

100. Introduction to Women's Studies

This course provides an introduction to contemporary analyses of women's economic, cultural, biological, environmental, and political conditions. The course explores commonalities and differences among women, both in the United States and in other nations. In so doing, students engage the concept of gender as an historical and critical category relating to a woman's ethnicity, class, sexuality, and race. The course also examines varieties of recent feminist thought, paying particular attention to the impact of this scholarship on traditional academic disciplines. (Credit, full course.) Staff

101. Sex and Gender Around the World: Common Issues and Diverse Perspectives

This team-taught, multi-disciplinary, cross-cultural seminar examines gender issues related to employment and earnings, changing family roles, religion and culture, literature and language, poverty and hunger, and political power and legal systems. The seminar focuses on the many voices and stakeholders involved in such issues — policy makers and practitioners, male and female, non-west and west, international agencies and governments, and

non-profits and the private sector. An integral part of the seminar is co-curricular activities at the local, national, and international levels, including participation in gender studies conferences, field trips, service learning, and exposure to international films. Only open to first-year students. (Credit, full course.) Staff

III. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

A survey of the history, politics, culture, psychology, biology, and literature of lesbians, gay men, bisexuals, and transgendered people. Readings and lectures focusing on works by and about LGBT people. (Credit, full course.) Staff

444. Independent Study

Advanced work for women's studies concentrators. Students must receive the approval of the women's studies committee prior to enrolling. May be repeated once for credit. (Credit, full course.) Staff

448. Women's Studies Seminar

An interdisciplinary seminar for students completing the concentration in women's studies and for other interested students with the permission of the instructor. Topics will vary. (Credit, full course.) Staff

Cross-Listed Courses

Anthropology 203. Male and Female: The Anthropology of Gender

A study of the varied ways cultures define gender. Using an evolutionary perspective, the course evaluates changing modes of subsistence, division of labor, and power structures as they pertain to cultural concepts of gender. Anthropological case studies help foster an understanding of the complex and interrelated aspects of gender as it actually affects individual human beings.

Anthropology 300. Cross-Dressing Cross-Culturally: Gender in Reverse

The phenomenon of cross-dressing in theatrical, ritual, or everyday settings implies a gender division and reveals how gender is culturally constructed. Readings and films explore cross-dressing and gender in a variety of cultures, including one's own. Two related goals animate the course: to examine cross-dressing itself as an interesting phenomenon that appears in many cultural settings; and to see what cross-dressing reveals about gender systems. Prerequisite: None.

Anthropology 321. Women in Cross-Cultural Perspective

A comparison of women's experiences of family, work, religion, development and war across diverse world regions to see how these can differ widely from one society to another. Anthropological writings and films are used to learn the concepts and perspectives necessary for the exploration of women's similarities and differences. Discussion-centered learning and student research papers help involve students actively in the collective construction of knowledge about women's lives around the world. No prerequisite.

Biology 110. Women and Biology

A topical study of the biological nature of women and their role in the natural order. Topics include the following: women and scientific inquiry; genetics, evolutionary theory and women; social Darwinism and sociobiology; physiology and women's health; sex differen-

tiation, hormones and a non-deterministic model of human sexuality; and biology from a feminist, ecological and third world perspective. Contributions of women to biological knowledge are included. Non-laboratory course.

Classical Studies 350. The Women of Greek Poetry in Social and Intellectual Context

This course surveys the women represented in Greek literature from Homer through the Hellenistic period, tracing the evolution of the central types of figure: faithful wife, adulteress, bride, self-sacrificing virgin, captive, nursemaid, courtesan. It addresses how the different genres of Greek literature — epic, lyric and satiric poetry, tragedy and comedy, oratory and historical prose — express quite different sentiments on women and their traditional roles. Some comparative material from Greek art is included.

Economics 309. Women in the Economy

This study of the relative economic status of women and men in the U.S., and how it has changed over time, focuses on sex differentials in earnings, occupational distribution, labor force participation and unemployment rates, levels and types of education and experience. Includes an analysis of the reasons for such differentials (e.g., the motivations for discrimination), their history, and cross-cultural variations in female status (with particular emphasis on Africa and Asia). Analyzes the effect of law and policy in the U.S. on the status of women.

English 357. Shakespeare I (Macfie section only)

A study of several plays written before 1600.

English 358. Shakespeare II (Macfie section only)

A study of several plays after 1600.

English 359. Renaissance Literature I (Macfie section only)

A study of the major sixteenth-century genres, with emphasis on sources, developments, and defining concerns. Readings include the sonnets of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the mythological verse narratives of Marlowe and Shakespeare; the pastoral poems of Spenser; and Books I and III of Spenser's *Faerie Queene*.

English 360. Renaissance Literature II (Macfie section only)

A study of the major seventeenth-century poets, concentrating on such poets' redefinitions of genre, mode, and source. Readings emphasize works by Donne, Herbert, Jonson, Herrick, Milton, and Marvell.

History 237. Women in U.S. History, 1600-1870

A survey of the history of American women which considers how women experienced colonization, American expansion, the industrial revolution, war, and changes in the culture's understanding of gender roles and the family. The course also explores how differences in race, ethnicity, and class affected women's experience.

History 238. Women in U.S. History, 1870 to the Present

A survey of the major changes in American women's lives since the end of the last century, including increased access to education, movement into the labor market, and changes in reproductive behavior and in their role within the family. Special consideration is given to the movements for women's rights.

History 241. Global Women's Movements since 1840

An exploration of nineteenth- and twentieth-century women's movements around the world. This global history provides the foundation of women's widespread involvement today in such transnational movements as environmentalism and the defense of human rights.

History 270. Women in European History since 1750

This course surveys the roles and experiences of European women from the Enlightenment era to the present. With emphasis on individual lives and outlooks, the study illuminates women's quest for equality and dignity in the public sphere in Britain, France, and Germany. Themes covered include the development of feminist movements, modern feminism, and sexual liberation.

History 313. Family, Gender, and Sexuality in Early Modern Europe

During the early modern period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. In this seminar, students examine these transformations in cultural and social understandings of gender as they relate to the body, marriage and the family, and sexuality. Students also consider the fashioning of gender norms and related senses of self as well as the larger historiographical issue of the use of gender as a tool of historical analysis. No prerequisite.

History 318. African-American Women and Religion

This class examines African-American Women's participation and critical role in religious life in America. It explores black women's place in the formation of revival culture, the creation of religious ritual, and the institutional establishment of the black churches. Further, it investigates black women's vital role in the dissemination of religious values within and between generations. Through biography and autobiography, this course addresses the ways in which black women have appropriated religious language and sensibility in constructing the narratives of their lives. In sum, it explores the myriad ways African-American women contested and critiqued their place in the church and the community, while simultaneously supporting and furthering black churches and promoting the health of religious life.

History 349. American Women's Cultural and Intellectual History

This discussion-based seminar examines women's experience from the mid-nineteenth century to the present. Topics include changes in understandings of motherhood and female sexuality, popular women's fiction, and representations of women in music, film, and television.

History 358. Women in Latin America

A seminar on the history of Latin American women from the seventeenth century to the present, examining the tension in Latin American countries concerning the role of women, their relationship to the family, and their desire for equality. The course explores controversies over the legal status of women, education, employment, and participation in political life. Students examine several theoretical approaches to gender studies together with specific case studies.

History/Spanish 367. Writing the Nation: Literature, Nationalism and the Search for Identity in Latin America, 1815-present

A study of national projects in Latin America from 1810 to the present. Topics include Bolívar, the wars of independence, nineteenth-century visions of progress, Vasconcelos' concept of The Cosmic Race, and contemporary movements for the inclusion of women,

blacks, Native Americans, gays, and other marginalized groups in a common Latin-American culture.

History 378. Sexuality and the Self in Modern Europe

This seminar investigates how and why sexuality became the key to selfhood in modern Europe. Drawing on the tools of gender analysis and cultural history, students explore the ways in which political, socioeconomic and cultural tensions of particular historical moments were manifested in the sexuality of individuals. Students also examine a variety of primary sources from the eighteenth to twentieth centuries to consider how individuals defined themselves through sexuality and how definitions were imposed on them by a variety of institutions and authority figures. Prerequisite: None.

History 380. Crimes and Scandals in the Historical Imagination, 18th–20th Centuries

An investigation of the ways historians read past crimes and scandals for evidence of broader social, political, and cultural anxieties and desires. Focusing less on details of incidents themselves than on the debates and public interpretation surrounding them, this seminar deals with crimes such as those committed by Jack the Ripper or French murderesses at the end of the nineteenth century. In addition to analyzing secondary sources dealing with crime and scandal, students scrutinize a variety of primary documents such as trial records, medical and judicial debates, scientific analyses of criminality, memoirs of notorious criminals, and detective novels. No prerequisite.

Philosophy 240. Controversies in Feminist Ethics

An examination of the debates and issues that are central to feminist ethics. Topics covered include some of the following feminist challenges to traditional Western ethical theories: that traditional ethical theories have overlooked the significance of the emotions for moral reasoning and justification, that traditional theories have incorrectly emphasized justice, universality, and impartiality rather than care and attachments to particular individuals, and that Western ethics includes problematic assumptions about the atomistic nature of human beings. The course also explores the contemporary debates surrounding applied issues of particular interest to feminist authors, such as filial obligations, marriage, sexuality, abortion, prostitution, and pornography.

Political Science 303. Women and Politics

A study of leading women political theorists (and, thereby, major currents of contemporary social thought as well) including liberalism, socialism, and post-modernism. The reading list includes selections from authors beginning with Mary Wollstonecraft, but focuses primarily on late twentieth-century writers such as Heidi Hartmann, Monique Wittig, Luce Irigaray, Carole Pateman, Alison Jaggar, and bell hooks.

Political Science 319. Gender and Politics from a Global Perspective

Recent U.N. studies document the continuing systematic inequality that exists between men and women around the world. Approaching the study of sex-based inequality from a cross-cultural perspective reflects the reality that it is a universal phenomenon, but with complex and varied roots. Topics include the study of women's political representation worldwide, women and Islam, public policy issues of importance to women and families, and gender and war.

Political Science 344. Myth America

This course is concerned with myths that have played a prominent role in our nation's self-conception and its political rhetoric such as the myth of the frontier, the myth of success, and the notion of the American dream. Students examine 1) the changing historical meanings of these myths from the colonial period to the twentieth century and 2) the gender aspects of these myths.

Political Science 346. Contemporary Social Movements

In this course we study 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. We begin our study close to home with an examination of political organizing and social change on the Cumberland Plateau and Appalachia. We then proceed to study a wide range of political movements including labor and economic justice movements, the gay rights movement, the Christian conservative social movement, and the global justice/anti-globalization movements.

Psychology 412. Psychology of Gender

A comparison of different theoretical perspectives on sex and gender and a critical examination of research on gender differences and similarities in human behavior. Patterns of public attitudes regarding gender are also discussed. Prerequisite: four courses in psychology and/or women's studies, or permission of instructor.

Religion 205. Women and Religion

An examination of how women's lives have been affected by religious traditions and how women have shaped religious traditions. Emphasis is placed on Christianity and Buddhism and the use of biographical and autobiographical works.

Religion 223. Feminist and Womanist Religious Ethics

Examination of contemporary Jewish and Christian feminist and Black womanist ethics. Focus is upon religious and non-religious ethical thought as it relates to the construction of gender identity, and the implications for an understanding of economic justice, racism, familial relations, and gendered participation with religious traditions and theological communities. Authors include Katie Canon, Sharon Welch, Delores Williams, Judith Plaskow, Rachel Adler, and Audre Lourde.

Spanish 419. Sexual Alterity in Contemporary Spanish American Fiction

A study of the most recent fiction from 1990 to the present of the Spanish American Post Boom (which began in earnest in the early 1980s). Of special interest are those works which portray "other" kinds of sexuality, "lifestyles," genders and sexual practices. General literary theory and practical criticism concerning each work serve as a base for in-class discussion. Prerequisite: Span 300.

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 Catherine Clark Connery (Aug. 2005)
 John J. Falconetti (March 2008)
 Knowles Bonin Harper (March 2006)
 Caroline H. Haynes (Aug. 2007)
 The Rev. Dr. H. Hunter Huckabay Jr. (March 2006)
 The Rev. S. Marshall Huey Jr. (March 2007)
 Norman Jetmundsen Jr. (March 2006)
 William Charles Mayer III (Aug. 2007)
 Walter Merrill (March 2007)
 The Rev. Henry Keats Perrin (March 2008)
 N. Pendleton Rogers (Aug. 2006)
 Elizabeth G. Sawyer (Aug. 2005)
 Rebecca Claire Miller Spicer (March 2008)

Faculty Trustees

Margaret E. Bonds (July 2006)
 The Rev. Dr. Robert D. Hughes III (July 2005)
 Wyatt Prunty (June 2007)
 The Rev. Dr. William J. Danaher Jr. -
 Trustee-Elect (July 2008)

Student Trustees

John J.H. Hammond (May 2006) College of Arts and Sciences
 James R. Mason (May 2007) College of Arts and Sciences
 Anne Patterson Willett (Dec. 2005) School of Theology

Officers of the Board

The Rt. Rev. Henry N. Parsley Jr., D.D. (May 2009)
 Gerald L. Smith, Secretary (Oct. 2006)

Officers of the Board of Regents

John B. Scott, Chair
 Jon E. Meacham, Secretary

Officers of the University

Joel Cunningham, Vice Chancellor and President
 Linda Lankewicz, Provost
 The Rev. Thomas Ward, Chaplain
 Rita Smith Kipp, Dean of the College
 The Rev. Dr. William S. Stafford, Dean of the School of Theology

BOARD OF REGENTS

The Rt. Rev. J. Neil Alexander (2011)
(Bishop of the Diocese of Atlanta)

The Rt. Rev. Philip M. Duncan (2007)
(Bishop of the Diocese of the Central Gulf Coast)

The Rt. Rev. Henry N. Parsley Jr.
Chancellor (2009) (C'70, Bishop of the Diocese of Alabama)

The Rt. Rev. Charles G. vonRosenberg
(2009) (C'69, Bishop of the Diocese of East Tennessee)

The Very Rev. Robert D. Fain (2007) (T'83,
Rector, Church of the Good Shepherd,
Augusta, Ga.)

The Very Rev. Dr. Samuel Lloyd III
(2009) (Dean of the National Cathedral,
Washington, D.C.)

The Rev. Dr. Luis Leon (2011) (Rector, St.
John's Church, Washington, D.C.)

Ms. Maria B. Campbell (2008) (Lawyer,
Consultant, Birmingham, Ala.)

Mr. David C. Humphreys (2010) (C'79,
CEO, Tamko Roofing Products, Inc.
Joplin, Mo.)

Mr. J. Richard Lodge Jr. (2009) (C'71,
Partner, Bass, Berry & Sims PLC,
Nashville, Tenn.)

Ms. Nora Frances Stone McRae (2006)
(C'77, Lawyer, Jackson, Mississippi)

Mr. Jon E. Meacham *Secretary* (2007) (C'91,
Managing Editor of *Newsweek* Magazine,
New York, New York)

Dr. Walter Merrill (2011) (C'70, Professor
of Cardiothoracic Surgery, University of
Cincinnati, Cincinnati, Ohio)

Ms. Norma Patteson Mills (2006)
(Philanthropist, Chattanooga, Tenn.)

Mr. Claude B. Nielsen (2009) (C'73,
President of Coca-Cola Bottling United,
Birmingham, Ala.)

Mr. John B. Scott *Chair* (2007) (C'66,
retired COB, Zurich Kemper Life,
Arlington Heights, Ill.)

Mr. William R. Stamler (2010) (C'56,
COB, Signal Investments, Inc.,
Lexington, Ky.)

Mr. J. Rufus Wallingford (2008) (C'62,
Lawyer, Houston, Texas)

Ms. Martha B. Willis (2011) (C'82, Exec.
V.P., Fidelity Investments Institutional
Services Co., Boston, Mass.)

Dr. Joel Cunningham, Vice Chancellor

ASSOCIATED ALUMNI OFFICERS

President:

Rhea Bowden, C'76

Vice Presidents:

Planned Giving: Anthony Gooch, C'59

Reunions: Joanne Boyd, C'77

Admission: Marichal Gentry, C'86

Sewanee Annual Fund : Robert M. Crichton
Jr., C'71

Career Services: Don Olmstead, C'81

Regions: Vicki Vieth Bratton, C'88

Church Relations: The Rev. Robert D. Fain,
T'83

Young Alumni: Julie Curd, C'92

Communications: Rondal Richardson, C'91

New officers election in fall 2005

DEGREES AWARDED

Honorary Degrees

Founders' Day, October 12, 2004

Samuel Johnson Howard, D.D.
 Kenneth T. Jackson, D. Litt.
 Samuel Atkinson Waterston, D.F.A.
 Odessa Woolfolk, D.C.L.

Opening Convocation for the Easter Term, January 25, 2005

John Herron Biggs, D.C.L.
 Alan Franklin Blanchard, D.C.L.
 Richard Reid, D.D.
 William J. Courtenay, D. Litt.

The School of Theology Commencement and Crossing, May 13, 2005

James A. Hefner, D. C. L.
 Allan Mitchell Parrent, D.D.
 Barbara Brown Taylor, D.D.
 Granville Porter Taylor, D.D.

Bachelor of Arts

Benjamin Caldwell Acree (Russian), Marion, North Carolina
 Omair Ahmad (Economics), Karachi, Pakistan
 Timothy Joseph Alford (Religion) (English), Kosciusko, Mississippi
 Lee Brewer Allen (English), Weems, Virginia
 *Kevin Lee Alonso (Political Science—honors) (*summa cum laude*), Winchester, Tennessee
 George P. Andersen (History), Bismarck, North Dakota
 Laura Louise Anderson (History), Sewanee, Tennessee
 Lauren Austin Anderson (Anthropology) (*cum laude*), Memphis, Tennessee
 Marshall Taylor Austin (History), Charleston, South Carolina
 *Lillian Grace Azevedo-Grout (Anthropology—honors) (*summa cum laude*), Key Largo, Florida
 *David McMekin Barnes (Religion) (*summa cum laude*), Kingsport, Tennessee
 Andrea Valene Batey (English), Nashville, Tennessee
 Michael Kirk Battle (English) (*cum laude*), Conway, South Carolina
 Bethany Nicole Baxter (Environmental Studies: Policy) (*cum laude*), Lexington, Kentucky
 Nicole Hendrica Bermel (Philosophy—honors) (*magna cum laude*), Memphis, Tennessee
 Murray McNeel Bibb (History), Birmingham, Alabama
 Polly Childers Bibb (English), Franklin, Tennessee
 Rebecca Jo Bigsby (Philosophy) (*magna cum laude*), Roswell, Georgia
 Mary Elizabeth Bolt (English), Columbia, South Carolina
 Samuel Edmund Booker III (Political Science), Louisville, Kentucky
 Robert Dennis Bovard (Political Science), Augusta, Georgia
 Hayley Brooke Bower (English) (*cum laude*), Memphis, Tennessee
 Brittany Janes Brewer (Religion) (*in absentia*), Brentwood, Tennessee
 Sarah Leland Bridges (Psychology), Charleston, South Carolina
 Aaron David Brown (History) (*cum laude*), Darlington, South Carolina

- Mary Fairfax Bullard (Music—honors) (*magna cum laude*), Lexington, Kentucky
 Leah Frances Burchfield (Art—honors) (*magna cum laude*), Spartanburg, South Carolina
 Michael Alan Burnette, Jr. (Environmental Studies: Policy), Columbia, South Carolina
 Grant Alan Burrier (Political Science—honors) (Spanish—honors) (*magna cum laude*),
 Stow, Ohio
 Sarah Hutchins Bush (History—honors), Hingham, Massachusetts
 Jacob David Cail (English), Newfields, New Hampshire
 Charlotte Hardwick Caldwell (Art), Lookout Mountain, Tennessee
 Carlton Frederick Carroll (Political Science) (Economics), Tallahassee, Florida
 Andrew Steven Carter (Political Science), Greenwich, Connecticut
 Bess Kinard Caughran (Political Science), Waco, Texas
 *Joseph Bradley Clark Cherry (Philosophy—honors) (*summa cum laude*), Bowling Green,
 Kentucky
 Boone DeBerry Clayton (Religion), Springfield, Virginia
 Robert Murphy Cleveland (Economics), Pensacola, Florida
 Jonathan Kirk Cole (History—honors) (*magna cum laude*), Tunnel Hill, Georgia
 Katharine Lea Coleman (Art), Wilmington, North Carolina
 Margaret Frances McPherson Colmore (Art), Thompson Station, Tennessee
 *Jennifer Lynn Cordeau (Spanish) (Art—honors) (*summa cum laude*), Cleveland, Tennessee
 Taylor Marie Cornell (Theatre Arts) (*cum laude*), Dallas, Texas
 Jeremy Matthew Cothorn (English—honors) (*cum laude*), Murfreesboro, Tennessee
 John L Henry Cowan II (History), Bullard, Texas
 Savannah Caroline Cowley (Political Science) (*in absentia*), Newport, Rhode Island
 Barton Wayne Cox (Political Science) (*cum laude*), Abilene, Texas
 Alexandra Hinton Cranz (Political Science), Fort Worth, Texas
 William Scott Creason, Jr. (American Studies), Louisville, Kentucky
 Emily Hart Crowe (Religion) (*magna cum laude*), Jamestown, North Carolina
 Hayley Rae Dale (Economics), Indianapolis, Indiana
 *Ian Charles Baird Davis (Political Science) (*summa cum laude*), Louisville, Kentucky
 Emily Rose de Juan (Economics), La Canada Flintridge, California
 Ashley Nicole de St. Paer (Religion), Chatham, New Jersey
 Catherine Perrin Dent (Political Science), Spartanburg, South Carolina
 Jennifer Leigh Desormeaux (Art—honors), New Iberia, Louisiana
 Francesco Jack DiMauro (History), New York, New York
 Andrew Lewis Doak (Art—honors) (German) (*magna cum laude*), Nashville, Tennessee
 *Paul Anthony Dominiak (Early Modern Studies—honors) (*summa cum laude*), Whitby, England
 Ryan Patrick Donnelly (Economics), Nashville, Tennessee
 Christopher Weikert Douglas (German—honors) (*magna cum laude*), Austin, Texas
 *Jonathan Cory Duncan (Medieval Studies) (*magna cum laude*), West Memphis, Arkansas
 Jeffrey Gordon Dunnington (History), Richmond, Virginia
 Lucian Archambault Durham IV (History), Rochester, Minnesota
 Adnan Dzumhur (German) (*cum laude*), Sewanee, Tennessee
 Charles Ward Faquin (Spanish), Memphis, Tennessee
 Matthew Adams Farr (English), Eads, Tennessee
 Warren Mercer Ferguson (English), Richmond, Virginia
 William Henry Fishburne (History), Charleston, South Carolina
 Marie Magdalene Francfort (Russian) (*cum laude*), Glastonbury, Connecticut
 Matthew Oliver Fuller (History), Alexandria, Virginia
 Angela Suzanne Galbreath (Third World Studies), Fort Thomas, Kentucky
 Sarah Phinizy Gamble (English), Washington, North Carolina

- Caroline Grey Gibson (English) (*cum laude*), Richmond, Virginia
 Caleb McNeill Goodwyn (Political Science), Jasper, Alabama
 Zoë Gowen (American Studies), Memphis, Tennessee
 David Lee Graf (History), Florissant, Colorado
 *Andrew Charles Gregg (Medieval Studies—honors) (Latin) (*summa cum laude*), Dallas, Texas
 *Christopher John Gupstill (Theatre Arts) (Philosophy—honors)
 (*summa cum laude*), Durham, North Carolina
 *Laura Marie Hahn (English—honors) (*summa cum laude*), Lexington, Kentucky
 James Dulany Hall III (Economics), St. Simons Island, Georgia
 Jonathan Bolton Hall (Psychology), New Orleans, Louisiana
 Margaret Wood Halpern (Art History—honors) (*magna cum laude*), Harrisonburg, Virginia
 Stephen Francis Hannaway (American Studies), Decherd, Tennessee
 Brendan Alexander Harmon (Art History—honors)
 (*magna cum laude*), Raleigh, North Carolina
 Jane Mackay Harrington (History—honors) (*magna cum laude*), Sugar Land, Texas
 William John Harvard (Greek), Pottstown, Pennsylvania
 Nathan VanMeter Hendricks IV (History), Atlanta, Georgia
 Lucianna Michelle Hendry (English) (*cum laude*), Sewanee, Tennessee
 William Hastings Hensel, Jr. (English), Columbia, South Carolina
 Eliza Teresa Herrera (Social Science—Foreign Language), Ardmore, Alabama
 Jeremy Walker Hodges (Mathematics), Knoxville, Tennessee
 Allen Nugent Hofammann (Political Science), Decatur, Alabama
 Christopher Michael Honeycutt (Anthropology), Knoxville, Tennessee
 Caroline Elizabeth Howe (History—honors) (*cum laude*), Blowing Rock, North Carolina
 Sarah Kathleen Howell (Psychology), Alexandria, Virginia
 Hunter Kirkpatrick Huston (English), Nashville, Tennessee
 Charles Matthew Hutt (Economics), Panama City, Florida
 William Wesley Ivey (Spanish) (*magna cum laude*), Fulton, Kentucky
 Craig McCam Jacobs (Psychology), Houston, Texas
 Elizabeth Lacy Johns (History—honors) (English—honors)
 (*magna cum laude*), Nashville, Tennessee
 Alice Tyler Johnson (American Studies), Sherborn, Massachusetts
 *Britt Rebecca Johnson (English—honors) (*summa cum laude*), Durham, North Carolina
 Joshua Francis Johnson (History) (*cum laude*), Estill Springs, Tennessee
 Virginia Hogan Johnson (English), Medford, Oregon
 April Gabriel Jones (Psychology), Wilmington, Delaware
 Brereton Chandler Jones, Jr. (History) (*in absentia*), Lexington, Kentucky
 Freeman Randolph Jones III (Art), Greensboro, North Carolina
 Jason Sheets Jones (Religion), Hartford, Connecticut
 Jess Morgan Kane (History), Bartlesville, Oklahoma
 John McHenry Kearse (History), Columbia, South Carolina
 Kathryn May Kilgore (History—honors) (*cum laude*), New Braintree, Massachusetts
 Meghann Elizabeth King (Political Science) (*magna cum laude*), Lynchburg, Virginia
 David Edward Kutcher (Political Science), Charlotte, North Carolina
 Cameron Barclay Land (English) (*cum laude*), Alexandria, Virginia
 Elizabeth Allyn Land (History), Memphis, Tennessee
 Dylan Stuart Lane (English), Houston, Texas
 Nicole Renee Lawrence (Art), Jacksonville, Arkansas
 Allen Davis Lentz (English), Nashville, Tennessee

- Masey Patricia Louise Masefield Lodge (Psychology) (English)
(magna cum laude), South Pittsburg, Tennessee
- William Ross Lombard (Environmental Studies: Policy), Cape Elizabeth, Maine
- Kristin Ann Lord (Political Science) *(cum laude)*, Jacksonville, Florida
- Marilyn Solitair Lowe (History), Jasper, Georgia
- Brendan Patrick Lynch (Economics—honors) *(cum laude)*, Lexington, Kentucky
- Ashley Vi Lynk (English) (Art—honors), Bothell, Washington
- Jennifer Ann Macksoud (History) (English) *(magna cum laude)*, Basking Ridge, New Jersey
- *Jessica Nicole Manley (English) *(summa cum laude)*, Memphis, Tennessee
- Thomas Seveda Manshack (English) (Philosophy), Charlotte, North Carolina
- Andrew Michael Mantini (Psychology), Davidsonville, Maryland
- Maryanna Dandridge Marks (Art History), Augusta, Georgia
- *Benjamin Delbert Marsee (Anthropology—honors) *(summa cum laude)*, Cookeville, Tennessee
- Jane Fulton Mauzy (Religion) *(cum laude)*, Sewanee, Tennessee
- Jean Matthews McDowell (English), Charleston, South Carolina
- William Andrew McLarty, Jr. (Philosophy), Jackson, Mississippi
- Amanda Claire Michaels (Theatre Arts), Dalton, Georgia
- Christopher Edward Miller (Philosophy) *(magna cum laude)*, Montgomery, Alabama
- Sara Lindsay Miller (English) (Latin) *(cum laude)*, Raleigh, North Carolina
- Clarence Francis Moss Mitchell III (Art), Lithonia, Georgia
- Philip Allen Mize (Economics—honors), Atlanta, Georgia
- Jeremiah Spencer Monds III (Music—honors) *(magna cum laude)*, Chattanooga, Tennessee
- Molly Byrne Moore (Religion), Nashville, Tennessee
- Adam Dennis Moran (Asian Studies), Cookeville, Tennessee
- Margaret Taylor Morgan (History), New Orleans, Louisiana
- Ashley Elizabeth Moser (History—honors) *(magna cum laude)*, Highland Park, Illinois
- Ellen Kathleen Murphy (Psychology), Pepper Pike, Ohio
- Katherine Elizabeth Neal (Music) (English) *(cum laude)*, Birmingham, Alabama
- Emily Margaretta Nelson (Philosophy), Clarksville, Tennessee
- *Kirby Alan Newport (History—honors) *(summa cum laude)*, Carthage, Missouri
- Erle Jackson Newton III (Political Science) *(magna cum laude)*, Adairsville, Georgia
- *Claire Elizabeth Nicoll (English) *(summa cum laude)*, Larchmont, New York
- Claude Beeland Nielsen, Jr. (English) *(in absentia)*, Birmingham, Alabama
- Katherine Johnson Nielsen (Environmental Studies: Policy), Birmingham, Alabama
- Marisa Michelle Noroña (English), Tampa, Florida
- William Hatcher Overton, Jr. (Theatre Arts), Richmond, Virginia
- Sarah Whitney Oxford (Third World Studies) (French), Winston-Salem, North Carolina
- Olu Kola Pacheco (Social Science—Foreign Language), Marietta, Georgia
- William Laurence Packard (Psychology), Fairfax, Virginia
- Richard Armstrong Palmer III (Religion), Jackson, Mississippi
- Sara Burgess Parish (Religion) *(cum laude)*, Nashville, Tennessee
- Christine Chapman Parker (Art), Shreveport, Louisiana
- Willis Rudd Parsons III (Political Science), Anchorage, Kentucky
- Morgan Uriah Amanda Patterson (Religion) *(magna cum laude)*, Tulsa, Oklahoma
- Christie Ann Peeler (Environmental Studies: Policy), Houston, Texas
- William Alexander Peirson (English), Dallas, Texas
- Carson Christian Phillips (English) *(cum laude)*, Bowling Green, Kentucky
- Dorothy Elizabeth Piatt (English—honors) *(magna cum laude)*, Chattanooga, Tennessee
- Melissa Edwards Pirani (History), Marion, Arkansas
- Elizabeth Anne Pollard (Political Science) *(cum laude)*, Wilmington, North Carolina

- Gary Tusten Pope, Jr. (Political Science), Columbia, South Carolina
 Edward Ford Proctor (Economics—honors) (*magna cum laude*), Wilmington, Delaware
 Lisa Marie Rast (English—honors) (French Studies—honors)
 (*magna cum laude*), Hapeville, Georgia
 Katherine Elizabeth Read (History), Miami, Florida
 Kathryn Poyas Rhett (History), Charleston, South Carolina
 Stuart Harvey Rhodes (Economics), Little Rock, Arkansas
 Marc Christopher Ricker (History), Paris, Kentucky
 Jill Marie Robinson (Psychology), Marietta, Georgia
 Caroline Alexander Rodgers (Art History), Nashville, Tennessee
 Don Francis Rodgers (English), Bowling Green, Kentucky
 Jennifer Tyson Rodgers (Political Science), Nashville, Tennessee
 Maria Paula Rodriguez (History), Slidell, Louisiana
 Aimee Alicia Rogers (Psychology), Cincinnati, Ohio
 Katherine Whitmire Rogers (American Studies), Atlanta, Georgia
 Janie Hundley Romaine (History), Lexington, Kentucky
 Mary Hunter Rouse (History—honors) (*magna cum laude*), Mobile, Alabama
 David Livingstone Rudolph (English), Alexandria, Virginia
 Sharon Rae Sanders (History), Lynchburg, Tennessee
 Sean Bartlett Sandison (Political Science—honors) (*magna cum laude*), Dallas, Texas
 Tiffany Lynn Schuster (History), Mason, Ohio
 Christopher Lynn Schwab (History), Shreveport, Louisiana
 Colt Brazill Segrest (French—honors) (*magna cum laude*), Southlake, Texas
 *Emily Elizabeth Senefeld (History—honors) (*summa cum laude*), Columbia, Tennessee
 James Ashley Yerburgh Setchim (Economics), Old Greenwich, Connecticut
 Lane Patrick Shackleton (Environmental Studies: Natural Resources
 and the Environment) (*cum laude*), Atlanta, Georgia
 Emily Lauren Shade (English) (*cum laude*), Falkville, Alabama
 Matthew Wayne Shearon (English), North Little Rock, Arkansas
 Laura Therese Shields (Psychology), Mobile, Alabama
 Edith Elizabeth Shimel (Art), Chattanooga, Tennessee
 Jessica Marie Short (English), Milan, Tennessee
 Rachel Ann Short (English), Milan, Tennessee
 Jason Kentrell Smith (Computer Science), Shelbyville, Tennessee
 *Nicola Dare Smith (Psychology—honors) (*magna cum laude*), Charleston, West Virginia
 Thomas Mackall Smythe (History) (*in absentia*), Charleston, South Carolina
 Elizabeth Moore Snowden (History—honors) (*magna cum laude*), Clemson, South Carolina
 Amy Kristin Stencil (Spanish) (Economics—honors) (*magna cum laude*), Lexington, Kentucky
 Rebecca Jane Stokes (Theatre Arts), Providence, Rhode Island
 Elizabeth Chapin Stone (English), Beaufort, South Carolina
 Phillip Francis Suggs (Spanish), Stone Mountain, Georgia
 *Elizabeth Trippet Swann (English) (*summa cum laude*), Waco, Texas
 Eugene Lebron Talley (History), Chattanooga, Tennessee
 Lauren Elizabeth Taylor (Environmental Studies: Policy), Charlotte, North Carolina
 *Adam Parsons Thomas (Music—honors) (Political Science)
 (*summa cum laude*), Charleston, West Virginia
 Elizabeth Mills Thomas (Economics), Vicksburg, Mississippi
 Frank Lewis Thomasson IV (English), Charlottesville, Virginia
 Jennifer Ann Thompson (Psychology), Glendora, California
 David Foster Tipps (History) (*cum laude*), Houston, Texas

- Michelle Paula Tonelli (History—honors), Tampa, Florida
 John Andrew Tonissen (English), Charlotte, North Carolina
 Silvana Toro (Psychology), Maryville, Tennessee
 Nancy Leiter Train (English), Ft. Washington, Pennsylvania
 Nancy Kathryn Tujague (Third World Studies—honors) (*cum laude*), Metairie, Louisiana
 Laura Virginia Turner (English—honors) (*magna cum laude*), Somerville, Tennessee
 Mary Anne Turner (English) (*cum laude*), Austin, Texas
 Thomas Carter Upchurch (English), Nashville, Tennessee
 Andrew William von Gontard (Psychology), Front Royal, Virginia
 Sara Burgess Walker (English) (*cum laude*), Richmond, Virginia
 Laura Alison Walters (Theatre Arts), Martinez, Georgia
 Elizabeth Louise Warfel (Mathematics), Dade City, Florida
 Emily Alexander Watkins (Political Science), Dallas, Texas
 Douglas Kearny Watters (Economics—honors), Spartanburg, South Carolina
 *Jeremy Brandon Wear (English—honors) (*summa cum laude*), Columbia, Tennessee
 *Katie Laurel Wells (Russian) (*summa cum laude*), Nashville, Tennessee
 Alexandra Wyatt Wetmore (Russian) (*summa cum laude*), Signal Mountain, Tennessee
 Ashleigh Brooke Whitworth (Economics), Tullahoma, Tennessee
 Charles Evans Wilkinson (History), Lexington, Kentucky
 *Katharine Keeble Wilkinson (Religion) (*summa cum laude*), Atlanta, Georgia
 Joah Landon Williams (Psychology), Gallatin, Tennessee
 Lashonda Shante Williams (English—honors) (*magna cum laude*), Americus, Georgia
 John Matthew Womack (Theatre Arts), Cookeville, Tennessee
 Hilary Michael Worne (Psychology) (*magna cum laude*), Lexington, Kentucky
 Helen Kate Wright (Environmental Studies:
 Natural Resources and the Environment), Sewanee, Tennessee
 Marian Wright (Psychology), Jackson, Tennessee
 Stephen Anthony Yerkovich (English), Potomac, Maryland
 Edward Alexander Zellmer (English), Paducah, Kentucky
 David Thomas Zeman (Anthropology—honors) (*cum laude*), Kennesaw, Georgia
 *Adriana Zimova (Philosophy—honors) (*summa cum laude*), OKR Stara Lubovna, Slovakia

Bachelor of Science

- Kara Elizabeth Allen (Environmental Studies: Natural Resources and the Environment),
 Moore, South Carolina
 Brian Scott Anderson (Biology) (*cum laude*), Hillsboro, Tennessee
 Sara Catherine Andreatta (Environmental Studies: Natural Resources and the
 Environment), Raleigh, North Carolina
 *Jeremy Richard Anthony (Biochemistry—honors) (*summa cum laude*), Rome, Georgia
 Rachel Anne Beavins (Environmental Studies: Natural Resources and the Environment)
 (*cum laude*), Nashville, Tennessee
 Kimberly Brooke Bennett (Biology), Cowan, Tennessee
 Meagan Alessandra Binkley (Environmental Studies: Ecology/Biodiversity—honors) (*magna
 cum laude*), Terrell, Texas
 Laura Broyles Boyd (Environmental Studies: Natural Resources and the Environment—
 honors) (*magna cum laude*), Atlanta, Georgia
 Andrew Thomas Brantley (Environmental Studies: Natural Resources and the
 Environment), Danielsville, Georgia

- Christopher Phillips Brown (Forestry), Westport, Connecticut
 Malia Anne Chang (Biology), New Orleans, Louisiana
 John Weeks Culclasure, Jr. (Forestry), Flat Rock, North Carolina
 Cisley Dianca Davidson (Biology), Manchester, Tennessee
 Lindsey Elaine Edwards (Environmental Studies: Ecology/Biodiversity), Summerville,
 South Carolina
 Skye Alexis Fost (Biology), Knoxville, Tennessee
 James Reimers Graves (Natural Resources), Jackson, Mississippi
 Cynthia Gaither Gray (Chemistry) (*magna cum laude*), Franklin, Tennessee
 Leslie Megan Green (Geology), McKinney, Texas
 Cara Jean Hastings (Environmental Studies: Natural Resources and the Environment) (*in
 absentia*), Hendersonville, North Carolina
 Laura Kristin Howell (Biology), Johnson City, Tennessee
 *Christina Ting Kwauk (Psychology—honors) (*summa cum laude*), Huntsville, Alabama
 Patricia Elizabeth Lee (Geology), Richmond, Virginia
 Catherine Anne Lemmi (Biology) (Art) (*cum laude*), Memphis, Tennessee
 Rachel Aline Macrorie–Fairweather (Biology) (*cum laude*), Grass Valley, California
 Garrett Anne Marquardt (Biology), Brentwood, Tennessee
 Matthew Gregory Martelli (Biology) (*magna cum laude*), Winchester, Kentucky
 Ashley Elizabeth McGrane (Environmental Studies: Natural Resources and the
 Environment), Coral Gables, Florida
 *Pamela Lora Leach Melera (Biology) (*magna cum laude*), Lutherville Timonium, Maryland
 Matthew Clay Moldenhauer (Environmental Studies: Natural Resources and the
 Environment), East Aurora, New York
 Krista Deanne Mondelli (Geology—honors) (*cum laude*), Nashville, Tennessee
 Michael Austin Murrey (Geology), Dallas, Texas
 Lucy Miller Parham (Environmental Studies: Natural Resources and the Environment—
 honors) (*magna cum laude*), LaGrange, Georgia
 Hayden Elizabeth Patterson (Environmental Studies: Ecology/Biodiversity), Duluth,
 Georgia
 Horace Mitchell Perry IV (Computer Science), St. Louis, Missouri
 Kali Elizabeth Phillips (Biology) (*cum laude*), Maryville, Tennessee
 James William Pollard (Environmental Studies: Natural Resources and the Environment),
 Atlanta, Georgia
 Christopher Edwards Ramsey (Natural Resources), Forest, Virginia
 Mary Alexandra Motlow Richman (Environmental Studies: Natural Resources and the
 Environment), Lynchburg, Tennessee
 John William Robbins (Mathematics), Rocky Mount, North Carolina
 Brett Ryan Scheffers (Environmental Studies: Ecology/Biodiversity—honors), Peotone,
 Illinois
 Kirsten Lynn Slaughter (Chemistry) (Anthropology) (*cum laude*), El Dorado, Arkansas
 *Ross Taylor Sowell (Computer Science—honors) (*summa cum laude*), Columbia, Tennessee
 Elessar Adal Spindelilus (Physics) (*in absentia*), Huntsville, Alabama
 *Elspeth Susan Steinhauer (Geology—honors) (*magna cum laude*), Memphis, Tennessee
 *Joshua Crocker Waits (Biology) (*summa cum laude*), Madison, Alabama
 Elizabeth Courtney Wise (Biology) (*magna cum laude*), Durham, North Carolina
 Hally Anne Yandon (Biochemistry), Southern Pines, North Carolina

*Phi Beta Kappa

AWARDS AND PRIZES, COMMENCEMENT — MAY 2005

I. THE COLLEGE OF ARTS AND SCIENCES

The Outstanding Teacher Award — *for exceptional secondary school teachers nominated by members of the senior class in the College*

Becky Smith — of Tennessee
Jane Pepperdene — of Georgia

The Clarence Day Community Service Award

Sara Burgess Parish — of Tennessee

The Barron-Cravens Cup — *for the outstanding male athlete*

Matthew Gregory Martelli — of Kentucky

The Charles Hammond Memorial Cup — *for the male athlete who best exemplifies excellence in scholarship and leadership*

David Foster Tipps — of Texas

The John Flynn Outstanding Female Intramural Athlete Award

Krista Deanne Mondelli — of Tennessee

The John Flynn Outstanding Male Intramural Athlete Award

Boone DeBerry Clayton — of Virginia

The Outstanding Senior Female Athlete Award

Katharine Keeble Wilkinson — of Georgia

The Michaux Nash Award — *for outstanding performance in men's track*

Horace Mitchell Perry — of Missouri

The Bishop Juhan Award — *for excellence in swimming*

Matthew Gregory Martelli — of Kentucky
Elizabeth Allyn Land — of Tennessee

The Stephen Elliott Puckette III Athletic Award

Don Francis Rodgers — of Kentucky

The Stephen Elliott Puckette II Award

Lucas Harrington Ridley — of Kentucky
Sarah Samuëllé Holbrooks — of Tennessee
Emmanuel Gai Solomon — of Georgia
Laura Marie Hahn — of Kentucky
Robert Martin Smith — of Alabama

The Harry C. Yeatman Award in Biology

Jeremy Richard Anthony — of Georgia

The Phillip Evans Award — *for the outstanding Economics graduate*

Edward Ford Proctor — of Delaware

Brendan Patrick Lynch — of Kentucky

The Guerry Award — *for excellence in English*

Jeremy Brandon Wear — of Tennessee

The Tennessee Williams Award for Creative Writing

William Hastings Hensel — of South Carolina

Laura Therese Shields — of Alabama

The Award for Distinction in Art History

Margaret W. Halpern — of Virginia

The Allen Farmer Award — *for excellence in Forestry and Geology*

James William Pollard — of Georgia

Lucy Miller Parham — of Georgia

The U.S. Forest Service Science Award — *for outstanding performance in mathematics and science in a Natural Resources field*

Lucy Miller Parham — of Georgia

The Ruggles-Wright Prize in French

Colt Brazill Segrest — of Texas

The Linda Wheat Grant — *for French graduate study in France*

Lisa Marie Rast — of Georgia

The Jackson Cross Memorial Award — *for outstanding performance in German*

Andrew Lewis Doak — of Tennessee

Christopher Weikert Douglas — of Texas

The Walter Guerry Green Medal for Latin

Andrew Charles Gregg — of Texas

The Gilbert Gilchrist Memorial Music Award

John Joseph Henry Hammond — of North Carolina

The Judy Running Memorial Music Prize

Adam Parsons Thomas — of West Virginia

The E.G. Richmond Prize in Social Sciences

Benjamin Delbert Marsee — of Tennessee

The Alex Shipley, Jr. Award — *for distinction in Political Science during the senior year*

Kevin Lee Alonso — of Tennessee
 Grant Alan Burrier — of Ohio
 Gary Tusten Pope — of South Carolina
 Sean Bartlett Sandison — of Texas

The A. T. Pickering Award — *for excellence in Spanish*

Grant Alan Burrier — of Ohio

The Schauss Award — *for meritorious work in Spanish literature*

William Wesley Ivey — of Kentucky

The Shepard Photography Award

Nicole Renee Lawrence — of Arkansas

The Andrew Nelson Lytle Award for Academic Achievement

Dorothy Elizabeth Piatt — of Tennessee
 Lashonda Shante Williams — of Georgia

The Isaac Marion Dwight Medal for Philosophical Greek

Andrew Charles Gregg — of Texas

The John McCrady Memorial Award — *for excellence in Art*

Ashley Vi Lynk — of Washington

The Hugh Harris Caldwell, Jr. Award

Joseph Bradley Cherry — of Kentucky
 Adriana Zimova — of Slovakia

The Susan Miller Selden Award

Jeremy Richard Anthony — of Georgia

The Nicholas Barnet Gilliam, Jr. Award — *for outstanding performance in Theatre*

Christopher John Guptill — of North Carolina

The John M. Gessell Fellowship in Social Ethics

Rosemary Ellen Puckett — of Alabama

The Leroy Environmental Service Award

Katharine Keeble Wilkinson — of Georgia
 Christopher M. Honeycutt — of Tennessee

The Seabold Scholar

Matthew Gregory Martelli — of Kentucky



Phi Beta Kappa

Kevin Lee Alonso
 Jeremy Richard Anthony
 Lillian Grace Azevedo-Grout
 David McMekin Barnes
 Joseph Bradley Clark Cherry
 Jennifer Lynn Cordeau
 Ian Charles Baird Davis
 Paul Anthony Dominiak
 Jonathan Cory Duncan
 Andrew Charles Gregg
 Christopher John Guptill
 Laura Marie Hahn
 Britt Rebecca Johnson
 Christina Ting Kwauk
 Jessica Nicole Manley

Benjamin Delbert Marsee
 Pamela Lora Leach Melera
 Kirby Alan Newport
 Claire Elizabeth Nicoll
 Emily Elizabeth Senefeld
 Nicola Dare Smith
 Ross Taylor Sowell
 Elspeth Susan Steinhauer
 Elizabeth Trippet Swann
 Adam Parsons Thomas
 Joshua Crocker Waits
 Jeremy Brandon Wear
 Katie Laurel Wells
 Katharine Keeble Wilkinson
 Adriana Zimova

II. NATIONAL AWARDS IN THE COLLEGE OF ARTS AND SCIENCES

NCAA Post Graduate Scholarship

Matthew Gregory Martelli — of Kentucky

Algernon Sydney Sullivan Medallion — *for character*

Adriana Zimova — of Slovakia



STUDENT BODY STATISTICS

College of Arts and Sciences, Advent Semester 2004

FULL-TIME ENROLLMENT	MEN	WOMEN	TOTAL
Continuing Students	440	485	925
New Freshmen	191	207	398
New Transfer Students	11	3	14
Non-Degree Students	2	4	6
Total Full-Time Students	644	699	1343

PART-TIME ENROLLMENT	MEN	WOMEN	TOTAL
Degree Students	2	0	2
Non-Degree Students	8	12	20
Total Part-Time Students	10	12	22

ENROLLMENT BY CLASSIFICATION	MEN	WOMEN	TOTAL
Seniors	112	138	250
Juniors	125	124	249
Sophomores	220	238	458
Continuing Freshmen	4	0	4
New Freshmen	191	207	398
Total Degree Students	652	707	1359

GEOGRAPHICAL DISTRIBUTION

United States

Alabama	107	New Hampshire	1
Arizona	1	New Jersey	10
Arkansas	24	New York	14
California	6	North Carolina	101
Colorado	6	North Dakota	1
Connecticut	14	Ohio	20
Delaware	5	Oklahoma	7
District of Columbia	2	Oregon	2
Florida	57	Pennsylvania	6
Georgia	181	Rhode Island	2
Illinois	13	South Carolina	80
Indiana	4	South Dakota	2
Kansas	1	Tennessee	296
Kentucky	64	Texas	99
Louisiana	25	Vermont	2
Maine	5	Virginia	97
Maryland	28	Washington	1
Massachusetts	6	West Virginia	6
Michigan	5	Wisconsin	1
Minnesota	2	Wyoming	2
Mississippi	31	U.S. Citizens Living Abroad	4
Missouri	5		
Montana	1		



International

Bosnia & Herzegovina..... 1
 Bulgaria 3
 Canada 1
 China 1
 El Salvador 1
 England 2
 France 1
 Germany 2
 Ghana 1
 India 2
 Jamaica 1
 Japan 4
 Lithuania 1
 Mexico 1
 Myanmar..... 1
 Nepal 1
 Nigeria 1
 Pakistan 3
 Romania 1
 Russia 1
 Serbia and Montenegro..... 1
 Slovakia 1
 South Africa..... 1
 Spain 1
 Sudan..... 2
 Turkey..... 1
 Viet Nam..... 1

RELIGIOUS DISTRIBUTION

Baptist..... 88
 Buddhist 2
 Christian Reformed Church..... 1
 Christian, Non-Denominational 65
 Church of Christ..... 6
 Disciples of Christ 4
 Episcopal 478
 Greek/Eastern Orthodox 2
 Hindu 2
 Jewish..... 7
 Latter Day Saints (Mormon)..... 2
 Lutheran 9
 Muslim 4
 Pentecostal 2
 Presbyterian 97
 Protestant..... 18
 Roman Catholic 100
 Seventh Day Adventist..... 2
 Society of Friends (Quaker) 1
 Unitarian Universalist 7
 United Church of Christ 4
 United Methodist 94
 Worldwide Church of God 2
 Unknown 388



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